

**TRANSLATION TECHNIQUES USED BY ENGLISH THIRD SEMESTER
STUDENTS OF UNIVERSITY OF RIAU KEPULAUAN**

Erwin Ashari , Marida Annum Harahap, Shalehodin
English Education Study Program, Universitas Riau Kepulauan, Batam, Indonesia
erwinashariharianja83@gmail.com

Abstract

Translation is the transferring meaning of the text from source language in which to equivalent text in target language that communicates similar messages by changing structure without changing meaning. The qualitative descriptive method as the research design of this study which aimed to find out translation techniques used by English third semester students in translating a narrative text entitled "Telaga Warna" from English into Indonesian and to describe the dominant technique used by the students in translating the text. The collecting of the data collected taken from the result translation of narrative text from English into Indonesian by 14 participants of English third semester students. In this study, the data analyzed based on translation techniques of Molina and Albir (2002) theory. Based on data analysis, it was found that the translation techniques of narrative text entitled "Telaga Warna" from English into Indonesian done by English third semester students of University of Riau Kepulauan uses fourteen (14) translation techniques found in 1302 data while translating the text. The translation techniques were namely literal translation, calque, reduction, amplification, discursive creation, linguistic amplification, established equivalent, particularization, transposition, linguistic compression, modulation, borrowing, variation, and generalization. The most dominant technique of translation used by students was literal translation techniques

Keywords: Translation Technique, Narrative Text, Telaga Warna

INTRODUCTION

Translation is the transferring meaning of a text from source language in which to equivalent text in target language that communicates similar messages by changing structure without changing meaning. Translation used as a medium by among people to transfer the knowledge or information from one language to another. It can be a bridge which connects the people from the different language and cultures. According to Rosa and Sofyan (2019; 261), translation as an action of rewriting the meaning of a text in another language requires a translator to have good linguistic competence. Translation is one of skill in linguistics that should be mastered by the students in every level academic, because it is needed to help people to understand foreign language texts. However, translation study is not easy work, it needs skill in several term or concept such as understanding the different of the cultures both of the language.

In translating a text, there are some troubles made by students such as finds an equivalent of vocabulary, grammar, and culture in the target language. It is usually difficult

for students to translate the non-equivalence word at the word level from source language into target language. In addition, the difference of grammatical system among the source language and the target language makes the contextual problems, so the students do not understand the text and vocabulary mastery can be a problem in translating. The way to solve such problems is using techniques of translation while different problems need different techniques. Until now, some students never realized the technique they used, they just use it.

The technique of translation has important role which is attracted a number of translation scholars to conduct a research on it. Even though, some of the researchers tried to develop translation techniques (e.g. Munday, 2008; Vinay and Darbelnet (as cited in Venuti and Baker, 2000; Dordevic, 2017; Molina and Albir, 2002), meanwhile, most of studies examined the established translation techniques in different type of text and different linguistic elements (e.g. Arsyi, 2018; Nisak, 2016; Henny, 2019; Rahmawati, 2016; Molina and Albir, 2002). Technique of translation is the important element in process of translation. It is considered as the translator's tendency to translate text. In this study, the researchers will use translation techniques of Molina and Albirs' theory. Molina and Albir (2002) categorized technique of translation into 18 types

In this case, the examination of translation techniques in this study, the researchers used narrative text as the object of translation. narrative text chosen because has fantastic and figurative story to entertain the readers or listeners. According to Hartono (2017, 29), narrative text is related to stories containing complication or problematic events then finding resolutions to solve problems. In addition, narrative text has an aesthetic, scientific and figurative word for analyzing. It makes all of techniques of translation works on this text whether in source language or target language.

There are so much studies about translation techniques in several field done by some researchers, but in this research, the researchers claims that this study does not use the data which is already published works. As Kirmadi., Ashari, E., Shalehoddin (2021) has conducted a reached related to translation technique on electronic devices manual book, they found Calque technique was mostly applied in translation with 25 frequencies (18.33%) . in this reseach, the researcher pure conducted this study and collecting the data from the field of this research at University of Riau Kepulauan. Specifically, the goal of this study is to find out the translation techniques used by English third semester students of University of Riau Kepulauan in translating a narrative text from English into Indonesian. In addition, it is also

essential to find and describing the most dominant technique used by the students in translating the text.

RESEARCH METHODOLOGY

This study applied descriptive qualitative which done to see the translation techniques used by English third semester students of University of Riau Kepulauan in translating a narrative text. This research used translation test. In this study, the researchers used a qualitative descriptive method. According to Creswell (2012, p. 16), qualitative research is an inquiry that explore a social or human problem and developing a detailed understanding of a central phenomenon by having the literature review, stating the purpose and research questions, collecting data based on words, analyzing the data and writing the report using flexible emerging structures and evaluating criteria, including the researchers' subjective reflexivity and bias. By conducting the research, the researchers described the translation techniques used by English third semester students of University of Riau Kepulauan in translating a narrative text and also explains the most dominant technique used by the students in their translations.

In this research, the third semester students were the participant which means they were asked to translate a narrative text entitled "*Telaga Warna*" from English into Indonesian. The data were all texts which were translated by English third semester students of University of Riau Kepulauan from English into Indonesian. The types of the data in this research were all of the word, phrase, clause, and sentences in the text of "*Telaga Warna*" which are translated into Bahasa Indonesia. Meanwhile, the researchers used translation techniques of Molina and Albir's theory (2002) to analyze the data in this research. There are 18 types of translation techniques of Molina and Albir's theory that had been mentioned by the researchers in the previous explanation. In collecting data, researchers used steps as follows: first, the researchers rewrote "*telaga warna*" text into worksheet by providing column or space for text translation (Bahasa Indonesia). Second, the researchers shared the "*Telaga Warna*" text in English to be translated into Bahasa Indonesia. Third, the text was shared to participants' email. Forth, they were allowed to open dictionaries, books, nor google translation. The last, after one month, the researchers downloads the translated text of each participant's email reply.

After the data were collected, then the researchers analyzed the data. There were some steps used by the researchers in analyzing the data, it can be seen as follows: first, the researchers read and checks worksheet of the students intensively and carefully. Second, the researchers grouped the data into sentences by rewriting translated text in sentence form. Third, the researchers identified the data. The data were identified based on techniques of translation used in the text of narrative “*telaga warna*”. Fourth, the researchers classified the data. The data are classified in 18 translation techniques of Molina and Albirs’ theory. Fifth, the researchers analyzed the data. The data were analyzed based on the translation techniques. The last, the researchers concluded the research.

FINDINGS AND DISCUSSION

Based on the findings, the data of this research were result of test done by the students/participants. The test consisted of 93 sentences about “Telaga Warna”. The students should translated the text from English version into Indonesian version. Then, the researchers analyzes it using theory translation techniques of Molina and Albir (2002). Furthermore, the researchers categorized the data into each technique with considering characteristic of technique. In addition, there are 7 of 93 data found by the researchers and they are error grammatical sentences of English text and it affects in Indonesian text too. However, these data are categorized as the data research in this study.

In this case, the data findings will be presented by researchers in the table as follows:

Table 1. Translation techniques used by participants in translating a narrative text.

| No | Translation Techniques | Participants | | | | | | | | | | | | | | Total of Data |
|----|------------------------|--------------|----|----|----|----|----|----|----|----|----|----|----|----|----|---------------|
| | | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | |
| 1 | Adaptation | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2 | Amplification | 3 | 4 | 3 | 5 | 5 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 49 |
| 3 | Borrowing | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | - | 1 | 1 | 1 | 1 | 1 | 13 |
| 4 | Calque | 19 | 18 | 19 | 20 | 20 | 19 | 19 | 19 | 17 | 19 | 19 | 18 | 18 | 18 | 262 |
| 5 | Literal translation | 51 | 53 | 52 | 43 | 44 | 54 | 53 | 53 | 52 | 54 | 52 | 53 | 54 | 55 | 723 |
| 6 | Particularization | 1 | 1 | 1 | 6 | 6 | 1 | 1 | 1 | 2 | 1 | 1 | 3 | 1 | 1 | 27 |
| 7 | Transposition | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 26 |
| 8 | Established equivalent | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 28 |

| | | | | | | | | | | | | | | | | |
|-------|--------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| 9 | Modulation | 1 | 1 | 1 | 1 | - | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 15 |
| 10 | Discursive creation | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 44 |
| 11 | Linguistic amplification | 3 | 2 | 2 | 5 | 5 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 33 |
| 12 | Linguistic Compression | 3 | 2 | 3 | - | - | 1 | 2 | 2 | 3 | 2 | 1 | 2 | 2 | 1 | 24 |
| 13 | Reduction | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 3 | 4 | 4 | 56 |
| 14 | Variation | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 15 | Description | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 16 | Generalization | - | - | - | 1 | 1 | - | - | - | - | - | - | - | - | - | 2 |
| 17 | Substitution | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 18 | Compensation | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total | | 93 | 93 | 93 | 93 | 93 | 93 | 93 | 93 | 93 | 93 | 93 | 93 | 93 | 93 | 1.302 |

As can be shown in the table 4.1 above, the types of translation techniques used by participants in translating a narrative text based on individual result translation which is there are seven participants were used 13 techniques of 18 translation techniques of Molina and Albirs' theory. Those participants were participant number 01, participant number 02, participant number 03, participant number 07, participant number 08, participant number 10, and participant number 13. Then, there are six participants were used 12 techniques of 18 translation techniques of Molina and Albirs' theory in their translation. Those participants were participant number 04, participant number 06, participant number 09, participant number 11, participant number 12, and participant number 14. Meanwhile, there is one participant used only 11 techniques of 18 translation techniques of Molina and Albirs' theory in his translation. The participant was participant number 05. Based on the data findings above, it can be seen that there are some participants used the same quantities of techniques in their result translation when translating a narrative text, but the things that differentiate them are the data position of each their result translation.

Furthermore, the findings of the dominant techniques were used by participants in translating a narrative text by calculating all the result translation of all participants, so it can be seen in the table 2 as follows:

Table 2. The most dominant techniques used by participants

| No | Translation Techniques | Frequency | Percentage |
|----|------------------------|-----------|------------|
| 1 | Adaptation | - | - |

| | | | |
|-------|--------------------------|-------|--------|
| 2 | Amplification | 49 | 3,7 % |
| 3 | Borrowing | 13 | 0,9 % |
| 4 | Calque | 262 | 20,1 % |
| 5 | Literal Translation | 723 | 55,5 % |
| 6 | Particularization | 27 | 2,0 % |
| 7 | Transposition | 26 | 1,9 % |
| 8 | Established Equivalent | 28 | 2,1 % |
| 9 | Modulation | 15 | 1,1 % |
| 10 | Discursive Creation | 44 | 3,3 % |
| 11 | Linguistic Amplification | 33 | 2,5 % |
| 12 | Linguistic Compression | 24 | 1,8 % |
| 13 | Reduction | 56 | 4,3 % |
| 14 | Variation | - | - |
| 15 | Description | - | - |
| 16 | Generalization | 2 | 0,1 % |
| 17 | Substitution | - | - |
| 18 | Compensation | - | - |
| Total | | 1.302 | 100 % |

From the finding above, it can be seen that there are 14 techniques applied by students in translating the text from English into Indonesian based on the total result translation in this study. The dominant techniques of translation mostly used by English third semester students are literal translation (723 data or 55,5%), calque (262 data or 20,1%), reduction (56 data or 4,3%), amplification (49 data or 3,7%), discursive creation (44 data or 3,3%), linguistic amplification (33 data or 2,5%), established equivalent (28 data or 2,1%), particularization (27 data or 2,0%), transposition (26 data or 1,9%), linguistic compression (24 data or 1,8%), modulation (15 data or 1,1%), borrowing (13 data or 0,9%), variation (8 data or 0,6%) and generalization (2 data or 0,1%). Meanwhile, adaptation, description, substitution and compensation have no occurrences in this study. So, the translation techniques used by English third semester students of University of Riau Kepulauan in translating a narrative text from English into Indonesian using literal translation technique. This means that the translation is quite literal and uses the target language form.

Based on explanation above, there are 14 techniques of 18 translation techniques of Molina and Albirs' theory (2002) applied by the students/participants in translating the text in this study. Furthermore, the researchers will presented example and the explanation of each technique of 14 techniques which uses by the students. This section will discuss or analyze every single technique used by all translators which translated the text. In this research, the researchers categories the data of every participant by using named of the data. For example,

the datum of participant 01 becomes datum “a”, the datum of participant 02 becomes datum “b”, the datum of participant 03 becomes datum “c” and so on. This is done by the researchers to classify the data from each participant who uses the same technique in their translation. Here, every single technique will be discussed from the most to the least. Some findings of each technique found explained as follows:

1. Literal translation

Here, the translators translates directly the word or expression in the source language text (SLT) into target language text (TLT). The example of this technique can be seen as follows:

Datum (3a)

SL : “The kingdom was ruled by a king”.

TL : “*Kerajaan tersebut diatur oleh seorang raja*”.

Based on the datum (3a) that the sentence “the kingdom was ruled by a king” is translated into “*kerajaan tersebut diatur oleh seorang raja*” in the target language. It seeks that the translator translates the sentences in the datum 3a with word by word from SL into TL. This aimed to make the reader understand the mean of the text and could easily get the information in the target language. Meanwhile, the translator also believed that it is very comfortable to use literal technique of translation because it does not need extra knowledge in translating it. Thus, the sentence of the story is also suitable in order to translate based on literal technique of translation.

2. Calque

The example of this technique can be seen as follows:

Datum (46e)

SL : “Please make a beautiful necklace for my daughter, said Prabu”.

TL : “*Tolong buat kalung yang indah untuk putriku, kata Prabu*”.

From the example above, the phrase “a beautiful necklace” is translated “*kalung yang indah*” in the target language. The calque technique used in this datum. Since the text translates literally or using word for word translation either lexically or structurally in the target language, the calque technique is accepted in translating the text. Here, the datum was translated literally and structurally from source language into target language.

3. Reduction

The example of this technique can be seen as follows:

Datum (21g)

SL : “A few months later, the queen got pregnant”.

TL : “*Beberapa bulan kemudian, ratu hamil*”.

The datum “A few months later, the queen got pregnant” is translated “*beberapa bulan kemudian, ratu hamil*” in the target language. In this case, the word “got” in source language is not translated in target language. Here, the translator suppressed the information in SL without altering the meaning of the text in the TL.

4. Amplification

The example of this technique can be seen as follows:

Datum (29h)

SL : “It made princess a very spoiled girl”.

TL : “*Itu membuat putri menjadi gadis yang sangat manja*”.

From the example above, it can be seen that the datum “it made princess a very spoiled girl” is translated “*itu membuat putri menjadi gadis yang sangat manja*” in the target language. Here, the word “*menjadi*” in target language was added to clarify the information of source language without altering the message contained in the word. It is explicative paraphrasing. In simply way, amplification technique is used to add detail information that is not contained in the source language text. The addition of information in this technique used to help the readers easily to understand the text. The addition information does not change the existing meaning from source language text into target language text.

5. Discursive creation

Example of this technique can be seen as follows:

Datum (81i)

SL : “It made a pool of water”.

TL : “*Itu membuat genangan air*”.

Based on the example above, the datum “it made a pool of water” is translated “*itu membuat genangan air*” in Indonesian. Based on the case above, the phrase “a pool of” in English becomes “*genangan*” in Indonesian, whereas the translation of “a pool of” should be “*sebuah kolam dari*”. Here the translation in the TL is really different from SL or it is out of context from SL. Even though, here, the translator

tried to search an equivalent word or phrase level from SL into TL, so the reader will be easy to understand the text.

6. Linguistic amplification

Example of this technique can be seen as follows:

Datum (56d)

SL : "Prabu got up from his chair".

TL : "*Prabu bangkit dari singgasananya*".

From the datum above, it can be seen that the word "his chair" in SL was translated "*singgasananya*" in TL. In this case, the translator makes additional linguistic elements in his translation. It is known that the translation "his chair" should be "*kursinya or bangkunya*".

7. Established equivalent

Example of this technique can be seen as follows:

Datum (1j)

SL : "Long long ago there was a kingdom in West Java".

TL : "*Dahulu kala ada kerajaan di Jawa Barat*".

As can be seen in the example above, the term "long long ago" of SL was translated "*dahulu kala*" in TL. It is recognized as an equivalent in the TL. On other word, the term "long long ago" was recognized as "dahulu kala" in Indonesian language.

8. Particularization

Example of this technique can be seen as follows:

Datum (22d)

SL : "All people in this kingdom felt happy".

TL : "*Semua rakyat di kerajaan tersebut merasa bahagia*".

It can be seen that the word "people" in SL was translated "*rakyat*" in TL. Here the translator uses precise or concrete term in his translation. As known that the word "people" must be translated into "*orang-orang*" in Indonesian as the target language in this study. However, the translator chooses a precise word to makes reader easy in understanding the story.

9. Transposition

Example of this technique can be seen as follows:

Datum (56l)

SL : “Prabu got up from his chair”.

TL : “*Prabu bangkit dari kursinya*”.

Based on the example above, it shows that the phrase “got up” was translated into “*bangkit*” in target language. Here, the translator changes the grammatical category of source language into target language. In this case, from the phrase (*got up*) in SL becomes a word (*bangkit*) in TL.

10. Linguistic compression

Example of this technique can be seen as follows:

Datum (89a)

SL : “It’s located in Puncak, West Java”.

TL : “*Terletak di Puncak Jawa Barat*”.

According to example above, this case is similar with the previous example that the clause “it’s located” was translated “*terletak*” in TL. Here also the translator synthesizes the linguistic elements in the TL. It is known that the translation of “*it located*” should be “*itu terletak or itu berlokasi*”. Here the translator tried to find a simple equivalent word in the TL so it will be easily understood by readers.

11. Modulation

Example of this technique can be seen as follows:

Datum (16m)

SL : “That was why Prabu decided to go”.

TL : “*Karena itulah Prabu memutuskan untuk pergi*”.

Based on the example above, the phrase “*that was why*” was translated “*karena itulah*” in TL. Here, also, the translator changes point of view in the text but does not change the message of SL. While the translation “that was why” should be “*itulah mengapa*”.

12. Borrowing

Example of this technique can be seen as follows:

Datum (89d)

SL : “It’s located in Puncak, West Java”.

TL : “*Ini berlokasi di Puncak, Jawa Barat*”.

Based on the example above, it can be seen that the word “located” in SL was translated “*berlokasi*” in TL. It is identified that the translator loan the word from SL by naturalized borrowing and maintaining it in the TL.

13. Variation

There is no example of this technique.

14. Generalization

Example of this technique can be seen as follows:

Datum (44e)

SL : “Prabu only took some gold and jewels”.

TL : “*Prabu hanya mengambil beberapa emas dan perhiasan*”.

From the example above, it can be seen that the word “jewels” was translated “*perhiasan*” in the TL. It is identified that the translator was translated it into more general or neutral term while the translation “jewels” should be “*permata*”.

15. Adaptation

There is no example of this technique.

16. Description

There is no example of this technique.

17. Substitution

There is no example of this technique

18. Compensation

There is no example of this technique

CONCLUSION

Based on explanation and discussion, it can be concluded that translation techniques used by English third semester students of University of Riau Kepulauan in translating a narrative text entitled “Telaga Warna” was based on individual result translation of participant that there are 7 participants used 13 techniques, 6 participants used 12 techniques, and 1 others only used 11 techniques of 18 translation techniques of Molina and Albirs’ theory. There are several participants who use the same number of techniques in their

translation, but the thing that makes them different is the position of the data in their translation.

Meanwhile, based on the total of result translation by all participant in translating a narrative text entitled “Telaga Warna” was that there are 1302 data in this study and found 14 techniques of 18 techniques of Molina and Albirs’ theory was used in this translation, they are literal translation (723 data or 55,5%), calque (262 data or 20,1%), reduction (56 data or 4,3%), amplification (49 data or 3,7%), discursive creation (44 data or 3,3%), linguistic amplification (33 data or 2,5%), established equivalent (28 data or 2,1%), particularization (27 data or 2,0%), transposition (26 data or 1,9%), linguistic compression (24 data or 1,8%), modulation (15 data or 1,1%), borrowing (13 data or 0,9%), variation (8 data or 0,6%) and generalization (2 data or 0,1%). The top five techniques are literal translation, calque, reduction, amplification, and discursive creation. It is because all of the participant used a contextual meaning and transfer the idea of a narrative story in focus of TL reader. In condition, student tried to deliver message of every word, phrase, clause and sentences of the text by using proper contextual language and term in daily activity.

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