

Students' Strategies in Translating Narrative Text

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Abstract

Practically, translation can improve the students' knowledge. Through translating a text from a source language (SL) to the target language (TL), the students involve themselves into an academical activity to enhance their horizons. Hence, the students will be said to be successful in learning a foreign language if they understand the intended meaning or idea of the learnt language. Translation is easier to do if the students employ a certain translation strategy. The study was aimed to investigate the practice of translating a narrative text done by university students. This study belonged to descriptive research with qualitative approach. The techniques of data collection were distributing questionnaires and doing an interview. The questionnaires were used to locate the students' strategies in translating the narrative text. Then, the interview was done to dig out information how the students implement the strategies. The findings of this study showed that the students employed six strategies in translating narrative text, they were (a) Borrowing strategy, (b) Calque strategy, (c) Literal Translation strategy, (d) Transposition strategy, (e) Modulation strategy, and (f) Adaptation strategy. From the result of categorizing the strategies in translating descriptive text, it was found that Modulation Strategy was the most dominant strategy used by the students. Finally, The students had different ways and reasons of using a certain strategy, they were the title cannot be changed, the reader can understand without changing the meaning, the meaning of the word was based on dictionary, the sentence had easy vocab, the students translated sentences in the text by seeing the context, the students know if the pronouns can clarify the meaning of the text and it can delete or add, the students changed the structure of the sentences but the meaning was still the same, and the students used word adjustments that were often used in Indonesian.

Keywords: Translation Strategy, Translating Narrative Text.

INTRODUCTION

Language is a primary tool to communicate with other people. Every person has a different language to communicate with others. The main function of language is to create the meaning of full communication among human beings (Nurhayati, 2016). Communication is sharing knowledge and assumptions between speakers and listeners (Nurhayati & Yuwartik, 2016). For instance, people who have different languages, sometimes encounter difficulties in communicating and understanding other languages. The goal of teaching English is to develop students' communicative competence that is to gain substantial ability to communicate in a variety of communicative competence (Nurhayati, 2018). Therefore, people need some ways to understand another language. One of the ways to understand the foreign language is by translating the source language into the target language. English language in Indonesia has been given a special attention because people's awareness of the importance of English as the main means of communication in the global era is getting increased (Nurhayati, 2016). Hence, translation is a process of transferring an idea from the source language (SL) into the target language (TL). In its practice, it works effectively if there is a similarity between the SL and the TL. Besides, the terms about the grammatical structure and

vocabulary also parts of translation known as a subsequent lesson (Larsen & Freeman, 2000). As a result, translation learning continues and does not stop at one point.

In learning English as a foreign language, the students sometimes face problems of the following domains, such as grammatical errors, un-standard pronunciation, lack of vocabulary and also word – formation. These aspects are potentials affect the students to translate a certain text. Furthermore, the differences between the source language (Indonesian) structure and the target language (English) structure sometimes make the students confused when they translate the English language into the Indonesian language or vice versa. For example, the meaning of "Football club (English)" is "Klub sepak bola (Indonesian)". If the students translate it word by word without paying attention on the structure of the TL, the meaning of the word would be "Football" mean "sepak bola" and "club" means "Klub". If the two words are combined, the meaning would be "sepak bola Klub". From the example above, it is obvious that being aware of the structure of the TL is determinant factor to be able to transfer the idea from the SL to the TL.

In English Education Department, translation has become one of the students' academic activities that offer many benefits for them. Practically, a translation could improve the students' knowledge. In the process of translating a text, the students need to find and understand many sources of a certain word or sentence. Moreover, through doing translation, the students' reading and writing skills can be improved. In the process of translating a text, the students read the whole text to understand the idea of the text. Then, they write down the idea from the text they have read in a different language. These activities of translation imply that reading and writing have become the students' habit because they have been done repeatedly. In the context of a part of translation activity, reading is a non-verbal communication. Reading allows students to understand language through text, but some students think that reading might be a language skill that is difficult to learn (Nurhayati & Fitirana, 2018). So, translating a foreign language could be included as one of the students' habits in learning a foreign language.

In Indonesian context, English Department in many universities offer translation as either a compulsory or an elective course. This course is usually offered within three different semesters starting from Theory of Translation, Indonesian-English Translation, and English-Indonesian Translation. To be more skillful in translation, the students are provided by another course, that is Movie Subtitling. These series of translation courses equip the students to have competency as good translators. In its practice, the students are provided by various areas of topics in translating texts; education, governmental, social, politics, culture, literature, religion, etc. In translation class, the students can get many benefits such as they can learn how to translate a text with effective strategies, methods, techniques, and procedures. Besides, they can learn how to be a good translator.

From the explanation above, it can be stated that students who are successful in learning the language are those who can translate the foreign language into their language (Larsen & Freeman, 2000). It means that, if the students understand the meaning of the text, they will be successful in learning a foreign language. Hence, translation is one of the tools for students in learning a foreign language. The students can use a translation strategy in translating text. Translation strategy is one of the skills that translators need to learn. Translation strategy is quite needed because the students/translators cannot use literal translation all over the time. Translation strategies

facilitate the students to be able to produce a smooth, readable and understandable text in which it is suited with the TL grammatically, structurally and also culturally. That is why, in translating a text, it is plausible that the students use various kinds of translation strategies.

Regarding to the descriptions above, the study was directed to answer the following questions:

1. What are the types of translation strategies employed by the students in translating a narrative text?
2. What is the most dominant translation strategy employed by the students in translating a narrative text?
3. How do the students use translation strategy in translating a narrative text?

LITERATURE REVIEW

A. Translation

1) Definition of Translation

There are two important terms in describing translation; source language (SL) and target language (TL). The former refers to the language, meaning or idea to be translated or transferred. Meanwhile the later refers to the translated or transferred language or meaning or idea arrived at another language. It can be inferred that the translation is the way or process to transfer idea of one language to another language. The translator must have sufficient knowledge in term of linguistic sensitivity of both the SL and TL in order the meaning or idea can be precisely transferred. In this sense, translation is a way to understand a foreign language from the source language into the target language. The term translation is concerned with a certain type of relation between languages and consequently a branch of comparative linguistics, (Catford, 1956). Hence, translation is words or expressions in the learners' first language that is more or less the same as the item being taught (Nurhayati, 2015). It means that the translation is one of the various such relationships to know the meaning of the vocabulary. Translating is the process of transferring the meaning of a text in one language into a text in another language (Rachmadie, 1988). In translation the students are insisted to be aware of the terms of linguistically and culturally. For example, practically when the students have already translated one paragraph if they want to translate the following paragraph they must read the previous translated paragraph, so in translating the following paragraph the idea can be related. In other words, there must be related idea between that of in the previous paragraph and that of in the following paragraph.

2) Translation Process

The process of translation is the stages of the translator goes to move, the steps of doing translation start from reading the source language of text or words and understanding the equivalents in the target language. Bassalamah (2007) said that the result of the translation from understanding the source of the text is from reading and interpretation. So, reading should be the way to understand an effective interpretation, and finding the most appropriate equivalents. Newmark (1961) argued that the writer

and the translator has to be aware of such "special language" and "special theory" of meaning as well.

The translator needs to slow down to examine a problematic word, or phrase, or syntactic, structural, or a cultural assumption painstakingly with full analytical awareness, and it is a possible solution (Robinson, 2003). The translator should master both the SL and the TL not only linguistically but culturally as well. In other words, the translator should equip himself with linguistic competence and a socio-cultural one. The translator needs to practice a lot. His or her regular practices will make him or her to be accustomed to recognize linguistic and cultural aspects of the SL and TL. Thus, the students would be able to translate effectively and accurately if they translate with his brain (Robinson, 2003). Reading and understanding an appropriate text is followed by an accurate interpretation that leads to an acceptable translation. In conclusion producing an acceptable the result of translation is challenging for translating a text involves various knowledge related to the SL and TL either cultural, social, or historical aspects, such as customs and traditions.

3) Types of Translation

There are some types of translation proposed by some experts. Jacobson (1959) proposes three types of translation; they are Intralingual translation, Interlingual translation, and inter-semiotic translation. Intralingual translation is an interpretation of verbal signs in the same language. The interlingual translation is an interpretation of verbal signs through some other languages as translation proper. In the process of translating, the translator is going to deal with two different codes, and two different cultures because translation involves two equivalent messages in two different codes (Jacobson, 1959). Thus, they must focus more on it because it is reflected in the proper process of translation. It is like traveling from one language to another throughout some verbal signs. The last, Inter-semiotic translation or transmutation is an interpretation of verbal signs using a non-verbal sign system. The common types from three types of Inter-semiotic translation are Interlingual because it is discussing a proper of translation.

4) Translation Strategy

Translation strategy is the way to translate when a translator has problems in translation (Loescher, 1991). Seguinot (1989) said that strategy in translation has three branches that can be applied as the way when a translator translates a text. In doing translation the translator must translate the text without stopping for a long time. Moreover, any identified mistakes must be corrected directly. Thus, translation strategy has two strategies, they are strategies related to what happens in the text and strategies related to what happened in the translation process (Jasskelainen, 1993). Furthermore, Vinay and Darbelnet (1995) proposes strategies in translation as follows:

a. Borrowing Strategy

Borrowing is a translation strategy without translating. This is about expressing the original text. The word expression is taken from the source language and applied in the target language. It means that the source language is transferred directly into the target language. It is a translation strategy that does not translate. However, the translator must pay attention to the grammatical or pronunciation of the target language.

b. Calque Strategy

Calque is a strategy of translation from the source of language expression or structure that transferred in literal translation. It can be defined as a foreign word or phrase translated, and incorporated into another language, or in another word. It can be said that a word or phrase is translated from the source language into the target

language. Besides, Calque has followed the syntax of the target language while translating each word literally, or ignores the syntax of the target language, and maintains the syntax of the source language, rendering the Calque in an awkward syntactical structure of the target text. Besides Calque creates or uses a neologism in the target language by adopting the structure of the source language.

c. Literal Translation Strategy

A literal translation is a translation word by word. According to Vinay and Darbelnet (1995), Literal translation can only be applied to languages that are extremely close in cultural terms. Also, Literal translation as a direct translation, which is the word comparison made in this context. It has translated the source text literally in the target text, focuses on form, and structure without any addition or reduction in the target language. Vinay and Darbelnet (2000) judge the Literal translation to be unacceptable because it; gives a different meaning, has no meaning, impossible for structural reasons, and does not have the corresponding expression within the metalinguistic equivalence of the target language. Newmark (1998) said that the Literal translation is the appropriate strategy for all translations, and the bad translation will do his best to do not use the literal translation, and that all good translation should be literal. This strategy is not feasible in all contexts, and with languages. This method can be considered as a workable, yet sometimes it cannot be so.

d. Transposition Strategy

Transposition is a change of part of speech for another without changing the sense. It means transposition involves moving from one grammatical category to another without altering the meaning of the text or the message. Vinay and Darbelnet (1995) argued probably the most common structural change undertaken by the translator. Then, Transposition has introduced a change in grammatical structure. So, the translator changes the word types or the word classes as from nouns to verb, the verb for a noun, or noun for a proposition. It changes a grammatical category, and every word has a different grammatical structure in a different language.

e. Modulation Strategy

Modulation is changing the semantic, and the point of view of the source language text. It consists of using a phrase that is different in the source, and the target languages to convey the same idea. Besides, Modulation is the diversion that occurs due to a shift in meaning to changes in perspective, and mindset. It is referred to as rendering the target text from a different point of view to that of the source text or introducing a semantic change or perspective. Furthermore, Modulation also focuses on the cognitive category concerning the source of language, it can be lexical or structural.

f. Equivalence Strategy

Equivalence is the manner to express something in a completely different way. It is a matching word to find similar words or expressions from the source language to the target language. Also, Equivalence does a completely different expression to transmit the same reality. So, it can be simultaneously simple, and complex in translation strategy. Vinay and Darbelnet (1995) refer that where language describes the same situation, but different stylistic or structural means, and something almost inherently cultural. It is useful when translating idioms, advertising slogans, proverbs, interjections, and the name of institutions. Lastly, Equivalence also relates to idiomatic expression, whereby all of the lexical, and grammatical elements are there, but translating literally would leave a reader confused.

g. Adaptation Strategy

Adaptation is changing the cultural reference when a situation in the source culture does not exist in the target culture. Adaptation occurs when something specific to one language culture is expressed in a different way that is familiar or appropriate to another culture of language, it is a shift in the cultural environment. Moreover, this achieves a more familiar, and comprehensive text. Adaptation also replaces a source text cultural element with one from the target culture.

B. Narrative Text

1) Definition of Narrative Text

According to Keraf (2001) narrative is a discourse in which the reader seems to experience the event. Therefore, the most important element in narrative is act. On the other hand, Yudiantoro (1996) states that narrative text is the stories in the form of fairy tales or folk tales, myths, and legends. According to Angela Carrasquillo (2004) the meaning of the narrative text can be found in a story that has a structured organization covering beginning, middle, and end of the story. Around this organizational structure may be built several story episodes comprising characters, setting, problem, goal, actions and resolution/solution. From the definition above, the researcher can conclude if the narrative text is a story of imagination, it's just an entertaining people and it is about the events that happened in the past time that consist of problem-solving as legend, fable, myth, and folktale. Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc.

2) The Text Structure of Narrative Text

According to Kalayo and Ansyari (2007) the structure of Narrative Text are:

- a) Title: it functions as a representative of writing content.
- b) Orientation: it sets the scene and introduces the characters, time and place.
- c) Complication: the problem that arises in the story.
- d) Resolution: the solution to the problem that happened in the story.

3) Grammatical Features of Narrative Text

According to Kalayo and Ansyari (2007:130) the grammatical features of Narrative Text are:

- a) Use simple past tense.
- b) Use particular nouns to refer to people, animals, and things in the story.
- c) Use an adjective to build noun groups to describe animals, people or things in the story.
- d) Use conjunction and time connection to sequence events through time.
- e) Use adverb adverbial phrases to locate in particular events.
- f) Use saying and thinking verb to indicate what characters are feeling, thinking and saying.

The descriptions above imply that every genre of text has its own organization.

In translation, being aware of the structure of the text affects the quality of translation.

RESEARCH METHODS

The present research used a descriptive research design. Narbuko and Ahmadi (2010) said that descriptive research is the research that tries to solve the existing problem based on data including displaying data, analyzing and making an interpretation. This research was conducted using a qualitative approach. The qualitative approach does not involve counting and dealing with numbers but it is based more on

information expressed in words as description, accounts, opinions, and feelings (William, 2006). Using this design, the researcher wanted to gain information about the types of students' strategies in translating the narrative text, the most dominant of students' strategies in translating the narrative text, and how the students use the strategies in translating the narrative text. They were the results of identifying the translation strategies used by students, and the statements from the students dealing with their reasons and how they used the strategies in translating the narrative text.

In answering the proposed research questions dealing with the types of translating strategies, the researcher adopted a theory of translation strategies proposed by Vinay and Darbelnet (1995), covering Borrowing, Calque, Literal Translation, Modulation, Equivalent, and Adaptation. These strategies are commonly used to translate a certain text. In collecting the data, there were three procedures:

- a. The researcher distributed questionnaire to 20 students as the subjects of the study. The questionnaires consisted 32 items that were developed based on seven strategies proposed by Vinay and Darbelnet (1995). From the responses given by the subjects, the researcher could locate or identify the types of translation strategies employed by the subjects of the study (research question no 1). Moreover, in this procedure, the researcher could determine the translation strategy that was mostly used by the subjects in translating a narrative text (research question no 2).
- b. The researcher instructed the subjects to translate a narrative with the title *Bacon and Woll: Farmer Bob*. From the subjects' works the researcher identified whether the subjects really applied the translation strategies in translating the text. It was identified that the way how the subjects translated the text did not totally represented the application of the translation strategies as they responded in the questionnaire.
- c. The researcher conducted an interview to 10 subjects. They were those whose works were not representing the strategy in translation. Through the process of interview, the researcher could investigate deeply how and why the subjects translated the text by using or by not using a certain translation strategy (research question no 3).

This study used credibility as the technique of data verification. Credibility or truth value includes how well the researcher has established sureness in the findings based on the research design, participants, and context. Credibility in qualitative research concerns the truthfulness accuracy of the findings. The researcher checked the credibility by using methodological triangulation. This method was used to check the trustworthiness of the data by employing two methods of collecting data; distributing the questionnaire, and doing an interview. Both of the methods were designed to know students' strategies in translating the narrative text. The questionnaires were about the students' translation strategies used when they did the translation. The subjects were interviewed to get clearer and deeper data. The data from the research question about how the students' strategies were used in translating the narrative text.

The model of data analysis that the researcher used was an interactive model by Miles and Huberman (1984) covering (1) data reduction; the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes or transcription. (2) Data display; presenting the selected data as the results of coding the information taken from the subjects of the study. The data were presented in

the form of narrative account (3) Conclusion drawing: the process of determining the finding of each of the proposed research questions based on the displayed data.

FINDINGS AND DISCUSSION

The findings revealed that (1) all the subjects used six strategies out of seven strategies proposed by Vinay and Darbelnet (1995) in translating the narrative text. The six strategies employed by the subjects were Borrowing strategy, Calque strategy, Literal Translation strategy, Transposition strategy, Modulation strategy, and Adaptation strategy. (2) The translation strategies that was mostly often used in translating narrative text was Modulation strategy. (3) The students had different ways and reasons of using a certain strategy, they were the title cannot be changed, the reader can understand without changing the meaning, the meaning of the word was based on dictionary, the sentence had easy vocab, the students translated sentences in the text by seeing the context, the students know if the pronouns can clarify the meaning of the text and it can delete or add, the students changed the structure of the sentences but the meaning was still the same, and the students used word adjustments that were often used in Indonesian.

The task that the subjects did in the study was translating English narrative text into Indonesian. The results of the students' translation are they translate with various strategies in translating the text. From seven strategies of translation, the subjects employed six strategies that are Borrowing, Calque, Literal Translation, Modulation, Transposition, and Adaptation.

Borrowing strategy

Borrowing strategy is translation without translating. It is about expression in the original text. The word expression is taken from the source language and applied in the target language (Monalia and Albir (2002)). In the previous research, Nurlaila (2017) found that the students applied pure borrowing and naturalized borrowing. In this research, the researcher found that the students used the Borrowing strategy in some situations. This strategy was used when the students found a word, but it was not translated because the subjects were sure that the reader can understand the meaning of the word. For example, the students found the word "pink". It was not translated for the readers are already familiar with the word.

Calque strategy

Calque is a transferred structure in literal translation. According to Monalia and Albir (2002), Calque can be stated as word which is literally translated from the source language into the target language. In previous research, Nurlaila (2017) found that the students applied this strategy when they found the words that repeatedly appear in the translation. In this research, the students used a Calque strategy when they translated a text in some situation. Moreover, the students know if the word is an adverb, the word is given an additional suffix, for example; the word "easily" that is "easy" and "-ly". The researcher instructed the students to translate narrative text, whereas some words in the narrative text were understandable without changing the meaning.

Literal Translation strategy

The Literal Translation is a translation word by word. According to Vinay & Darbelnet (1995), Literal Translation can only be applied in languages which are extremely close in cultural terms. Literal Translation is a direct translation. Moreover, Literal Translation is translating the source text literally into target text, focuses on form and structure without any additional or reduction into target text (Monalia and Albir (2002)). In previous research, Nurlaila (2017) found that the students applied this strategy by translating the sentence without adding or subtracting the word in the sentence.

In her research, she ignored the grammatical errors and focused on translation procedures. The students identified the context before translating the text. The students translated the narrative text and the narrative text had easy vocab. Furthermore, the students did not like a convoluted sentence, so they applied this strategy to translate the text.

Transposition strategy

Transposition is a change of part of speech for another without changing the sense (Monalia and Albir (2002)). Vinay & Darbelnet (1995) argued, probably the most common structural change undertaken by the translator. In previous research, Nurlaila (2017) found that the students applied six Transposition procedures there were phrase, expression, and terms. It could be seen that in transposition procedure, the students translated each word and changed the other of words. The preposition is changed to a back-word and vice versa. The students used this strategy when they knew if the sentence has a repetition of the subject. Hence, the pronouns can clarify the meaning of the text, and it refers to the previous sentence. Sometimes, they can delete the pronouns if the sentence is already clear. This strategy was not frequently used because the English narrative text contained of some repetitions of subject.

Modulation strategy

Modulation is changing the semantic meaning. Furthermore, the students translated the same idea but the sentence to express it is different. According to Monalia and Albir (2002), Modulation is usually used to transfer the point of view, focus or cognitive category in relation to the source language; Modulation can be lexical or structural. In previous research, Trisnawati and Bahri (2017) found that this strategy was only used by a handful of students. This can be caused by the translated text not needing this strategy to translate. This strategy was frequently used by students, because the students translated a narrative text. The students translated the text without having to interpret all the words in the sentence. They thought without translated all of the words in the sentence, the meaning already true. They just answer the same idea but different sentence to show it. So, they can translate the narrative text easier.

Adaptation strategy

Adaptation is changing the cultural reference when the situation in the source culture does not exist in the target culture. According to Monalia and Albir (2002),

Adaptation is replaced a source text culture element with one from the target culture. In previous research, Trisnawati and Bahri (2017) found that this strategy was only used by few students. This can be caused by the word in the sentence is not needing an adaptation word. This strategy was the one that most students never used, because the students translated narrative texts that rarely use the word of adaptation. If the students translate other text, maybe this strategy can be frequently used. The students used this strategy when they found the meaning of the word was not common in Indonesian. So, they changed the meaning with the word commonly used in Indonesia.

From the discussion above, it could be concluded that every subject employed strategies differently in translating the narrative text. The students' way in translation depend on the context of the text. So, the researcher got the point that almost strategies employed by the students were very useful for them.

CONCLUSION

The conclusions of this research are the students used various strategies in translating the narrative text. Modulation was the most frequently strategy used in translating narrative text. The students used a combination of ways in translating the text in terms of the context of the text and their knowledge.

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