

TRANSLATION TECHNIQUES USED BY THE FOURTH SEMESTER STUDENTS OF UNIVERSITAS PERADABAN

Akhmad Nurcholis

the Lecturer of English Education Study Program
Universitas Peradaban Bumiayu – Brebes
Email: nucholis_akhmad@yahoo.com
Phone: +62 858 4233 3613

Abstract

English is a medium of international communication, and it is a bridge to communicate among people with different languages and cultures. Communication has the goal of delivering the message from one to another. It is essential that in mastering the translation lesson for the students to understand about the English text even both of an article or a book of science. This research aims to know the translation techniques applied by 4th semester students at Universitas Peradaban in translating final test text. This is qualitative research with a qualitative descriptive approach. The object of the research is 4th semester students' of Universitas Peradaban. The data are analyzed by using translation techniques proposed by Molina and Albir. The analysis reveals that the most translation found is calque with 940 occurrences (62,37%), literal translation with 371 occurrences (20,90%), reduction with 96 occurrences (6,23%), and the last borrowing with 158 occurrences (10,48%). Based on the research result it can be concluded

that students' knowledge of translation techniques is very limited. In another word, in translating process they must master translation techniques to translate certain text, and know translation techniques to minimize translation errors in the translation product. This research will probably give some literature about the translation techniques that are applied in university students which can be applied by another researcher to conduct other research with another point of view. Also, for the lecturers it gives translation techniques materials with various techniques proposed by some experts.

Keywords: Translation Techniques, 4th Semester Students, Universitas Peradaban

A. Introduction

English is a medium of international communication which is a bridge to communicate among people. Essentially, the communications between different languages are the communications between different cultures. Besides as an international communication device in science and technology development, English has a vital role.

Communication has the goal of delivering the message from one to another. It could be written or spoken by the people every time and everywhere. It can be direct communication by face-to-face or indirect by text or picture, i.e., magazine, newspaper, comic, etc. The text made by people has specific purposes of delivering the message and a good text will positively impact the reader about the text's message.

Since there are different languages around the world, people cannot understand the meaning of all other languages. Mastering English is not sufficiently limited to the basic skills of English; listening, speaking, reading, writing, grammar, phonology, and

vocabulary. People who are speaking or writing in one language to another should make sure that the information and message will be delivered correctly, clearly, and precisely. Concerning the fact that most of the many kinds of texts such as novels, stories, comics, science, and technology books are written in English, it would be helpful to have an adequate translation ability that enables us to understand the contents.

Thus, it is essential that in mastering the translation lesson for the students, they need to understand about the English text even both of an article or a book of science. Literature shows that students still get difficulties in translating either Indonesian to English or English to Indonesian. There are several difficulties in translating Indonesian to English or English to Indonesian texts experienced by Indonesian learners. It is very important to master both because if the learner is wrong in choosing the word and structure it will cause the message to be delivered wrongly.

Some underlying theories of translation are considered. As has been widely known, the linguistic approaches of translation see translation as the rendering the text of certain source language (SL) by equivalent text or meaning in target language (TL) Catford in Nord (2001: 7) and that it consists in reproducing in the receptor language the closest natural equivalent of the source language message Nida and Taber in Nord (2001: 7). Such approaches suggest that equivalence is a key in translating activity.

The translation transfers the meaning of the source language into the receptor language as Larson, (1984) stated. The translation is defined as the transfer of a message from the source language to the receptor. This is accomplished by using semantic structure to transfer the message from the source to the target

language. The meaning that is being transferred should be maintained at all times; only the form changes.

The translation process entails studying the lexicon, grammatical structure, communication situation, and cultural context, of source language texts to reconstruct that meaning of the receptor language with its lexicon and grammatical structure which fit SL's cultural context and analyze it to determine the meaning Larson, (1984). Besides, translation is a word-by-word meaning transfer from the source language text to the target language, but it includes some contexts that may differentiate meanings.

This study focuses on the students' use of translation techniques: the case of the 4th -semester students of Universitas Peradaban. Based on the explanation above, we believe that it is important to regard whether or not they have appropriate translation ability by researching the methods used in the translation work of the 4th-semester students of the English Department of Universitas Peradaban Bumiayu.

B. Literature Review

There are many studies about translation techniques done by other researchers. For example, Kembaren (2018) focuses on translation techniques applied in translating the English version of *Nganting Manuk* text and its quality. The purpose of the research is to recognize translation techniques applied in translating the English version of *Nganting Manuk* text and explain the quality of translation text and aspects of inaccuracy, readability, and acceptability aspects. Then, the second study is by Romdhati et al. (2018). In their study, they focus on the impacts of translation technique on the orientation shift of modality in subtitling *The Jungle Book* movie subtitle. The study's

purpose is to analyze the subtitle's translation technique in subtitling modality orientation shift of "The Jungle Book" movie subtitle. Another study is by Sundari & Febriyanti (2017). The research focuses on translation techniques and translation competence of Indonesian EFL learners in translating informative text. The purpose of the study is to analyze and describe the Indonesian EFL learners' translation competence and translation techniques.

The other studies are conducted by Fitria, Lestyanawati, Hartono, and Sofan, and the last by Sundari and Febriyanti. The first study by Fitria (2018) focuses on analyzing translation techniques applied in the translation product of abstract translation in the journal *Edunomika* 2018 from English to Indonesian. The result of her study shows that in the translation techniques applied in translating abstract show that there are 5 translation techniques which are Transposition/Shift (126 data or 75,90%), Reduction/Omission (21 data or 12,65%), Amplification/Addition (8 or 4,82%), Established Equivalence (6 or 3,61%) and Borrowing (5 data or 3,01%). Then the next study by Lestyanawati, et al. (2014) focuses in analyzing the techniques applied by students in translating English news items. The result of the study shows that 225 sentences apply translation techniques proposed by Molina and Albir which cover: literal translation is dominantly used as a technique in translating the source text with the highest used technique in which 149 of 225 sentences apply the technique. In relation to the translation quality, 155 sentences are found as accurate, 172 sentences are clear and 164 sentences are natural with the scoring rate of 2.1, 2.3, and 2.25 points in average.

The study by Andriyanie et al. (2016) focuses in analyzing translation technique proposed by Molina

and Albir's and the translation quality based on Newmark's theory. Translation techniques are used in translating cultural words in the novel *Eat, Pray, Love* by Elizabeth Gilbert translated by Silamurti Nugroho. Then the next study is conducted by Al-Shehab (2016). This study focuses on analyzing students' translation skills in proverbs translation into Arabic and vice versa at Jadara University in Jordan. The study aims to determine the students' ability in English cultural expression "proverbs" into Arabic translation. The next study by Arafanti & Asmarani (2018) focuses in analyzing the translation techniques applied in translating the bilingual destination map that translates "peta wisata jawa tengah" into "central java tourist map". The result of the research shows that the translation techniques appear 6 translation techniques proposed by Molina & Albir which covers: amplification, description, discursive creation, literal translation modulation, reduction and deleted.

The next study comes from Yuliasri & Hartono (2014), focusing on the Indonesian humor words of *Harry Potter and the Sorcerer's Stone* translation technique and equivalence. This study tries to answer the research questions: What are the applied translation techniques in the Indonesian translation of humor in *Harry Potter and the Sorcerer's Stone*? How is the equivalence of the humor translation? Then the other study by Prafitasari et al. (2019) focuses on an analysis of the translation of a poem book entitled *Love and Misadventure* in term of translation technique and translation quality. The study aims to determine how the translation technique translates the poem into target text applied by the translator and the effect of the translation quality.

The other studies are conducted by Poyungi et.al., Rahesa, Rosa, Utami and Maharani, and

Mustafa, et.al.. The first study by Poyungi et al. (2021) focuses on analyzing translation techniques of modality metaphor in Anne of Green Gables novel, which applies Systemic Functional Linguistic (SFL) approach. Then Rahesa & Rosa (2020) focus on translation techniques in rendering narrative text applied by English department students of Universitas Negeri Padang and apply Molina and Albir theory of translation techniques. Another research conducted by Utami & Maharani (2019) focuses on translation techniques applied by students of STIBA Saraswati Denpasar in rendering The Tale of Tom Kitten, using approach proposed by 2 experts who are Larson and Moina and Albir. Then the last study conducted by Mustafa et al. (2021) focuses on translation techniques applied in rendering smartphone user manual by using translation techniques theory proposed by Molina and Albir.

The following studies by Nasution et al. (2017) focuses on the English translation of the Malay incitation text of Sea Offerings, translation accuracy, and technique analysis. The research aims to analyze the translation quality since the translation technique applied by the translator in translating sea incantation texts from Malay into English and its accuracy. Then the following study by Sundari & Febriyanti (2017) focuses on the translation of an informative text by Indonesian EFL learners of their translation competence techniques translation applied, and the aim of the study is the description and analyze Indonesia EFL learners' competence and translation technique. Then the last research by Rongre (2018) focuses on the Medical Terms of English-Indonesia translation and the application of Word-Level Translation. The study aims to explain the translation technique applied by the translator and its effect on the accuracy and

acceptability of the resulting translation product of Foundation Module: the midwife in the community.

In this present research the writer would like to concern about the written form of English, as Indonesian English text is commonly difficult to be understood even though for university students of the English department. One of the complex materials in the English department is translation because by studying it, the students must arrange into target language (TL) correctly, naturally, and reasonably. The writer chooses this topic because, in mastering translation materials, the students must master the structure, vocabulary of both source language (SL) and target language (TL). In translating activity, the students also must consider the naturalness and equivalence of both SL and TL. By doing this research, the writer hopes to help the students find an effective way of enhancing the 4th semester students of the English education program at Universitas Peradaban particularly in mastery the techniques in translating specific text.

C. Method of Investigation

This research applies a descriptive-qualitative research based on Craswell (2014). The data are obtained by using narrative description according the research problem that is based on the number of occurrences the data analyzed. Qualitative research also confirms the data which are analyzed by the following steps. The writer gives some tests to the 4th semester students of Universitas Peradaban and the students are asked to translate English texts into Indonesian. After that, the results are analyzed in terms of the techniques applied by using translation techniques proposed by (Molina & Albir, 2002).

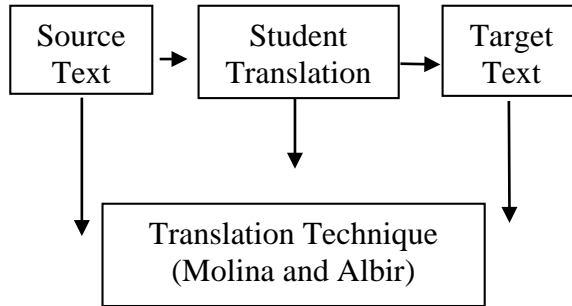


Figure 1. The Research Steps

Data processing techniques use data triangulation. Molina and Albir (2002) theory divides translation techniques classification into 18 different techniques, as follows:

1. Adaptation, the culture of the target text (TT) applied in the source text (ST) cultural element
2. Amplification, the detailed introduction of non-formulated ST of information explaining and paraphrasing
3. Borrowing, translating an SL word to a TL text with the pure or naturalized loan
4. Calque, a literal translation is a process of translation that applies in both lexical or structural
5. Compensation, the application of information or stylistic effect of ST element in other places of TT since in the same place of ST can't be applied
6. Description, change the expression or term with its form or function description
7. Discursive Creation, the tentative equivalence establishment is unpredictable out of context
8. Established Equivalent, using the recognized term or expression (by dictionaries or language in use) as in TL
9. Generalization, the use of neutral terms or more general

10. Linguistic Amplification is usually used in chronological interpreting and dubbing, by adding linguistic elements
11. Linguistic Compression, the linguistic element uniting in TT, which usually applied in simultaneous interpreting and subtitling
12. Literal Translation is a word-for-word translation
13. Modulation, changing the viewpoint of focus or ST's cognitive category consists of lexical or structural
14. Particularization. the more proper use of terms and real
15. Substitution, the linguistic or paralinguistic element consists of intonation and gesture
16. Reduction, suppressing an ST information item in the TT
17. Transposition, changing the grammatical categories, of ST and TT
18. Variation, changing the intonation and gesture, textual tone, social and geographical dialect, and style

D. Findings and Discussion

No	Translation Techniques	Number of Occurrences	Percentages of Total Occurrences
1	Calque	940	62.29
2	Literal Translation	371	20.87
3	Reduction	96	6.36
4	Naturalized Borrowing	149	9.34
5	Pure Borrowing	17	1.13
	Total	1509	100%

The technique of calque means the literal translation of source text word, phrase, and clause, by the lexical or structural way. The example is as follow:
SL: *Indonesia has already lost 72 percent of its intact forests.*

TL: *Indonesia telah kehilangan 72 persen hutan yang utuh.*

In this case, the students translate the source language based on source language structure and lexical, it can be seen that each word of the source text is translated literally. There are differences in translating words *intact*, different with those translated such in the translation of students number eight, ten, thirteen, fourteen who translate word *intact* into *keseluruhan*. Then, student number eleven translates *intact* into *subur*, student number twelve translates *intact* into *hutan*, students numbers thirteen, fifteen, sixteen, and seventeen translate *intact* into *utuh or keutuhan*. Different from them, student number fourteen translates *intact* into *keseluruhan*. Generally, they translate not in the exact meaning of intact but it represents calque technique, which translates words literally but still considers the coherence in meaning.

SL: *This is threatening the habitat of species like Sumatran tigers and orangutans, as well as harming the millions of people who depend on Indonesia's forests for their food, shelter, and livelihoods.*

TL: *Ini mengancam spesies habitat seperti macan Sumatera dan orang utan, sebagaimana merugikan jutaan orang yang yang bergantung pada hutan Indonesia sebagai sumber makanan, perlindungan dan mata pencaharian mereka.*

In the example above the students translate from source language to target language literally according to source language structure and lexical,

which can be seen on the above-target text was translated literally. There are differences in translating *livelihoods* for example in students number seven, eight *kenyamanan hidup* and *tinggal di hutan*.

1. Literal Translation

Literal translation means translating source text to target text word for word. The example is as follow:

SL: *Peatlands including those that form the wetland-like floor of Indonesia's rainforests are one of the world's largest carbon sinks.*

TL: *Tanah yang dapat dipakai sebagai bahan bakar yang terbuat dari tanah basah atau gambut seperti lantai dari hutan hujan tropis terbesar Indonesia adalah satu dari dunia sebagai penghasil karbon terbesar.*

In that example the student translates the words of the source language to target language word for word without considering the source text's meaning and structure, the example shows that the word *peatlands* is translated as *Tanah yang dapat dipakai sebagai bahan bakar yang terbuat dari tanah basah atau gambut*. Even it can be translated only into *lahan gambut*, it caused that the overall translation misses from the source text message since generally miss in choosing the diction.

SL: *However, such conversion also comes at a cost.*

TL: *Tetapi, ada juga konversi yang membutuhkan biaya.*

The other example shows that in literal translation whether the diction is accurate since the structure of source text has ignored that cause mistranslated in the word *comes at a cost* is translated literally as *membutuhkan biaya*, it

should be translated *mendatangkan kerugian*. In this case, also the literal translation technique is one of the errors that cause an error in student translation which is shown on the later analysis of ATA's standardized error making.

2. Reduction

The purpose of this technique is that the translator eliminates the number of elements of the source language which does not change the source language's message and respects the relevance of the source language.

In the case of reduction in this research, we only found two occurrences. The example is as follow:

SL: *This is threatening the habitat of species like Sumatran tigers and orangutans, as well as harming the millions of people who depend on Indonesia's forests for their food, shelter, and livelihoods.*

TL: *Ini mengancam spesies habitat seperti macan Sumatera dan orang utan, merugikan jutaan orang yang bergantung pada hutan Indonesia sebagai sumber makanan mereka, perlindungan dan mata pencaharian.*

In the TL translation, the translator reduces conjunction *as well as* in the context of *Sumatran tigers and orangutans, as well as harming the millions of people* translated into *macan Sumatera dan orang utan, merugikan jutaan orang*, in this case, the reduction of *as well as* does not change the source language messages.

SL: *There is a risk that the virus will be imported to new areas by infected travellers.*

TL: *Virus akan menyebar ke area baru melalui infeksi pengunjung.*

The TL translation above is different from the previous example that the translator reduces the clause of *There is a risk that the virus will be imported to*, that is translated into *Virus akan menyebar akan menyebar ke area baru*. Even though it is reduced the message of the source language is delivered clearly.

3. Borrowing

Borrowing is the technique that translates the source language text by borrowing or expressing certain words into the target language without any changes. There are two kinds of borrowing: pure borrowing which translates source language words literally without any change or adjustment and naturalized borrowing that translates source language word that has been absorbed into the target language word.

a. Pure Borrowing

Pure borrowing means translating source language text to target text word or expression sprightly without any changes or adjustment. It can be seen from the borrowing word means '*meminjam*'. This translation technique is used to translate the words that there is no target language meaning that can be applied to translate the source language words or expressions. In this research 17 words use the borrowing technique that is presented in the data below.

SL: *Propionibacterium acnes* (P. acnes) is the name of the bacteria that live on the skin and contribute to the infection of pimples.

TL: Propionibacterium Acnes (P Acnes) adalah nama dari bakteri yang hidup di kulit dan menyebabkan infeksi timbul nya jerawat.

The word *Propionibacterium acnes* (*P. acnes*) translate into the same word *Propionibacterium acnes* (*P. acnes*) in target language translation since that word is only in source language form and in the target language of Bahasa there is no state meaning. This technique also consists of a description technique that after the word *Propionibacterium acnes* (*P. acnes*) there is an explanation in the next phrase of the sentence.

b. Naturalized Borrowing

This technique is the opposite of pure borrowing that in naturalized borrowing the word or expression of source language text meaning has been modified or absorbed into target language meaning. The example of naturalized borrowing is presented below.

SL: *Follicles connect the glands to the pores.*

TL: *Folikel menghubungkan kelenjar dengan pori-pori.*

In this translation, the translator translates *follicles* into *folikel*. This is done since *folikel* word has been absorbed into Bahasa. It is proven in KBBI that *folikel* means '*kantong kelenjar yang kecil dan sempit yang terdapat pada rambut*'.

SL: *Sebum carries dead skin cells through the follicles to the surface of the skin.*

TL: *Sebum membawa sel kulit mati melalui folikel-folikel ke permukaan kulit.*

In the second example the translator also translates *Sebum* into *Sebum*. This explicitly seems like pure borrowing but actually, the word *sebum* in KBBI means *minyak yang berfungsi melindungi elemen rambut dan mengatur keseimbangan*

kelembapan. This is relevant with the context of the text.

Those are the errors found in the translation process applied by students in translating the final test of English-Indonesian translation materials. Generally, the application of the technique is influenced by their knowledge that has been taught in the class since they get translation one and translation two materials. When the writer interviews them, it finds that their knowledge about translation errors is very limited.

E. Conclusion

After the research, some conclusions can be drawn. First, in translation technique English to Indonesia done by the 4th semester students of translation one final test text, some techniques are found and analyzed. Globally there are four techniques identified which consist of calque with 940 occurrences, literal translation with 315 occurrences, the third borrowing which consists of naturalized and pure borrowing 158 occurrences, and the last is a reduction with 96 occurrences.

From the analysis the techniques applied by the students in translating the final test text of translation the most translation techniques applied was calque with 62.29%, then literal translation with 20.87%, and borrowing which consists of naturalized and pure borrowing with 10.47% and the reduction with 6.36%.

Based on the findings, it is important to present suggestions that can be considered that this research contributes to the English teaching activity, especially for upcoming researchers, to conduct another theme of research such other media (book, pamphlet, or novel) of research or subtitle of a film. This is because the translation activity does not only transfer the meaning of the source language to the target language but also

transfer the culture and tradition of the certain source language. Besides, translating cultural word is not as easy as translating other words.

English learners, other researchers, and translators of higher education are expected to conduct other studies, and may this finding can be used as their supported reference to analyze another point of view of translation technique, of another research object, which can present a wider perspective on the study. The teacher of translation material should pay attention to the delivered materials of techniques since in the translation process translator must understand both of source language and target language rules in rewriting the target language text. They also must pay attention to the culture or tradition of the source language. As stated previously, related to translation techniques in translating the final test text of translation 1 (English–Indonesia), the techniques which are applied by the students can be concluded that the students' knowledge of translation techniques is very limited. In another word, in translating process the translator must have mastered translation techniques to be able to translate certain text. Knowing translation techniques may cause minimal translation errors in the translation product. Mastering translation techniques can also facilitate them in translating certain text to translate.

Acknowledgement

The writer would like to express the deepest gratitude to Mrs. Yuniar Fatmasari, S.S., M.A as the Head of English Education Study Program of Universitas Peradaban, as well as the fourth semester students of English Education program.

Bibliography

- Akhiroh, N. 2013. The Influence of Translation Technique on the Quality of the Translation of International News in Seputar Indonesia Daily. *Language Circle Journal of Language and Literature*, Vol VII/2. journal.unnes.ac.id/nju/index.php/LC/article/view/2597
- Al-Shehab, M. 2016. The Ability of Translation Students in Translating English Proverbs into Arabic and Vice Versa at Jadara University in. *Journal of Literature, Languages and Linguistics*, 29(7), 10–19. <https://iiste.org/Journals/index.php/JLLL/article/viewFile/34703/35688>
- Andriyanie, R., Firmawan, H., & R. Wahyu.,T. 2017. Analysis of translation techniques in translating cultural words into Indonesian in the novel “eat, pray, love” by Elizabeth Gilbert. *Journal of Language and Literature*. <https://ejournal.gunadarma.ac.id/index.php/sastra/article/view/1564>
- Arafanti, M., & Asmarani, R. 2018. the Translation Techniques Used in the Bilingual Destination Map “Peta Wisata Jawa Tengah” Translated Into “Cenral Java Tourist Map.” *ETERNAL (English Teaching Journal)*, 7(2). <https://doi.org/10.26877/eternal.v7i2.2163>
- Ariesta, R., Nababan, M., R., Djatmika. 2018. The Influence of Translation Techniques on the Accuracy and Acceptability of Translated Utterance

that Flout of the Maxim of Quality. *Humaniora*.
<https://doi.org/10.22146/jh.33645>

Crasswell, J.W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed)*. California: SAGE Publication.

Fitria, T. N. 2018. Translation Techniques Found in English to Indonesian Abstract Translation of Journal Edunomika 2018. *ELITE Journal*, 05(02), 145–160.
<https://ssrn.com/abstract=3527862>

Hasibuan, Z., 2018. Study of Translation Quality and Techniques Used in Translating Mandailing Folklore Anak Na Dangol Ni Andung into English. *International Journal of English Language & Translation Studies*, pp62-68.
<https://doi.org/10.30743/aicll.v1i1.27>

Hornby, A. S., Ashby, M., & Wehmeier, S. 2013. *Oxford Advanced Learner's Dictionary of current English*. Oxford: Oxford University Press.
http://journal.unnes.ac.id/nju/index.php/LC/article/download/3703/3441?__cf_chl_tk=B9dKGcpSZ.tYM57gAo5.wmeeKwLinZpRMTsUSm8uAU0-1643642859-0-gaNycGzNA9E
<https://ijeltal.org/index.php/ijeltal/article/download/215/pdf>

Kembaren., F., R., W. 2018. An Analysis of Translation Techniques in the English Versions of Arrahman Surah. *International Journal on Language, Research, and Education Studies*, p:56-72.DOI:10.30575/2017/IJLRES-2018010405

- Larson. 1984. *Meaning Based Translation: A Guide to Cross Language Equivalent*. Boston: University Press of America.
- Lestiyanawati, R., Hartono, R., & Sofwan, A. 2014. Translation Techniques Used by Students in Translating English News Items. *English Education Journal*, 4(2).
<https://journal.unnes.ac.id/sju/index.php/eej/article/view/6665>
- Lovihandric, H., Mujiyanto, J.& Sutopo, D. 2018. Translation Strategies Used by Lingliana in Translating Taboo Words in Sylvia Day's Bared to You. *English Educational Journal*. p208-220.
<https://journal.unnes.ac.id/sju/index.php/eej/article/download/21949/10471/>
- Molina, L., & Albir, A. 2012. Translation Techniques Revisited: A Dynamic and Functionalist Approach. *Meta: Journal des Traducteurs /Meta: Translators' Journal*, 47 (4), 498-512.
- Mustafa, F., Aziz, Z. A., & Khabri, I. 2021. Translation Techniques Used in Translating A Smartphone User Manual. *English: Journal of Language, Education, and Humanities*, 9(1), 33.
<https://doi.org/10.22373/ej.v9i1.10494>
- Nasution, D. K., Sinar, P. T. S., Lubis, P. S., & Nurlala, D. 2017. Translating Malay Incantation Texts of Sea Offerings into English: An Analysis of Translation Techniques and Translation Accuracy. *International Journal of English Language*, 5(2), 113–121.

<http://www.eltsjournal.org/archive/value5%20issue2/16-5-2-17.pdf>

- Newmark, P. 1981. *Approaches to Translation*. Oxford-England: Pergamon Press.
- Nord, C. 2001. *Translating as a Purposeful Activity: Functionalist Approaches Explained*. Manchester UK and Northampton MA: St. Jerome Publishing.
- Poyungi, Y. S., Nababan, M., & Santosa, R. 2021. Translation Techniques of Modality Metaphor in Anne of Green Gables. *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya*, 11(1), 68. <https://doi.org/10.26714/lensa.11.1.2021.68-79>
- Prafitasari, A., Nababan, M., R., & Santosa, R. 2019. An analysis of Translation Technique and Translation Quality in Poem Book Entitled Love & Misadventure. *Indonesian Journal of English Language Teaching and Applied Linguistics* Vol. 3(2), <https://ijeltal.org/index.php/ijeltal/article/download/215/pdf>
- Rahesa, I. W. R., & Rosa, R. N. 2020. Translation Techniques Used by English Department Students of Universitas Negeri Padang. *English Language and Literature Online Journal*, 9(1), 1–8. <http://ejournal.unp.ac.id/index.php/ell/article/viewFile/107968/103228>
- Romdhati, A. T., Nababan, M., & Santosa, R. 2018. Translation Techniques and Their Impacts to the Modality Orientation's Shift in The Jungle Book

Movie Subtitle. *Lingua Cultura*, 12(4), 375.
<https://doi.org/10.21512/lc.v12i4.4397>

Sundari, H., & Febriyanti, R. H. 2017. Translation Techniques and Translation Competence in Translating Informative Text for Indonesian EFL Learners. *Scope: Journal of English Language Teaching*, 1(01), 17.
<https://doi.org/10.30998/scope.v1i01.862>

Sundari, H., & Febriyanti, R. H. 2017. Translation Techniques and Translation Competence in Translating Informative Text for Indonesian EFL Learners. *Scope: Journal of English Language Teaching*, 1(01), 17.
<https://journal.lppmunindra.ac.id/index.php/SCOPE/article/download/862/1022>

Utami, N. M. V., & Maharani, P. D. 2019. Translation Techniques Used in the Translation of the Tale of Tom Kitten Done by Dharmasiswa Students of STIBA Saraswati Denpasar. *SPHOTA: Jurnal Linguistik Dan Sastra*, 11(2), 1–8.
<https://e-journal.unmas.ac.id/index.php/sphota/article/download/1193/1019/>

Utami, N. M. V., & Maharani, P. D. 2019. Translation Techniques Used in the Translation of the Tale of Tom Kitten Done by Dharmasiswa Students of STIBA Saraswati Denpasar. *SPHOTA: Jurnal Linguistik Dan Sastra*, 11(2), 1–8.
<https://e-journal.unmas.ac.id/index.php/sphota/article/download/1193/1019/>

Yuliasri, I., & Hartono, R. 2014. Translation Techniques and Equivalence in The Indonesian Translation of

Humor in Harry Potter and The Sorcerer's Stone.
Ejournal *UPI.*
<https://ejournal.upi.edu/index.php/IJAL/article/download/14185/9689>