MODUL TRANSLATION 1 (SSPK240052)

Disusun Oleh

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THE FACULTIES OF SOCIAL SCIENCES AND HUMANIORA
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Acknowledgment

This book is compiled for students of English Department to help them understand about the basic of translation theory and practice. This book is a compilation of different popular translation books and some sources from the Internet. The theory is presented and followed by real-life practices and examples including with pictures and organized instructions (step-by-step). Therefore, students will not only understand the theory of translation, but also the practices of translation itself.

The book consists of the introduction to translation theory, translation techniques, common problems and solutions in translating text, translating subtitles and comics, translating cultural specific terms, computer assisted translation tools, translation quality assessment, running a translation service, conducting researches in translation field, and professional translator communities. By the end of this course, students should be able to understand the use of computer as assisted tool for translating text, develop their own translation business, and enlarge students' understanding in conducting translation research.

The students will learn the translation theory step by step, and it will be useful for them for analyzing translation techniques, translation quality, and translation ideology, conducting translation research for publication, and participating in national and international conferences of translation field as presenters. In this book, the students learn how to translate different kinds of text, looking for clients for their translation agency, design translation agency brochures, advertisements, and videos that they upload to YouTube and other social media. The theory lets the students have an opportunity to learn about entrepreneurship by guiding the students to run a translation agency service which can give them basic experience as translators.

Table of Contents

TOPIK / MATERI PEMBELAJARAN

		UNIVERSITAS BUMIGORA **THE FACULTIES OF SSOCIAL SCIENCES AND HUMANIORA** **ENGLISH LITERATURE STUDY PROGRAM**			
Mata Kuliah	**KODE**	**Rumpun MK:**	**BOBOT (sks):**	**SEMESTER**	**TglPenyusunan**
Translation 1	SSPK240052	Mata Kuliah Wajib	2	IV	5 Maret 2020
OTORISASI		**DosenPengembang RPS**	**Koordinator RMK**		**Kaprodi**
		TandaTangan	TandaTangan		TandaTangan

CapaianPembelajaran (CP)	**CPL-PRODI**	
	S9	Mampu mengelaborasi dan mengembangkan konsep-konsep teoritis dalam ilmu bahasa dan Sastra.
	P3	Mampumengaplikasikanbidangkeahliannyadanmemanfaatkan IPTEKS padabidangnyadalampenyelesaianmasalahsertamampuberadaptasiterhadapsituasi yang dihadapi.
	KU1	Mampumenerapkankonsep-konsepfilosofiparadigmatis,teoritis, danmetodologisilmubahasadansastradalammeningkatkankinerjaprofesionalsehinggadihasilkankarya yang kreatif, orisinil, danteruji
	KU2	Mampumenerapkanilmudanketerampilanberbahasadalambidangpariwisatadanbudayadalammendukung NTB sebagaidaerahtujuanwisata.
	KU9	Memilikiwawasankewirausahaan yang baiksesuaidengankarakterdaerah.
	KK4	Mampumengaplikasikankonsep-konsep yang adadalamteorikomunikasidenganmenelaahfenomena social yang terjadidanmenerapkannyadalampenelitian yang berhubungandenganilmuBahasadanSastra.

	CP-MK	
	M1	Students are expected to be able to attempt a good translation from English into Bahasa Indonesia and from Bahasa Indonesia into English at the level of discourse semantics and lexico-grammar, in the forms of sentences, clauses, phrases, words and morphemes, in the stories and information genres.
	M2	Have the knowledge and understanding of the theoretical and practical aspects of translating, including the ideology, competence, technique, and procedures of translation
	M3	Be familiar with different kinds of texts both and identify translation problems to seek their solutions
	M4	Translate Indonesian text into English and vice versa) with appropriate level of accuracy, clarity and naturalness.
	M5	
	Dst	
Deskripsi Singkat MK		• Translation is one of the regular units in the Translation Studies Curricula of English Language and Literature Study Program, with a credit point value of 2 credits. It is a pre-requisite unit to Translation 2, with a C grade at the lowest. • The unit requires students to undertake bilingual translating practice that involves English texts as Texts 1 and Bahasa Indonesia (BI) as texts 2 and vice versa, all of which use graphic channels of language. • It aims at providing students with pre intermediate bilingual translating practice at the level of discourse semantics, which deals with texts that involve story and information familiar genre families and types in particular (e.g. story: narratives, recounts; information: reports, descriptions) and at the level of lexicogrammar, which deals with sentences/clauses, groups/phrases, words and morphemes. • Assessment for the unit is based on regular assignments, work produced, presentations/performances and discussions, portfolios, special assignments and or mid semester and semester examinations.
Materi Pembelajaran /PokokBahasan		1. Definition translation from different perspectives 2. Types of translation 3. Translation process 4. Meaning in translation 5. Affixed words 6. Figurative Speech
Pustaka	**Utama**	

	• Baker, Mona. 1992. In Other Words: A Course Book on Translation. London: Routledge.
	• Catford, J. 1965. Linguistic Theory of Translation. Oxford: Oxford University Press.
	• Larson, Mildred.1998. Meaning Based Translation. New York: University Press of America.
	• Newmark, Peter. 1988. Textbook of Translation. London: Prentice Hall.
	• Nida, E.A. & Taber, C.R.2003. The Theory and Practice of Translation. Leiden: Brill

Pendukung

- Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991), Routledge
- Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991 Callow,
- Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis, 1998, Cumulative Index of United Nations Legal Materials Produced and Applied in Kosovo 1999-2004, Central European and Euroasian Law Institute, USAID Duff,
- Hatim, B. and I. Mason, Discourse and the Translator, 1990, London and New York, Longman

Media Pembelajaran	**Perangkat Lunak:**
Team Teaching	Dr. DiahSupatmiwati, SS.,M.Hum
Mata Kuliah Syarat	

Mg Ke-	Sub-CP-MK	Indikator	Kriteria&Bentuk Penilaian	Metode Pembelajaran (EstimasiWaktu)	Materi Pembelajaran (Pustaka)	Bobot Penilaian
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Students are aware of the subject's guide, references, materials, and expected learning	1. Students are aware of the subject's guide, references, materials, and expected learning outcomes		Lecture & Discussion [TM:1x(1x50')]	RPS	0

	outcomes.	2. Students are familiar with basic knowledge of the subject and divisions of group presentation				
2	Understanding of definition, benefit and approach in Translation.	1. Comprehending different definitions of translation based some translation experts 2. Gaining the knowledge of translation definitions from many experts of translation written in translation textbooks. 3. Having skills of distinguishing of translation definitions and making new definitions based their own 4. Having a critical thinking to compare various definitions of translation and creative to create new definitions of translation	Discussion	Lecturing Collaborative Learning [TM:2x(2x50')]	• Definitions of translation	3
3	Understanding Translation Process	1. Reviewing the knowledge of translation Process 2. Gaining the knowledge and experience from the analysis of various translation Process 3. Having skills on analyzing various texts translated based the translation Process. 4. Having a commitment to be a good translation by keeping the honesty and professionalism	Discussion	Lecture & Discussion [TM:1x(1x50')]	Translation Process • The relation of translating to translation theory • The approach • The textual level • The referential level • The cohesive level • The level of	3

					naturalness	
4	Understanding Types of Translation	1. Comprehending types of translation based some translation experts 2. Gaining the knowledge of translation types according to some experts of translation written in translation textbooks. 3. Having skills on distinguishing of translation types and translating different texts based on the translation types. 4. Having a critical thinking and being tolerant to some experts categorizing different types of translation.	Discussion	Lecture & Discussion [TM:1x(1x50')]	The types of Translation: Pragmatic, Linguistic, Ethnographic, Aesthetic poetic, etc. (based on other experts of translation)	3
5	Understanding Translation methods	1. Comprehending translation methods based on some experts opinions. 2. Gaining the knowledge of translation methods from some experts. 3. Having skills on distinguishing of translation methods and using them in analyzing translation products and translating the texts. 4. Having a critical thinking to compare various definitions of translation and creative to create new definitions of translation	Discussion	Lecture & Discussion [TM:1x(1x50')]	Translation Methods Translation Methods: Word for-word, Literal, Semantic, Faithful, Adaptation, Free, Idiomatic, and Communicative	3
6	Being able to apply	1. Reviewing the knowledge of	Translation	Lecture &	Meaning in	4

	meaning categories in translation products from Indonesian into English individually	Meaning in Translation 2. Gaining the knowledge and experiencefrom the analysis of various translationproducts based on the Meaning in Translation 3. Having skills on analyzing various texts translated based the Meaning in Translation. 4. Having a commitment to be a good translation by keeping the honesty and professionalism.	Products	Discussion [TM:1x(1x50')]	Translation	
7	Understanding Translation techniques and strategies	1. Comprehending Molina's translation techniques and Newmark's translation procedures. 2. Gaining the knowledge of Molina's translation techniques and Newark's translation procedures. 3. Having skills on distinguishing of Translation techniques and procedures. 4. Having a commitment to be a good translation by keeping the honesty and professionalism	Discussion Translation Products	Lecture & Discussion [TM:1x(1x50')]	Strategies and Technique in translation - Transference - Naturalization - Cultural equivalent - Functional equivalent - Descriptive equivalent - Synonymy - Through translation - Shifts or transpositions - Modulation - Paraphrase	4
8	**Midterm Test: Conduct validation and evaluation**20 %					

9	Producing translation of narrative texts	1. Comprehending the types of translation for translating narrative texts 2. Process Aspect Gaining the knowledge and experiences from the process of translating narrative texts. 3 Having skills on translating narrative texts from Indonesian into English. 4. Having a commitment to be a good translation by keeping the honesty and professionalism.	Translation Products	Practice, discussion, individual activity, group work[TM:1x(1x50')]	Translating narrative texts containing moral and cultural conservation	4
10	Producing translation of descriptive texts	1. Comprehending the types of translation for translating argumentative texts 2. Gaining the knowledge and experience from the process of translating descriptive texts. 3. Having skills on translating argumentative texts from Indonesia into English. 4. Having a commitment to be a good translation by keeping the honesty and professionalism	Translation Products	Practice, discussion, individual activity, group work[TM:1x(1x50')]	Translating argumentative texts containing cultural value conservation	4
11	Producing translation of argumentative texts	1. Comprehending the types of translation for translating argumentative texts 2. Gaining the knowledge and experience from the process of translating descriptive texts. 3. Having skills on translating	Translation Products	Practice, discussion, individual activity, group work[TM:1x(1x50')]	Translating argumentative texts containing cultural value conservation	4

		argumentative texts from Indonesia into English. 4. Having a commitment to be a good translation by keeping the honesty and professionalism				
12	Producing translation of expository texts	1. Comprehending the types of translation for translating expository texts 2. Gaining the knowledge and experience from the process of translating expository texts. 3. Having skills on translating expository texts from Indonesian into English. 4. Having a commitment to be a good translation by keeping the honesty and professionalism.	Translation Products	Practice, discussion, individual activity, group work [TM:1x(1x50')]	Translating expository texts containing moral value conservation	4
13	Being able to analyze various translation products based on Procedures of translating culture-specific concepts	1. Reviewing the knowledge of Procedures of translating culture-specific concepts 2. Gaining the knowledge and experience from the process of analyzing translation products translated basedon Procedures of translating culture-specific concepts 3. Having skills on analyzing varioustranslation products based on Procedures of translating culture-specific concepts.	Group Presentation	Practice, discussion, individual activity, group work [TM:1x(1x50')]	Analyzing translation products based on the Procedures of translating culture-specific concepts	4

		4. Having a commitment to be a goodtranslation by keeping the honesty andprofessionalism.				
14-15			Group Presentation	Practice, discussion, individual activity, group work [TM:1x(1x50')]	Group Translation Project Every group works in team to translate one of various Articles and Essays. (Every work will be randomly selected by the lecturer.	10
16	**Final Exam: Conduct validation and evaluation30 %**					

Chapter 1
Definition of Translation

The aim of this chapter is to provide the students with definition of Translation. The students are expected to understand what Translation is and be able to distinguish Translation from different perspective. The students are also expected to understand the overlapping meanings between Translation and Translation studies

1. Meeting 1

Definition of Translation

What is Translation?

Before going deeper into discussing translation, we first distinguish some assumptions and terms that are attached into it , some consider translation either as a 'process' or a 'product'. Bell (1991: 13) adds a further variable, since he suggests making a distinction between:

translating	•the process
a translation	•the product
translation	•the abstract concept both the process of translating and the product of that process

Translation is assumed that translation entails different kinds of texts, from literary to technical. Even though the real practice of translation regarded many kinds of texts, any discussion on translation focused mainly on distinguished 'works of art'. In general, translation is a process of transferring meaning, ideas, or messages of a text from one language to other language. There are some considerations, which follow this process, which mainly related to the accuracy, clarity and naturalness of the meaning, ideas, or messages of the translation. It means that it is an important thing to consider whether the readers of the target text accept equivalent information as the readers of the source text do. These considerations are clarified in some definition of translation stated by some experts.

According to Manser (1996:441), translation is the activity of changing something spoken or written into another language. It means that whatever we are doing with something (e.g. information, idea), when changed into another language is called translation. Meanwhile Nida and Taber (1974 : 12) state that translating consists of reproducing in the receptor language (RL) the closest natural equivalent of the source language (SL) message, first in terms of meaning, and secondly in terms of style. Here, we know that in reproducing the message there is a good relationship between RL and SL that should be equivalent. Catford (1965:1) defines that translation is an operation performed on languages: a process of substituting a text in one language for a text in another. The writer assumes that all of the activities of transferring a text from one language to another are called translation. Larson (1984:1) states that translation consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the SL text, analyzing it in order to determine its meaning, then reconstructing the same meaning using the lexicon and grammatical structure which appropriate in the RL and its cultural context. Larson also says that translation has three steps; they are studying the source text, analyzing it and reconstructing the meaning. Newmark (1988:28) says that translation is rendering the meaning of a text into another language in the way that the author intended the text. In short, the meaning of a text should be the same with the author's aim when it is translated. translation is closer to the meaning than the style (form) but translation should follow the rules of target language.

From the definitions above, it can be said that translation is the process of transferring the idea or information from the source language to the target language. In short, in wider meaning translation is the process of transferring the meaning of the idea, verbally and non-verbally from one to another. The RL reader's response to the translation work has to be the same with the SL reader's response to the original text itself. Actually, the response of the SL and the RL readers will never be identical because the difference in both readers (cultural and historical settings).

The following example show how a translation works makes the different response **we put our head together**. If the sentence is translated into Bahasa Indonesia as *kami meletakkan kepala kami bersama-sama,* the response or idea is different from English. In other words, the response of the English people and Indonesian people is not the same. The response or understanding will be the same if it is translated as **bermusyawarah.** The same response between the source and receptor readers can reach the goal if the message expressed as natural as possible in the RL. From all of the explanations above, the writer assumes that there are four important elements in translation. They are: source language, text, equivalence, and receptor language. Source language is the original language of a work that is used by its author to assert his idea. Text is the material of a work that will be translated. Equivalence is the suitable form

whether in meaning and style. While receptor language is the aim language that has been translated from the SL.

What is Translation Studies?

The Routledge Encyclopedia of Translation Studies (Baker 1998) defines 'Translation Studies' [TS] as "the academic discipline which concerns itself with the study of translation". Following Hatim's definition of TS as the discipline "…which concerns itself with the theory and practice of translation" (Hatim 2001: 3), we firmly believe in the interconnections between theory and practice: the practice of translation without a theoretical background tends toward a purely subjective exercise, and a theory of translation without a link to practice is simply an abstraction. As C. Yallop reminds us (1987: 347), one of Halliday's main contributions to linguistics is his desire to build bridges between linguistic theory and professional practice. When dealing with translation, we firmly believe that this need is even stronger. Proficiency in two languages, the source one and the target one, is obviously not sufficient to become a competent translator. Since Holmes' paper, TS has evolved to such an extent that it has turned into an interdisciplinary, interwoven with many other fields.

Translation Studies: "A House of Many Rooms"

For too long hosted within other fields, being merely considered a sub-discipline of some other domain, TS has gradually evolved into a discipline in its own right, or rather, as said, into an 'interdisciplinary', which draws on a wide range of other disciplines and hence could be effectively described as "a house of many rooms" (Hatim 2001: 8).
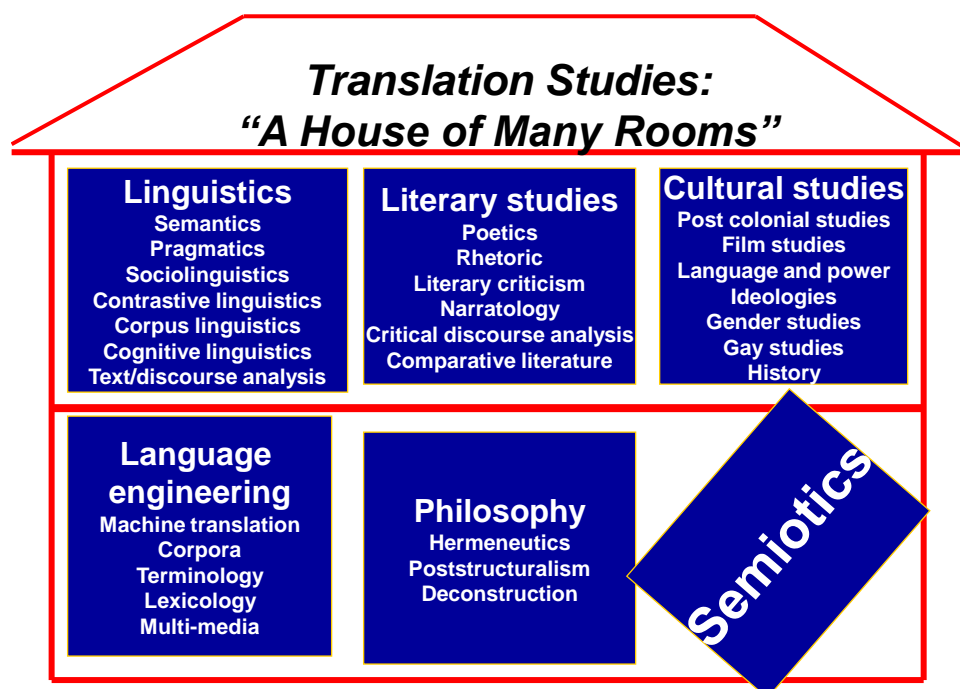
1.1. Summary

The translator acts as both the ST reader and the sender of signals from the ST writer to the TT readers, who have distinct linguistic and cultural backgrounds than the ST writers. High cross-language and cultural skills, extensive understanding of diverse sectors of science, knowledge of translation theory, and rhetorical ability are also required for translating efforts with a communication goal or function..

1.2. Exercises

Answer the following questions in not more than two sentences:

I) What is the primary aim of translation?

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2) Why does the need for translation arise?

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3) Draw a distinction between source language and target language.

……

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4) What are the essential requirements for being a good translator?

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5) Why is translation considered a science?

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……

……

1.3. Individual Assignment

Translate into Bahasa Indonesia

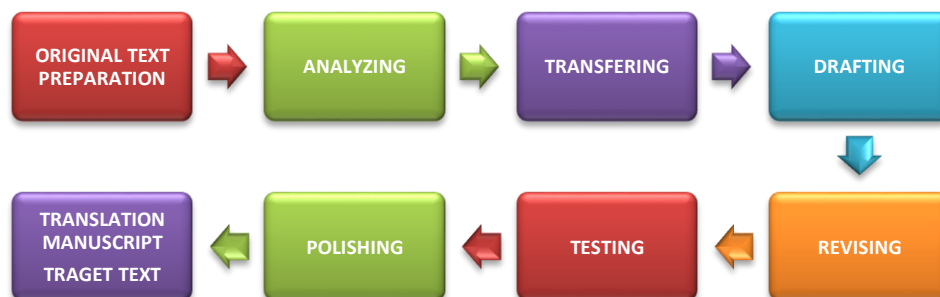| SL	TL
Hearing the aircrafts flying and sirens roaring over the small town, the inhabitants ran out of their homes to find underground shelters. A small crippled-boy was astonished and even excited at seeing people moving around aimlessly. No one took care of him. In three minutes the aircrafts dropped hundreds of bombs making the town a big flame burning everything and spreading a huge amount of smoke. No more sign of life was seen in the town. It seemed that only those who were in the underground-shelters who were alive. The survivors were now like rats resting in their nests. Coincidently, as soon as the air raid was over, it rained heavily making the town as if it had been washed clean. Now, thousands of dead bodies spread around the town. Miraculously, the small boy was safe. He stood under a leafless tree enjoying raindrops over his head.	

Chapter 2
Translation Process

The aim of this chapter is to provide the students with some processes of Translation. The students are expected to gain the knowledge and experience from the analysis of various translations Process, and have skills on analyzing various translated texts based the translation Process

2. Meeting 2 & 3

Process of Translation

The process of translation can be defined as the activity of translation. The translation process usually is used by a translator as a guide in translating text from the source language into the target language. Larson (1984:476-490) divides the process of translation into 8 steps. They are:

ORIGINAL TEXT PREPARATION → ANALYZING → TRANSFERING → DRAFTING

DRAFTING → REVISING

TRANSLATION MANUSCRIPT TRAGET TEXT ← POLISHING ← TESTING ← REVISING

a. Preparation

There are two kinds of preparation that has to be done by translator. The first is the preparation before beginning the translation task. It includes training in writing, in linguistics and in translation principles. In this preparation, a translator must have training in writing the RL, then he has to study linguistics so that he can discover the features of the RL which indicate the groupings, cohesion, and prominence in that language. Finally he has to study the principles in doing a translation work. The second preparation is the preparation which the

translator undertakes as he begins work on a specific translation project. It means that the translator begins to do preparation related to the text to be translated. In order to be able to understand the message intended by the author, the translator should read the text through several times and mark any section which seems unclear. Then he/she studies the background material which is available. It can be done by doing the same steps such as finding out about the author, about the circumstances of the writing of the text, about the purpose for which it was written, about the culture of the source text, whom the text was written for, and about the study of linguistic matters related to the text. For example: if a text is about historical, the background material should be a study of the period of history in which the events took place and in which the text was written. The last thing that should be done by the translator in preparation is reading and rereading of the text. He will make notes (about key terms, obscure sections). Finally, when he fells acquainted with the text he is ready to do analysis.

b. Analyzing

In this process, the translator should study the key words of the text carefully. It aims to find a natural lexical equivalent in RL and consulting dictionaries and encyclopedias can do it. It is important to divide the text into smaller units, and work one of these at a time if the text is very long. The smaller units division can be a section or a chapter. Therefore, it is necessary for the translator to study the groupings of the text. He must give a special attention to identify the opening and closing of the text. He also needs to note the relations between various units, discover what the cohesive divides used are indicating and also identify the units which are most prominent. Even though the analysis begins with the smaller unit and moves up to the whole discourse, the actual analytical process is the opposite. Commonly, the translator analyzes the larger unit first, identifying the units and the relation between the units, deciding which are more prominent. Then he/she moves down to the smaller ones. However, he does that way, but also be constantly moving back to look at the larger units and to reevaluate his analysis based on the analysis of smaller units. The more difficult the text, the

more need there will be for a careful rewrite into semantic structure before any transfer is begun.

c. Transferring

Transfer is the process of going from the semantics structure to the initial draft of the translation. This process takes place in the mind of the translator. The semantic analysis will have eliminated most of the skewing between the deep and surface structure of the source text. In this process, the translator produces a RL equivalent. It is done by finding the good lexical equivalence for concepts and the culture of SL; deciding whether some adjustment are needed or not; considering what grammatical forms to use best communicates the correct meaning, and considering how to signal cohesion and prominence. The transfer process can be very difficult without an adequate study on translation principles. Moreover, the results can be unsatisfactory. The transfer process will result in an initial draft.

d. Initial Drafting

The translator begins making his/her initial draft after moving back and forth from the source to the receptor text. He may need to go back for more background reading and check again in the dictionary. In this process, the translator should be working at paragraph level. He must be sure of what the paragraph communicates, and then he composes the draft naturally, without looking at the SL or even the semantic rewrite. He should just let it flow naturally and expressing the meaning clearly. The translator will not find difficulty in expressing the meaning in the RL if the analysis has done well. There are a number of things, which the translator should remember when he does this process. He should know who would use the translation, their level of education. He should know about the author's purpose, about topic of the paragraph, about semantic structure analysis. If the numbers of things are combined, the initial draft will be accurate and natural.

e. Revising the Initial Draft

The Revising initial draft checks for naturalness and for accuracy. The first thing that the translator will do is to read the manuscript of larger unit that he is checking. In doing this, he should be looking for: - Wrong grammatical forms or obscure constructions, - Places that seem too wordy, - Wrong order, awkward phrasing, - Places where the connections do not seem right and it does not flow easily, - Collocation clashes, - Questionable meaning, - Style

The second thing is checking for accuracy of meaning. The translator compares the source text and the semantic analysis carefully. He also looks at the meaning of words, the sentences, and the relations between the sentences and the paragraphs and larger units. The third thing is checking whether the theme comes through clearly or not.

f. Testing the Translation

There are three main reasons in doing testing the translations; they are accurate, clear, and natural. In order to make the translation as accurate, clear, and natural as possible, the translation must involve at least four persons. They are: translator, consultant, tester, and reviewer. The translator will do self-checks by making a comprehension testing. He asks people to read the translation whether they understand or not. He also does the naturalness checking by comparing his translation with the RL text. The consultant helps the translation in inaccuracies and correcting use of translation principles. He can train the translator in how to do other kinds of testing. He also encourages the translator throughout the project. A consultant can often help with difficult exegetical questions. The tester tests the translation with people whether the source text is familiar or not. The reviewer goes over the translation and gives observations about its clarity and naturalness..

g. Polishing the Translation

After completing all of the preceding procedures, the translator must polish the translation. He/she needs to know whether or not his translation is adequate.

h. Preparing the Manuscript for the Publisher

In this final phase, the translator double-checks the translation by having it tested multiple times until he is certain that no missing information from the source text exists.

2.1. Exercises

SL	TL
Maybe there is some chemistry between us that doesn't mix	

2.2. Individual Assignment

Chapter 3
The Kind of Translation

The aim of this chapter is to provide the students with knowledge relate to kinds of translation based some translation experts. The students are expected to gain knowledge of translation types according to some experts and have skills on distinguishing of translation types and translating different texts based on the translation types. Having a critical thinking and being tolerant to some experts categorizing different types of translation

3.   Meeting 4 & 5

Kind of translation

Many linguists make the divisions on translation. **Catford** divides some broad types or categories of translation in terms of the extent, levels, and rank of translation. Below the writer explains them one by one.

a. In Terms of the Extent

The extent type relates to full versus partial translation. In full translation, the entire text is submitted to the translation process that is every part of the SL text is replaced by RL text material. In partial translation, some parts of the SL text are left no translated; they are simply transferred to and incorporated in the RL text. So, not all of the text is translated. There are some reasons why some parts of SL text cannot be translated. First, the vocabularies in SL cannot be found or cannot be translated correctly in RL. For example: the Indonesian word "nasi tumpeng" cannot be translated into English because "nasi tumpeng" is not found in English. Second, the vocabularies, in the SL have no translation equivalence in RL. For example: the word "television" in English becomes "televisi" when translated to Indonesia. It happened because Bahasa Indonesia has no translation equivalence with that word. In this case, there is a loan translation i.e.

the using of SL's element in RL by changing the phonological and morphological structure. And a text may thus be a whole library of books, a single volume, a chapter, a paragraph, a sentence, a clause, a phrase, a word, and a morpheme.

b. In Terms of the Levels

According to Catford (1965: 22), the levels type relates to total versus restricted translation of language that involved in translation. Total translation can be defined as the replacement of SL grammar and lexis by equivalent RL grammar and lexis with consequential replacement of SL phonology/ graphology by non-equivalent RL phonology/graphology. Whereas restricted translation means replacement of SL textual material by equivalent RL textual material, at only one level, that is translation performed only at the phonological or at the graphonological level, or at only one of the two levels of grammar and lexis.

c. In Terms of the Rank

The rank type relates to the rank of translation in grammatical (or phonological) hierarchy at which translation equivalence is established. Here, Catford (1965:25) divides this type into three distinctions. They are: Free Translation, Word-for word Translation, and Literal Translation. Free translation is always "unbounded-equivalences shunt up and down the rank scale, but tend to be at the higher ranks-sometimes between target units than the sentences". It reproduces the matter without the manner, or the content without the form of the original. It is usually a paraphrase much longer than the original. It is also called as 'intralingual translation'. Word-for-word Translation generally means what its say: i.e. is essentially rank bound at word-rank (but may include some morpheme equivalences). In this type the words of the SL text are rendered one by one into the RL without making allowance for grammatical or lexical difference between them. This type is usually used in case of translating poems. Literal Translation lies between these extremes; it may start, as it were, from a word-for-word translation, but make changes in conformity with RL grammar (e.g. inserting additional words, changing structures at any rank, etc); this may make it a group-group or clause-clause translation. This type is usually used if

the structure of SL is different with the structure of RL. Below is the example of the three distinctions (English-Bahasa Indonesia).

SL text: Her mouth is parch

RL text: 1. Mulutnya kering (Word-for-word translation)

2. Mulut perempuan itu kering (Literal translation)

3. Dia haus (Free translation)

According to Larson (1984: 15) translation is classified into two main types, namely *form-based translation* and *meaning-based translation*. Forms-based translation attempts to follow the form of the source language (SL) and it is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language. Such translation is called idiomatic translation. A literal translation sounds like nonsense and has little communication value (Larson, 1984: 15). The literal translation can be understood if the general grammatical form of the two languages is similar. Larson (1984: 16) says that idiomatic translations use the natural forms of the receptor language both in the grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. This is his/her goal.

Based on the purposes of translation, Brislin in Choliludin (2007: 26-30) categorizes translation into four types, namely:

1) Pragmatic translation: it refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the SL form and it is not conveyed with other aspects of the original language version. Example: the translation of the information about repairing a machine.

2) Aesthetic-poetic translation: it refers to translation in which the translator takes into account the affect, emotion, and feeling of an original version, the aesthetic form used by the original author, as well as any information in the message. Example: the translation of sonnet, rhyme, heroic couplet, dramatic dialogue, and novel.

3) Ethnographic translation: its purpose is to explicate the cultural context of the SL and TL versions. Translators have to be sensitive to the way words are used and must know how the word fits into cultures. Example: the use of the word 'yes' versus 'yeah' in America.

4)   Linguistic translation: is concerned with equivalent meanings of the constituent morphemes of the SL and grammatical form. Example: language in a computer program and translation machine.

In his famous essay, *On Linguistic Aspect of Translation*, Jacobson in Leonardi (2000) identifies three kinds of translation:

1. intralingual translation (monolingual translation), Intralingual translation refers to a translation in which verbal signs are interpreted by means of other signs of the same language. It happens within the same language (monolingual)
2. interlingual translation (bilingual or multilingual translation), Interlingual translation is the one, which refers to different languages whether it is bilingual or multilingual
3. and intersemiotic translation (verbal sign into non-verbal sign)... Intersemiotic translation refers to an interpretation of verbal signs by means of other signs of non-verbal sign systems

3.1. Exercises

3.2. Individual Assignment

Chapter 4
Methods, Strategies and Technique of Translation

The aim of this chapter is to provide the students with knowledge relate to translation methods, strategies and techniques based on some experts opinions. Students are expected to gain all those knowledge of from some experts, Have skills on distinguishing of translation methods and using them in analyzing translation products and translating the texts.

4.   Meeting 6 & 7

Translation strategies aim to make the best translation. There are many definitions of translation strategies. Venuti (1998:240) indicates that translation strategies "involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it." He employs the concepts of domesticating and foreignizing to refer to translation strategies. Krings (1986) Translation strategy is translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task. Loescher (1991) Translation strategy is a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it

According to Newmark (1988:45) there are eight translation methods. They are word-for-word, literal, faithful, semantic, communicative, idiomatic, free, and adaptation. The methods can be classified into two: four of them are oriented in source language (SL Emphasis) and the other four are oriented in target language (TL Emphasis). It can be seen in the figure below:

SL Emphasis:	**TL Emphasis:**
Word-for-word	Adaptation,
Literal Translation,	Free Translation
Faithful Translation.	Idiomatic Translation
Semantic Translation	Communicative Translation

Figure 2.3 Newmark's V-Diagram

Source Language (SL) Emphasis

1. Word for Word Translation

This translation method tends to put the target language words below the source language words without considering the structure of target language. In the matter of word for word translation, Newmark states:

> "This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word- order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literary. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation". (1988: 45-46).

Example: (SL): I like that clever student.

> (TL): *Saya menyukai itu pintar anak.* (Nababan, 1997: 20*)*

2. Literal Translation

In literal translation, the translator tries to transfer the source language grammatical constructions to the nearest TL equivalents. However the ST is still translated into TT literally. Therefore, the message sometimes experiences untransfered. This opinion agrees with Newmark's ideas shown below:

> "The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problem to be solved". (1988: 46)

Example: (SL): It's raining cats and dogs.

> (TL): *Hujan kucing dan anjing.* (Machali, 2000: 51)

3. Faithful Translation

In connection with faithful translation, Newmark proposes that:

> "A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structure. It 'transfers' cultural words and preserves the degree of the grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realization of the SL writer". (1988: 46)

This translation method tends to be faithful to the source text; therefore its translation sometimes experiences clumsiness and strangeness.

Example: (SL): Ben is too well aware that he is naughty.

        (TL): *Ben menyadari terlalu baik bahwa dia nakal.*

(Machali, 2000: 51-52)

4. Semantic translation

According to Newmark (1988:46) regarding the attachment to SL, this method is more flexible than the method of faithful translation. The term translated culture becomes easier for the reader to understand. SL aesthetic element is still prioritized but accompanied by a compromise that is still within reasonable limits.

Example: SL : Leads to matte and smooth skin
          TL : Agar kulit tampak halus dan tidak mengkilap

In its literal meaning, "leads" in Indonesia means "memimpin" or "mengantar, but if the result translated that way then it will be awkward, and doesn't achieve the equivalence. Here the word "leads" translated into "agar" to follow the contextual meaning and to make the translation looks natural. The word "matte" which has meaning "dull and flat" is translated into "tidak mengkilap" in order to follow the contextual meaning and the writer intention.

Target Language (TL) emphasis

1. Adaptation

The adaptation method is the freest form of translation. It is also the nearest to the target language. In connection with this method, Newmark states:

"This is the 'freest' form of translation. It is used mainly for play (comedies) and poetry; the themes, character, plots are usually preserved, the SL culture converted to the TL culture and text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays". (1988: 46)

Example: Translation of Shakespeare's drama entitled Macbeth by WS Rendra which was played at Taman Ismail Marzuki, Jakarta, 1994. (Machali, 2000: 53)

2. Free Translation

A free translation is not bound up with structure of the source language. Using this type of translation, a translator has a freedom to express a source language's message in his/her own style. Dealing with this method, Newmark explains:

"Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious, not translation at all". (1988: 46)

Example: (SL):"Hollywood Rage for Remark"
               (TL): "Hollywood Kekurangan Cerita: Lantas Rame-rame Bikin Film Ulang.
(Machali, 2000: 54)

3. Idiomatic Translation
This translation method tries to recreate the source language message that is the message of the writer or the native speaker, in flexible words or sentences of target language. However, this method seems to distort the nuances of meaning because the use of idioms which are not found in source language. It is like what Newmark said:

"Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original". (1988: 47)

Example: (SL): Mari minum bir sama-sama; saya yang bayar.

               (TL): I'll shout you a beer. (Machali, 2000: 55)

4. Communicative Translation It attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. For example: 16 SL: Beware of dog! TL: Awas anjing galak! The use of translation method depends on the translator needed. Whichever method they use, the main point in translation is to transfer the source language messages to target language.

The following are the different translation procedures that Newmark (1988b) proposes:

1) Transference: it is the process of transferring an SL word to a TL text. Itincludes transliteration and is the same as what Harvey (2000:5) named "transcription".
2) Naturalization: it adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL. (Newmark, 1988b:82)
3) Cultural equivalent: it means replacing a cultural word in the SL with a TL one. However, "they are not accurate" (Newmark, 1988b:83)
4) Functional equivalent: it requires the use of a culture-neutral word.
5) Descriptive equivalent: in this procedure the meaning of the CBT is explained in several words.

6) Componential analysis: it means "comparing an SL word with a TL words which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components.

7) Synonymy: it is a "near TL equivalent." Here economy trumps accuracy.

8) Through-translation: it is the literal translation of common collocations, names of organizations and components of compounds. It can also be called: calque or loan translation

9) Shifts or transpositions: it involves a change in the grammar from SL to TL, for instance; i)change from singular to plural, ii) the change required when a specific SL structure does not exist in the TL, iii) change of an SL verbs to a TL word, change of an SL noun and so forth.

10) Modulation: it occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and TL may appear dissimilar in terms of perspective.

11) Recognized translation: it occurs when the translator "normally uses the official or the generally accepted translation of any institutional terms.

12) Compensation: it occurs when loss of meaning in one part of a sentence is compensated in another part.

13) Paraphrase: in this procedure the meaning of the CBT is explained. Here the explanation is much more detailed than that of descriptive equivalent.

14) Couplets: it occurs when the translator combines two different procedures.

15) Notes: notes are additional information in translation. Notes can appear in the form of footnotes. Although some stylists consider a translation sprinkled with footnotes terrible with regard to appearance. Nonetheless, their use can assist the TT readers to make better judgments of the ST contents.

In general, strategy can be constructed as a rule with the intrinsic ambiguity which characterizes this concept, as well as others such as "norm" or "law". (Mailhac, 2006). Unlike procedures, strategies are not directly visible as part of the observable translation output. In principle, they fall into three categories; they can be conscious, potentially conscious (e.g. instinctive motives of translational behavior may be accessed through introspection, if required), or totally subconscious (e.g. as would be the case with undesirable strategies such as the ones resulting in various forms of translation. Whenever strategies are not directly accessible through the translator, they need to be hypothesized from the available data.

According to Nida and Taber :
Formal Translation

Formal translation is the translation that more concerns in the grammar and meaning of the source text. Sometimes, it can be called as denotative translation. It concerns in styles and meaning of the source text.

Dynamic Translation

Dynamic translation is the translation that results the same reaction between the recipient of the source and target language. It tries to reach the simple contents or meaning or the text, and creates the same reaction for the reader of the source text and the target text through a suitable translation using cultural and language understanding of the target language.

According to Catford

Formal Translation

Formal translation is the formal correspondence in any target language category which may be said to occupy as nearly as possible; the same place in economy of targets language as the given as source language category occupies in the source language.

According to Baker

Pragmatics Translation

Pragmatics translation is the translation that tries to transfer the source text messages by using the communicative aspects of exact language, tones, emotions, and senses.

C. What is Translation Method?

Based on Macquarie Dictionary (1982), a method is a way of doing something, especially in accordance with a definite plan. Based on this definition, two important things can be drawn; that method is a way of doing something - how to perform a translation and method with respect to a particular plan is in the implementation of the translation. Translation method means the translation method used by translators in revealing the overall meaning of the source language into the target language (Syihabuddin 2005:68). According to Newmark (1988: 45-47), translation methods can be traced in terms of its emphasis on the source language and the target language.

There are some methods in translation, but you have to determine between imitative translation, or functional translation first. The former aims to retain purely formal aspects of the source text, while the latter aims to get the message of the source text even if it takes drastic changes in the formal aspects of the text

D. The differences among translation method, strategy, and technique

Translation cannot be separated from theory because it provides rules and meaning in translating text. Translation theory is often associated with methods, strategies, and techniques. Molina and Albir (2002) distinguish method, strategy, and technique. According to Molina and Albir, translation strategy is: "Strategies are related to the mechanisms used by translators throughout the whole translation process to find a solution to the problems they find." Regarding to translation strategy, they also added: Strategies are the procedures (conscious or unconscious, verbal or nonverbal) used by the translator to solve problems that emerge when carrying out the translation process with a particular objective in mind.

Translation method is: "Translation method refers to the way a particular translation process is carried out in terms of the translator's objective, i.e., a global option that affects the whole text." They also added: "The translation method affects the way micro-units of the text are translated: translation techniques. For example: the aim of a translation method is to produce a foreignising version, then borrowing will be one of the most frequently used translation techniques." (Molina dan Albir, 2002) Then, translation technique according to Molina and Albir: "Techniques describe the result obtained and can be used to classify different types of translation solutions." So, Strategies and techniques occupy different places in problem solving: strategies are part of the process, techniques affect the result." (Molina dan Albir, 2002) "A technique is the result of a choice made by a translator; its validity will depend on various questions related to the context, the purpose of the translation, audience expectations, etc." (Molina dan Albir, 2002).

4.1. Individual Assignment

The ' Tristan da Cunha ' group is an archipelago which consists of 5 islands, Tristan da Cunha itself and smaller uninhabited islands: Inaccessible Island and Nightingale Islands. It is a dependency of the British overseas territory of Saint Helena. Tristan is located in the South Atlantic Ocean, 2816km from Cape of Good Hope and 3360km from South America. It lies in the roaring forties (37° S) and the weather is liable to sudden drastic changes.Tristan is an active volcanic island, the only flat area is the location of the capital ' Edinburgh of the seven seas '. It is a small village which numbers just over 300 people.This territory is considered one of the most remote human settlements in the world. In 1961 earth tremors began to disturb the islanders. Then a volcanic eruption forced the evacuation of the entire population. They were housed at Calshot

Camp near Southampton. Unable to resist the British [diseases]() several of older islanders died. Almost all chose to return to the island when the eruption was [over]() .The surrounding seas are rich in fish [providing]() Tristan with one of its main sources of revenue: crayfish. The other main source of [income]() is the sale of stamps which are collected by philatelists all over the world. Tristan now has a connection to the [outside]() world by satellite telephone.

text

Chapter 5
Meaning in Translation

The aim of this chapter is to provide the students with knowledge relate to types of translation based some translation experts. The students are expected to gain knowledge of translation types according to some experts and have skills on distinguishing of translation types and translating different texts based on the translation types. Having a critical thinking and being tolerant to some experts categorizing different types of translation

5.   Meeting 9 & 10

Meaning in Translation

Nababan (1997), , states that there are some problems in translating the meaning of a word, for a word can have some different meanings. They are caused by some aspects as Nababan explains below.

Lexical Meaning

In the lexical meaning, the meaning of each word has its own meaning as mentioned in the dictionary. For example the adjective 'dark' has four meanings according to the dictionary, namely: gelap, tua, suram and hitam. We do not know exactly which one of those meanings is the equivalent word of the word 'dark' before it is used in a sentence with certain situation.

Grammatical Meaning

In this case, the translator should comprehend the relation between element of language in the larger units such as the relation between a word and other word(s) within phrase or clause. For example, the word 'fly', in the two example below, has different meanings depending on its own position in the sentence.

•   There is a fly on your hand. = Ada seekor lalat di atas tanganmu. (The word 'fly' is as a noun which means 'lalat' in Indonesian.)

•   The birds fly in the sky. = Burung-burung itu terbang di angkasa (The word 'fly' is as a verb which means 'terbang' in Indonesian).

Contextual Meaning

Contextual meaning means that each word has meaning related to its context and situation as it is used in a sentence. For example, the word 'join' commonly means 'ikut serta' but in the sentence: 'The bridge joins the two islands'. The word 'join' means 'menghubungkan' according to the context of the sentence, and the sentence can be translated as follows: "Jembatan itu menghubungkan kedua pulau itu".

Textual Meaning

The textual meaning is related to the material of the text and the differences of the type can make the meaning of a word different. For example the word 'interest' can have two different meanings by considering the two different material texts. In a general text, it means 'give or pay attention to something', but in an economics text, it means 'profits or money charged for borrowing money'.

Socio-Cultural Meaning

The socio-cultural meaning has a close relation with the socio-culture of the source language text. The example is the word 'hot dog' from Western culture or 'ulos' of Batak culture. They do not have equivalent words in Indonesian or English, so the translator should give more explanation about these terms such as: 'hot dog' (a kind of Western food; a sausage bread with some sauce and some slices of tomato and mustard) and 'ulos' (traditional Batak cloth worn covering shoulder).

5.1. Individual Assignment

Reading text I woke up. All around me were awful sounds of humans and animals crying together. I was actually in my cabin, and still partly awake. Eventually, my mother opened the door and out of panic she shouted: "I'd never thought things could turn out this way." She reached for my hand and brought me near the railing of the ship. Some the crew were busy testing the seaworthiness of the lifeboats. My mother stepped forward and entrusted me to one of the sailors; she finally kissed me on the forehead and set about finding the rest of the family. One of the sailors told me to get on the boat first, as the rest of the crew were loosening the riggings. Suddenly, an outburst of flames emerged from behind them and I felt like I was being pushed down, while my new means of transportation hit the ocean. It all went pitch black ... then I woke up again.

1. Translate the text into Indonesian

2. Comprehension questions: a) Did the character experience these events for real? b) Do you believe the mother to be courageous? c) Have you ever been through a similar experience?

3. Find words in the text which mean the opposite of the following words: individually joy to tighten Now find synonyms for these: terrible navigability to put in the care of

4. How would you translate the following words into French? actually eventually finally suddenly Can you notice a pattern as regards the ending of the words between both languages?

5. Phrasal verbs. If a two-word/phrasal verb is separable, the direct object may come between the verb and the particle. For instance: John put away his book. Put away being separable, we can say John put his book away. Moreover, the separation is compulsory if the direct object is a pronoun, for instance, we will say John put it away but not *John put away it. However, if the phrasal verb is inseparable, then there is no separation between the verb and its particle. For example: The teacher went over his homework and not *The teacher went the homework over. Exercise: From the following phrasal verbs taken from the text, find out which ones are separable and those which are not: wake up turn up set about get on.

6. Put the previous phrasal verbs in the following sentence so as to make sense: The young boy _____ looking for his mother after he had _____ the boat, yet she never _____ and finally he _____ . 7. Use the following vocabulary relating to boats to fill in the blanks: riggings = cordage, oar = rame, anchor = ancre, schooner = goèlette The ship arrived in the harbor and the crew got ready to cast _____ . They all decided it was better to use the _____ to keep the boat from wandering too far off. Not far from

here, another boat was calmly sailing along the shore, fortunately there was enough wind to spare the use of _____ .

Now think about this method of teaching. 1. What are the characteristics of this method? a) What type of language is learned in Grammar-Translation? b) What types of activities does it entail? c) What do the goals seem to be? 2. How does this method fit with a cognitive approach to second language teaching

Chapter 6
Problems in translation

The aim of this chapter is to provide the students with knowledge relate to problem of translation and the strategies to cope the problem from some translation experts. The students are expected to gain knowledge of translation strategies and applied it in the process of translation

6.   Meeting 11, 12 &13

What is a strategy?

The word *strategy* is used in many contexts. In translation many theorists have used the term *translation strategies* widely but with some considerable differences in the meaning and the perspective. Generally, a translator uses a strategy when s/he encounters a problem while translating a text; this means, when a translator translates a text literally, translation strategies may not be needed. Although, when they translate word for word and use a dictionary, beginners in the area of translation think they have made a good translation; they do not understand that a **problem** still exists and changes must be made at some levels of the translation. Therefore, problem-solving is the most important function of the strategies. According to Dr. Miremadi (1991), translation problems are divided into two main categories: *lexical* problems and *syntactic* problems.

1. Lexical problems

In the interpretation of lexical problems, Miremadi states that, although words are entities that refer to objects or concepts, a word in one language may not be substituted with a word in another language when referring to the same concepts or objects.

He divides lexical problems into five subcategories:

- Straight/ denotative meaning

This kind of meaning refers to those words of the source text that can be matched with those of the target text "without missing images" (e.g. mother, father, etc).

- Lexical meaning

Lexical meaning refers to words or phrases which seem to be equivalen, although in that situation this may not be the case; the translator must be aware of the intention beyond the words in order not to misrepresent the author's message.

- Metaphorical expression

This subcategory refers to the problematic issues of translating idioms and similar expressions.

Broeik (1981) quoted by Dr. Miremadi (1991) offers the following suggestions for translating idiomatic expressions:

a) Distinguishing between ordinary expressions and metaphors

b) Having access to the resources of translating a single metaphor

c) Being aware of different contexts and their constraints on using metaphors

d) Correctly realizing the constraints on the translation, and rendering the message.

- Semantic voids

This subcategory includes those words and/or expressions that represent concepts that cannot be found in other special communities. The close equivalents may be found, although the exact equivalent cannot.

According to Dr. Miremadi (1991), this may happen in two cases, subjects to *extra-linguistic* factors such as those words that have referents in a certain speech community but not in others, and subject to *intra-linguistic* factors such as those concepts that may exist in two language communities but the structure of their use may be completely different, Dagut (1931) believes, as Dr. Miremadi (1991) mentioned, that this case occurs when the systems of lexicalization of shared expressions are different from each other.

- Proper names

The last but not the least sub-category in this group is the problem of proper names. Although proper names refer to individuals and can be transcribed from one language into another, sometimes the specific meaning that they carry, which do not exist in the target speech community, may be lost (e.g. *Asghar Rize* in Persian).

2. Syntactic problems

Syntactic problems are the other main category of translation problems; as Dr. Miremadi (1991) quoted Nida (1975), one can find no two languages that have the exact identical systems of structural organizations (i.e. language structure varies from one language to another).

These differences include:

a. Word classes
   Languages differ from each other in the internal word formation of language classification.
b. Grammatical relations
   This difference exists among the languages in the way that a constituent of a sentence functions within that sentence.
c. Word order
d. Style
e. Pragmatic aspects

Considering all these problems, a translator is expected to convey the message of the source text to target readers; however, there is no completely exact translation between any two languages and as Dr. Miremadi (1991) quoted Werner (1961), the degree of approximation between two language systems determines the effectiveness of the translation.

Translation strategies' typologies

Different scholars suggest various types, categorizations and classifications for the strategies according to their particular perspectives. Here, some of these typologies are mentioned.

Chesterman (1997), as Bergen (n. d.) stated, believes that in translation strategies' field there is "considerable terminological confusion". As Chesterman (1997) believes, the general characteristics of translation strategies are as follows:

1. They involve text manipulation.

2. They must be applied to the process.

3. They are goal-oriented.

4. They are problem-centered.

5. They are applied consciously.

6. They are inter-subjective. (It means the strategies must be empirical and understandable for the readers not the person who used them.)

Different scholars have various perspectives to the aspects of the act of translation, so, they define and describe different types of strategies. Bergen's (n. d.) classification of the strategies includes three categorizations: 1. Comprehension strategies, 2. Transfer strategies, 3. Production strategies

By his classification, he meant: first, we read and comprehend a text. Second, we analyze the differences between the source text and the target one, and we must decide on the kinds of strategies which we are up to use them. And lastly, we produce the equivalent text in the target language.

Lorscher (1996: 28) identifies nine basic elements, or as he called, building blocks of translation strategies. These building blocks are as follows:

Original elements of translation strategies

1. **R**ealizing a translational **P**roblem RP

2. **V**erbalizing a translational **P**roblem VP

3. **S**earching for a possible solution to a translational **P**roblem SP

4. **S**olution to a translational **P**roblem SP

5. **P**reliminary **S**olution to a translational **P**roblem PSP

6. Parts of a **S**olution to a translational **P**roblem SPa, SPb…

7. **S**olution to a translational **P**roblem is still to be found SPø

8. Negative **S**olution to a translational **P**roblem SP=ø

9. **P**roblem in the reception of the **S**ource **L**anguage text PSL

The first complex notation means that there is a translation problem of some sort, and the translator immediately finds a preliminary solution to the problem [(P) SP], and stops working on this problem [#], or [/] decides to leave this problem unsolved and return to it later [SP ø].

Hatim and Munday (2004) stated that some of the main issues of translation are linked to the strategies of form and content of literal and free translations. This division can help identify the problems of certain overly literal translations that impair comprehensibility. However, the real underlying problems of such translations lie in areas such as text type and audience.

Local strategies (concerning how to handle translation problems)

Bergen (n. d.) compared local strategies to the many vital systems which deliver air, blood etc. to various parts of the body helping them to function well.

Chesterman (1997) believes, as quoted by Bergen (n. d.), that the taxonomy of translation strategies can be presented simply. It includes a basic strategy which is: *change something*. In his statement, Chesterman (1997) does not refer to the replacement of elements in the source text words by their equivalent in the target text; it means that this replacement cannot be the only task of a translator and it is not sufficient. The normal types of changes made by the translators can be classified as:

a) The words which are used in the source text

b) The structure of these words

c) The natural context of the source text

Thus, as Bergen (n. d.) mentioned, according to Chesterman (1997), local translation strategies can be categorized into semantic, syntactic, and pragmatic changes; each group has its own subcategories. Also, there is no obvious distinction between them, so it is difficult to say which exact strategy is being used. In the following subsections, Chesterman's (1997) classification of translation strategies is described, according to Bergen (n. d.):

- Syntactic strategies

These local strategies change the grammatical structure of the target text in relation to the source text. Although most of the strategies are applied because a literal translation is not appropriate, Chesterman (1997) presents his first syntactic strategy, *literal translation*. He believes that, according to many translation theorists, this is a "default" strategy.

1. Literal translation: It means the translator follows the source text form as closely as possible without following the source language structure.

2. Loan translation: This is the second syntactic strategy in his classification which refers to the borrowing of single terms and following the structure of the source text which is foreign to the target reader.

3. Transposition: Another term that Chesterman (1997) has borrowed from Vinay and Darbelnet (1958) is *transposition* that refers to any change in word class, for example adjective to noun.

4. Unit shift: This is a term that has been borrowed from Catford (1965) in the levels of morpheme, word, phrase, clause, sentence and paragraph.

5. Paraphrase structure change: This strategy refers to changes which take place in the internal structure of the noun phrase or verb phrase, although the source language phrase itself maybe translated by a corresponding phrase in the target language.

6. Clause structure change: This is a term which refers to a strategy in which the changes affect the organization of the constituent phrases or clauses. For example, changes from active to passive, finite to infinite, or rearrangement of the clause constituents.

7. Sentence structure change: It is a term that refers to changes in the structure of the sentence unit. It basically means a change in the relationship between main clauses and subordinate ones.

8. Cohesion change: The way in which the parts of a sentence join together to make a fluent, comprehensible sentence is called *textual cohesion. Cohesion change* is a term referring to a strategy which affects intra-textual cohesion, this kind of strategy mainly takes place in the form of reference by pronouns, ellipsis, substitution or repetition.

9. Level shift: By the term level, Chesterman (1997) means the phonological, morphological, syntactical and lexical levels. These levels are expressed variously in different languages.

10. Scheme change: This strategy is another term in Chesterman's (1997) classification. It refers to rhetorical schemata such as parallelism, alliteration and rhythm and rhyming in poetry. Parallelism refers to similar arrangement of collocations, phrases or sentences.

- Semantic strategies

The second group in Chesterman's (1997) classification is semantic strategy which has its own subcategories.

1. Synonymy: It is the first subcategory in this group. In this strategy the translator selects the closest synonym, which is not the first literal translation of the source text word or phrase.
2. Antonymy: In this strategy, the translator uses a word with the opposite meaning. This word mostly combines with a negation.
3. Hyponymy: It means using a member of larger category (e.g. *rose* is a hyponym in relation to *flower*), and also hypernym is a related superordinate term, which describes the entire category with a broader term (e.g. *flower* is a hypernym in relation to *rose*).
4. Converses: This strategy refers to pairs of opposites expressing similar semantic relationships from the opposite perspectives (e.g. *send-receive take-give*).
5. Trope change: The formal name that is used for a figure of speech or metaphor is called *trope* which means using a term or phrase to compare two things that are unrelated with the purpose of revealing their similarity. This relates to a type of strategy called trope change strategy.
6. Abstraction change: The other kind of strategy in the list is abstraction change. This strategy concerns shifting either from more abstract terms to more concrete ones or vice versa.

7. Distribution change: This is a kind of strategy in which the same semantic component is distributed over more items (expansion) or fewer ones (compression).
8. Emphasis change: This strategy increases, decreases or changes the emphasis of thematic focus of the translated text in comparison to the original.
9. Paraphrase strategy: This is the last strategy in the list. According to the overall meaning of the source text, it creates a liberal approximate translation, some lexical items may be ignored in this sort of strategy.

- Pragmatic strategies

1. Cultural filtering: According to Chesterman (1997 as cited in Bergen n. d.), the first sort of strategy in this group is cultural filtering. It may be described as the concrete realization, at the level of language, of the universal strategy of domestication or target culture-oriented translation. This strategy is generally used while translating culture-bound items.
2. Explicitness change: In explicitness change strategy some information of the source text maybe added; or deleted to make the text more or less explicit.
3. Information change: The next type of strategy is information change which is similar to the previous strategy; however, here the changed information is NOT implicit in the source language text.
4. Interpersonal change: This strategy is used to affect the whole style of the text to make it more or less informed, technical etc.
5. Speech act: There is another strategy the changes the nature of the source text speech act, either obligatory or non-obligatory (e.g. from reporting to a command, or from direct to indirect speech).
6. Visibility change: This is a strategy that increases the "presence" of either the author of the source text or its translator (e.g. footnotes that are added by the translator).
7. Coherence change: Another strategy is coherence change which is similar to *cohesion change* which was mentioned in the previous section (*syntactic strategies*). The only difference is that, cohesion change concerns micro-structure level (e.g. a sentence or a paragraph), but coherence change concerns a higher textual level (i.e. combining different paragraphs to each other in a way different from the source text).
8. Partial translation: This is a strategy that refers to translating a part of a text, not the entire text (e.g. song lyrics or poetry).
9. Trans-editing: As Bergen also stated, according to Stetting (1989), another strategy which can be mentioned in this section is trans-editing that refers to extensive editing of the original text when necessary (i.e. changing the organization of the source text information, wording or etc).

The above-mentioned strategies present the classification of Chesterman (1997) cited by Bergen (n. d.). It is clear that all strategies can specific cases of "changing something," which is, as Chesterman (1997) believes, the basic strategy of translation.

The levels on which these translation strategies work differ from each other; and as Bergen (n. d.) stated, this may lead to terminological confusion among researchers who are concerned with translation studies.

As Venuti (2001) states, from Vinay and Darbelnet's (1958) point of view, translators can select two main methods of translating which are called: *direct/literal translation* and *oblique translation*.

When literal translation is not possible because of lexical and syntactical differences between the two languages, oblique translation is used.

Oblique translation includes seven subcategories which are as follows:

1. Borrowing: that is used to tackle a meta-linguistic difference. It is the simplest strategy of translation that means using source language terms in the target text.
2. Calque: This is a special type of borrowing in which the borrowed expression is literally translated into the target language.
3. Literal translation: that means rendering a source language text into the appropriate idiomatic or grammatical equivalent in the target language.
4. Transposition: that is substituting one word class with another without changing the meaning of the message.
5. Modulation: this means changing in point of view (e.g. changing part of speech).
6. Equivalence: this refers to rendering two situations by different stylistic and structural methods; these two texts include the source text and its equivalent text which is the target text.
7. Adaptation: that refers to those situations when cultural differences occur between the source language and the target language. Thus, translation can be considered as a special kind of equivalence which is situational equivalence

The above-mentioned strategies fit the classification of Vinay and Darbelnet (1958), which shows some similarities with Chesterman's classification; however, as we can see above Chesterman's (1997) classification is clearly more detailed. All the above-mentioned strategies are theories which are named differently by different theorists. However; if one wants to examine the applicability of these strategies, there would be no clear borderline between them. Moreover, they are just some of the strategies that can be used by a translator, and it seems that there are different options that a translator may have while doing the translation. However, there is no hierarchical order of more or less often used strategies. Baker (1992) offers a taxonomy of eight translation strategies, which are used by professional translators.

Baker's taxonomy: Mona Baker (1992: 26-42) lists eight strategies, which have been used by professional translators, to cope with the problematic issues while doing a translation task:

1. Translation by a more general word
   This is one of the most common strategies to deal with many types of nonequivalence. As Baker believes, it works appropriately in most, if not all, languages, because in the semantic field, meaning is not language dependent.
2. Translation by a more neutral/ less expressive word
   This is another strategy in the semantic field of structure.
3. Translation by cultural substitution
   This strategy involves replacing a culture-specific item or expression with a target language item considering its impact on the target reader. This strategy makes the translated text more natural, more understandable and more familiar to the target reader.
   The translator's decision to use this strategy will depend on:
   1. The degree to which the translator is given license by those who commission the translation
   2. The purpose of the translation
4. Translation using a loan word or loan word plus explanation
   This strategy is usually used in dealing with culture-specific items, modern concepts, and buzz words. Using the loan word with an explanation is very useful when a word is repeated several times in the text. At the first time the word is mentioned by the explanation and in the next times the word can be used by its own.
5. Translation by paraphrase using a related word
   This strategy is used when the source item in lexicalized in the target language but in a different form, and when the frequency with which a certain form is used in the source text is obviously higher than it would be natural in the target language.
6. Translation by paraphrase using unrelated words
   The paraphrase strategy can be used when the concept in the source item is not lexicalized in the target language.
   When the meaning of the source item is complex in the target language, the paraphrase strategy may be used instead of using related words; it may be based on modifying a super-ordinate or simply on making clear the meaning of the source item.
7. Translation by omission
   This may be a drastic kind of strategy, but in fact it may be even useful to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not necessary to mention in the understanding of the translation, translators use this strategy to avoid lengthy explanations.
8. Translation by illustration
   This strategy can be useful when the target equivalent item does not cover some aspects of the source item and the equivalent item refers to a physical entity which can be illustrated, particularly in order to avoid over-explanation and to be concise and to the point.

As it is obvious, each theorist offers his/her own strategies according to his/ her perspective; however, Baker's (1992) taxonomy of translation strategies include the most applicable set of strategies, because it shows the strategies which are

used by professional translators. So, this definition indicates the applicability of these strategies, i. e. not only is it a set of strategies but it can also be tested by professional translators to see to what degree they work if at all.

3. Conclusion

In this study, translation in general, translational problems and mainly translation strategies were described, and different theories of translation strategies were mentioned. It was shown that different theorists suggest various definitions of translation strategies according to their different perspectives. Moreover, it was mentioned that Baker (1992) lists the most applicable set of strategies. She does not just name the strategies, but she also shows the application of each.

6.1. Individual Assignment

text

Chapter 7
Translation Text

The aim of this chapter is to provide the students of being able to analyze and able to translate various translation products based on Procedures of translating culture-specific concepts

7. Meeting 14,&15

Translating argumentative texts containing cultural value conservation

Find a text, book or novel to be translated into Bahasa Indonesia

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UNIVERSITAS BUMIGORA
THE FACULTIES OF SSOCIAL SCIENCES AND HUMANIORA
ENGLISH LITERATURE STUDY PROGRAM

Mata Kuliah	KODE	Rumpun MK:	BOBOT (sks):	SEMESTER	TglPenyusunan
Translation 1	SSPK240052	Mata Kuliah Wajib	2	IV	5 Maret 2020
OTORISASI	**Dosen Pengembang RPS**		**Koordinator RMK**		**Kaprodi**
	TandaTangan		TandaTangan		TandaTangan
	Dr. Diah Supatmiwati, SS. M.Hum		Dr. Diah Supatmiwati, SS. M.Hum		Hilda Hastuti, S.Pd.,M.Pd

CapaianPembelajaran (CP)	**CPL-PRODI**	
	S9	Mampu mengelaborasi dan mengembangkan konsep-konsep teoritis dalam ilmu bahasa dan Sastra.
	P3	Mampumengaplikasikanbidangkeahliannyadanmemanfaatkan IPTEKS padabidangnyadalampenyelesaianmasalahsertamampuberadaptasiterhadapsituasi yang dihadapi.
	KU1	Mampumenerapkankonsep-konsepfilosofiparadigmatis,teoritis, danmetodologisilmubahasadansastradalammeningkatkankinerjaprofesionalsehinggadihasilkankarya yang kreatif, orisinil, danteruji
	KU2	Mampumenerapkanilmudanketerampilanberbahasadalambidangpariwisatadanbudayadalammmendukung NTB sebagaidaerahtujuanwisata.
	KU9	Memiliki wawasan kewirausahaan yang baik sesuai dengan karakter daerah.
	KK4	Mampumengaplikasikankonsep-konsep yang adadalamteorikomunikasidenganmenelaahfenomena social yang terjadidanmenerapkannyadalampenelitian yang berhubungandenganilmuBahasadanSastra.
	CP-MK	
	M1	Students are expected to be able to attempt a good translation from English into Bahasa Indonesia and from Bahasa Indonesia into English at the level of discourse semantics and lexico-grammar, in the forms of sentences, clauses, phrases, words and morphemes, in the stories and information genres.

	M2	Have the knowledge and understanding of the theoretical and practical aspects of translating, including the ideology, competence, technique, and procedures of translation
	M3	Be familiar with different kinds of texts both and identify translation problems to seek their solutions
	M4	Translate Indonesian text into English (Indonesian-English– vice versa) with appropriate level of accuracy, clarity and naturalness.
	M5	
	Dst	
DeskripsiSingkat MK		• Translation is one of the regular units in the Translation Studies Curricula of English Language and Literature Study Program, with a credit point value of 2 credits. It is a pre-requisite unit to Translation 2, with a C grade at the lowest. • The unit requires students to undertake bilingual translating practice that involves English texts as Texts 1 and Bahasa Indonesia (BI) as texts 2 and vice versa, all of which use graphic channels of language. • It aims at providing students with preintermediate bilingual translating practice at the level of discourse semantics, which deals with texts that involve story and information familiar genre families and types in particular (e.g. story: narratives, recounts; information: reports, descriptions) and at the level of lexicogrammar, which deals with sentences/clauses, groups/phrases, words and morphemes. • Assessment for the unit is based on regular assignments, work produced, presentations/performances and discussions, portfolios, special assignments and or mid semester and semester examinations.
Materi Pembelajaran /PokokBahasan		1. Definition translation from different perspectives 2. Types of translation 3. Translation process 4. Meaning in translation 5. Affixed words 6. strategy in translating Figurative Speech
Pustaka	**Utama**	
		• Baker, Mona. 1992. In Other Words: A Course Book on Translation. London: Routledge. • Catford, J. 1965. Linguistic Theory of Translation. Oxford: Oxford University Press. • Larson, Mildred.1998. Meaning Based Translation. New York: University Press of America. • Newmark, Peter. 1988. Textbook of Translation. London: Prentice Hall. • Nida, E.A. & Taber, C.R.2003. The Theory and Practice of Translation. Leiden: Brill • Supatmiwati, Diah 2020. Modul Translation 1. Mataram: Universitas Bumigora

	Pendukung
	• Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991), Routledge • Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991 Callow, • Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis, 1998, Cumulative Index of United Nations Legal Materials Produced and Applied in Kosovo 1999-2004, Central European and Euroasian Law Institute, USAID Duff, • Hatim, B. and I. Mason, Discourse and the Translator, 1990, London and New York, Longman
Media Pembelajaran	**Perangkat Lunak:**
Team Teaching	Dr. Diah Supatmiwati, SS.,M.Hum
Mata KuliahSyarat	

RENCANA PEMBELAJARAN SEMESTER

MgKe-	Sub-CP-MK	Indikator	Kriteria&BentukPenilaian	MetodePembelajaran (EstimasiWaktu)	MateriPembelajaran (Pustaka)	BobotPenilaian
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Students are aware of the subject's guide, references, materials, and expected learning outcomes.	1. Students are aware of the subject's guide, references, materials, and expected learning outcomes 2. Students are familiar with basic knowledge of the subject and divisions of group presentation		Lecture & Discussion [TM:1x(1x50')]	RPS	0
2	Understanding of definition, benefit and approach in Translation.	1. Comprehending different definitions oftranslation based some translationexperts 2. Gaining the knowledge of translationdefinitions from many experts oftranslation written in translationtextbooks. 3. Having skills of distinguishing oftranslation definitions and making newdefinitions based their own 4. Having a critical thinking to comparevarious definitions of translation andcreative to create new definitions oftranslation	Discussion	Lecturing Collaborative Learning [TM:2x(2x50')]	• Definitions of translation	3
3	Understanding Translation Process	1. Reviewing the knowledge of translation Process 2. Gaining the knowledge and experiencefrom the analysis of various translation Process	Discussion	Lecture & Discussion [TM:1x(1x50')]	Translation Process • The relation of translating to translation theory	3

		3. Having skills on analyzing various textstranslated based the translation Process. 4. Having a commitment to be a goodtranslation by keeping the honesty andprofessionalism			• The approach • The textual level • The referential level • The cohesive level • The level of naturalness	
4	Understanding Types ofTranslation	1. Comprehending types of translationbased some translation experts 2. Gaining the knowledge of translationtypes according to some experts oftranslation written in translationtextbooks. 3. Having skills on distinguishing of translation types and translatingdifferent texts based on the translationtypes. 4. Having a critical thinking and being tolerant to some experts categorizing different types of translation.	Discussion	Lecture & Discussion [TM:1x(1x50')]	The Kinds of Translation: Pragmatic, Linguistic, Ethnographic, Aesthetic poetic, etc. (based on other experts of translation)	3
5	Understanding Translation methods	1. Comprehending translation methodsbased on Newmark's opinions. 2. Gaining theknowledge oftranslationmethods from Newmark. 3. Having skills on distinguishing of translation methods and using them in analyzing translation products and translating the texts.	Discussion	Lecture & Discussion [TM:1x(1x50')]	Translation Methods Translation Methods: Word for-word, Literal, Semantic, Faithful, Adaptation, Free, Idiomatic, and Communicative	3

		4. Having a critical thinking to compare various definitions of translation and creative to create new definitions of translation				
6	Being able to apply meaning categories in translation products from Indonesian into English individually	1. Reviewing the knowledge of Meaning in Translation 2. Gaining the knowledge and experiencefrom the analysis of various translationproducts based on the Meaning in Translation 3. Having skills on analyzing various textstranslated based the Meaning in Translation. 4. Having a commitment to be a goodtranslation by keeping the honesty andprofessionalism.	Translation Products	Lecture & Discussion [TM:1x(1x50')]	Meaning in Translation	4
7	Understanding Translation techniques and strategies	1. Comprehending Molina's translationtechniques and Newmark's translation procedures. 2. Gaining the knowledge of Molina's translation techniques and Newmarks'stranslation procedures. 3. Having skills on distinguishing of Translation techniques and procedures. 4. Having a commitment to be a goodtranslation by keeping the honesty andprofessionalism	Discussion Translation Products	Lecture & Discussion [TM:1x(1x50')]	Problems and its Strategies in translation • Transference • Naturalization • Cultural equivalent • Functional equivalent • Descriptive equivalent • Synonymy • Through translation • Shifts or transpositions • Modulation • Paraphrase	4

8	Midterm Test: Conduct validation and evaluation20 %					
9	Producing translation of narrative texts	1. Comprehending the types of translation for translating narrative texts 2. Process Aspect Gaining the knowledge and experiences from the process of translating narrative texts. 3 Having skills on translating narrative texts from Indonesian into English. 4. Having a commitment to be a good translation by keeping the honesty and professionalism.	Translation Products	Practice, discussion, individual activity, group work[TM:1x(1x50')]	Translating narrative texts containing moral and cultural conservation	4
10	Producing translation of descriptive texts	1. Comprehending the types of translation for translating argumentative texts 2. Gaining the knowledge and experience from the process of translating descriptive texts. 3. Having skills on translating argumentative texts from Indonesia into English. 4. Having a commitment to be a good translation by keeping the honesty and professionalism	Translation Products	Practice, discussion, individual activity, group work[TM:1x(1x50')]	Translating argumentative texts containing cultural value conservation	4
11	Producing translation of argumentative texts	1. Comprehending the types of translation for translating argumentative texts 2. Gaining the knowledge and experience from the process	Translation Products	Practice, discussion, individual activity, group work[TM:1x(1x50	Translating argumentative texts containing cultural value conservation	4

		of translating descriptive texts. 3. Having skills on translating argumentative texts from Indonesia into English. 4. Having a commitment to be a good translation by keeping the honesty and professionalism		')]		
12	Producing translation of expository texts	1. Comprehending the types of translationfor translatingexpository texts 2. Gaining the knowledge and experiencefrom the process of translatingexpository texts. 3. Having skills on translating expositorytexts from Indonesian into English. 4. Having a commitment to be a goodtranslation by keeping the honesty andprofessionalism.	Translation Products	Practice, discussion, individual activity, group work [TM:1x(1x50')]	Translating expository texts containing moral value conservation	4
13	Being able to analyze varioustranslation products based on Procedures of translating culture-specific concepts	1. Reviewing the knowledge of Procedures of translating culture-specific concepts 2. Gaining the knowledge and experiencefrom the process of analyzingtranslation products translated basedon Procedures of translating culture-specific concepts 3. Having skills on analyzing varioustranslation products based on Procedures of translating culture-specific concepts.	Group Presentation	Practice, discussion, individual activity, group work [TM:1x(1x50')]	Analyzing translation products based on the Procedures of translating culture-specific concepts	4

		4. Having a commitment to be a goodtranslation by keeping the honesty andprofessionalism.			
14-15			Group Presentation	Practice, discussion, individual activity, group work [TM:1x(1x50')]	Group Translation Project

Every group works in team to translate one of various Articles and Essays. (Every work will be randomly selected by the lecturer. | 10 |
| 16 | Final Exam: Conduct validation and evaluation30 % | | | | |

Mata Kuliah	**KODE**	**Rumpun MK:**	**BOBOT (sks):**	**SEMESTER**	**Tgl Penyusunan**
Translation 1	SSPK240052	Mata Kuliah Wajib	2	IV	28 Februari 2021

OTORISASI	**Dosen Pengembang RPS**	**Koordinator RMK**	**Kaprodi**
	TandaTangan	Tanda Tangan	TandaTangan
	Dr. Diah Supatmiwati M.Hum	Dr. Diah Supatmiwati M.Hum	Hilda Hastuti.,S.Pd.,M.Pd

Capaian Pembelajaran (CP)	**CPL-PRODI**	
	S9	Mampu mengelaborasi dan mengembangkan konsep-konsep teoritis dalam ilmu bahasa dan Sastra.
	P3	Mampumengaplikasikanbidangkeahliannyadanmemanfaatkan IPTEKS padabidangnyadalampenyelesaianmasalahsertamampuberadaptasiterhadapsituasi yang dihadapi.
	KU1	Mampumenerapkankonsep-konsepfilosofiparadigmatis,teoritis, danmetodologisilmubahasadansastradalammeningkatkankinerjaprofesionalsehinggadihasilkankarya yang kreatif, orisinil, danteruji
	KU2	Mampumenerapkanilmudanketerampilanberbahasadalambidangpariwisatadanbudayadalammendukung NTB sebagaidaerahtujuanwisata.
	KU9	Memilikiwawasankewirausahaan yang baiksesuaidengankarakterdaerah.
	KK4	Mampumengaplikasikankonsep-konsep yang adadalamteorikomunikasidenganmenelaahfenomena social yang terjadidanmenerapkannyadalampenelitian yang berhubungandenganilmuBahasadanSastra.
	CP-MK	
	M1	Students are expected to be able to attempt a good translation from English into Bahasa Indonesia and from Bahasa Indonesia into English at the level of discourse semantics and lexico-grammar, in the forms of sentences, clauses, phrases, words and morphemes, in the stories and information genres.
	M2	Have the knowledge and understanding of the theoretical and practical aspects of translating, including

		the ideology, competence, technique, and procedures of translation
	M3	Be familiar with different kinds of texts both and identify translation problems to seek their solutions
	M4	Translate Indonesian text into English (Indonesian-English– vice versa) with appropriate level of accuracy, clarity and naturalness.

Deskripsi Singkat MK	Translation is one of the regular units in the Translation Studies Curricula of English Language and Literature Study Program, with a credit point value of 2 credits. It is a pre-requisite unit to Translation 2, with a C grade at the lowest. The unit requires students to undertake bilingual translating practice that involves English texts as Texts 1 and Bahasa Indonesia (BI) as texts 2 and vice versa, all of which use graphic channels of language. It aims at providing students with preintermediate bilingual translating practice at the level of discourse semantics, which deals with texts that involve story and information familiar genre families and types in particular (e.g. story: narratives, recounts; information: reports, descriptions) and at the level of lexicogrammar, which deals with sentences/clauses, groups/phrases, words and morphemes. Assessment for the unit is based on regular assignments, work produced, presentations/performances and discussions, portfolios, special assignments and or mid semester and semester examinations.
Materi Pembelajaran /PokokBahasan	1. Definition translation from different perspectives 2. Types of translation 3. Translation process 4. Techniques , methods and procedures of translation 5. Translation practice

Pustaka	**Utama**
	• **Supatmiwati, Diah. 2021. Modul Translation 1. Universitas Bumigora** • Baker, Mona. 1992. In Other Words: A Course Book on Translation. London: Routledge. • Catford, J. 1965. Linguistic Theory of Translation. Oxford: Oxford University Press. • Larson, Mildred.1998. Meaning Based Translation. New York: University Press of America. • Newmark, Peter. 1988. Textbook of Translation. London: Prentice Hall. • Nida, E.A. & Taber, C.R.2003. The Theory and Practice of Translation. Leiden: Brill
	Pendukung
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	• Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991 Callow, • Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis, 1998, Cumulative Index of United Nations Legal Materials Produced and Applied in Kosovo 1999-2004, Central European and Euroasian Law Institute, USAID Duff, • Hatim, B. and I. Mason, Discourse and the Translator, 1990, London and New York, Longman
Media Pembelajaran	**Perangkat Lunak:** E-learning Universitas Bumigora PPT materi Video
Team Teaching	Dr. Diah Supatmiwati, SS.,M.Hum
Mata Kuliah Syarat	

RENCANA PEMBELAJARAN SEMESTER

Mg Ke-	Sub-CP-MK	Indikator	Kriteria&Bentuk Penilaian	Metode Pembelajaran (EstimasiWaktu)	Materi Pembelajaran (Pustaka)	Bobot Penilaian
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Students are aware of the subject's guide, references, materials, and expected learning outcomes.	1. Students are aware of the subject's guide, references, materials, and expected learning outcomes 2. Students are familiar with basic knowledge of the subject and divisions of group presentation		Lecture & Discussion [TM:1x(1x50')]	RPS	0
2	Understanding of definition, function and kinds of Translation.	1. Comprehending different definitions, function and kinds of translation based some translation experts 2. Gaining the knowledge of translation definitions from many experts of translation written in translation textbooks. 3. Having skills of distinguishing definitions, function and kinds of translation 4. Having a critical thinking to compare various definitions of translation and creative to create new definitions of translation	Discussion	Lecturing Collaborative Learning [TM:2x(2x50')]	Introduction to translation • Definitions of translation • Function of Translation • The Kinds of Translation	1
3	Understanding Translation	1. Reviewing the knowledge of translation Process	Discussion	Lecture & Discussion	Translation Process	1

No	Learning Outcome	Indicators				
	Process	2. Gaining the knowledge and experience from the analysis of various translation Process 3. Having skills on analyzing various texts translated based the translation Process. 4. Having a commitment to be a good translation by keeping the honesty and professionalism		[TM:1x(1x50')]	•	
4	Understanding the translation methods in the process of translation and doing the translation practice (various genres of non-literary works: scientific texts, legal texts, other ordinary and documentary texts)	1. Comprehending Translation Methods: Word for-word, Literal, Faithful, and Semantic, 2. Gaining the knowledge of Translation Methods: Word for-word, Literal, Faithful, and Semantic. 3. Having skills on translating different texts using Word for-word, Literal, Faithful, and Semantic translation.	Discussion	Lecture & Discussion Practice [TM:1x(1x50')]	Translation Methods: Word for-word, Literal, Faithful, Semantic,	1
5	Understanding the translation methods in the process of translation and doing the translation practice (various genres of non-literary works: scientific texts, legal texts, other ordinary and documentary texts)	1. Comprehending Translation Methods: Adaptation, Free, Idiomatic, and Communicative, 2. Gaining the knowledge of Translation Methods: Adaptation, Free, Idiomatic, and Communicative, 3. Having skills on translating different texts using Adaptation, Free, Idiomatic, and Communicative Methods.	Discussion	Lecture & Discussion practice [TM:1x(1x50')]	Translation Methods:, Adaptation, Free, Idiomatic, and Communicative	1

| 6 | Understanding the translation techniques in the process of translation and doing the | 1. Comprehending translation techniques: Adaptation, Amplification Borrowing, *Calque*
 2. Gaining the knowledge of Translation Methods: Adaptation, Amplification Borrowing, *Calque*
 3. Having skills on translating different texts using Adaptation, Amplification Borrowing, *Calque* techniques. | Translation Products | Lecture & Discussion [TM:1x(1x50')] | • Adaptation
 • Amplification
 • Borrowing
 • *Calque* | 1 |
| 7 | Understanding the translation techniques in the process of translation and doing the | 1. Comprehending translation techniques: Generalization, Particularization, Substitution, Variation, Description, Discursive creation, Established equipment
 2. Gaining the knowledge translation techniques: Generalization, Particularization, Substitution, Variation, Description, Discursive creation, and Established equipment.
 3. Having skills on distinguishing of translation techniques: Generalization, Particularization, Substitution, Variation, Description, Discursive creation, Established equipment.
 4. Having a commitment to be a goodtranslation by keeping | Discussion Translation Products | Lecture & Discussion [TM:1x(1x50')] | • Generalization
 • Particularizatio n
 • Substitution
 • Variation
 • Description
 • Discursive creation
 • Established equipment | 1 |

		the honesty andprofessionalism				
8	**Midterm Test: Conduct validation and evaluation**					30
9	Understanding the translation procedures in the process of translation and doing the translation practice	1. Comprehending translation procedures: Transference, Naturalization, Cultural equivalent, Functional equivalent, Modulation, Recognized translation, Translation label 2. Gaining the knowledge translation procedures: Transference, Naturalization, Cultural equivalent, Functional equivalent, Modulation, Recognized translation, Translation label. 3. Having skills on distinguishing of translation procedures: Transference, Naturalization, Cultural equivalent, Functional equivalent, Modulation, Recognized translation, Translation label. 4. Having a commitment to be a good translation by keeping the honesty and professionalism	Translation Products	Practice, discussion, individual activity, group work[TM:1x(1x50')]	• Transference • Naturalization • Cultural equivalent • Functional equivalent • Modulation • Recognized translation • Translation label	1
10	Understanding the translation procedures in the process of translation and	1. Comprehending translation procedures: Compensation, Componential analysis, Reduction and expansion, Paraphrase, Couplets, Notes,	Translation Products	Practice, discussion, individual activity, group work[TM:1x(1x50'	• Compensation • Componential analysis • Reduction and expansion	1

	doing the translation practice	additions, glosses, Other procedures l 2. Gaining the knowledge translation procedures: Compensation, Componential analysis, Reduction and expansion, Paraphrase, Couplets, Notes, additions, glosses, Other procedures. 3. Having skills on distinguishing of translation procedures: Compensation, Componential analysis, Reduction and expansion, Paraphrase, Couplets, Notes, additions, glosses, Other procedures. 4. Having a commitment to be a good translation by keeping the honesty and professionalism		)]	• Paraphrase • Couplets • Notes, additions, glosses • Other procedures	
11	Producing translation of argumentative texts	1. Comprehending the types of translation for translating argumentative texts 2. Gaining the knowledge and experience from the process of translating descriptive texts. 3. Having skills on translating argumentative texts from Indonesia into English. 4. Having a commitment to be a good translation by keeping the honesty and professionalism	Translation Products	Practice, discussion, individual activity, group work[TM:1x(1x50')]	Translating argumentative texts containing cultural value conservation	2.5
12	Producing	1. Comprehending the types of	Translation	Practice,	Translating	2.5

	translation of expository texts	translationfor translatingexpository texts 2. Gaining the knowledge and experiencefrom the process of translatingexpository texts. 3. Having skills on translating expositorytexts from Indonesian into English. 4. Having a commitment to be a goodtranslation by keeping the honesty andprofessionalism.	Products	discussion, individual activity, group work [TM:1x(1x50')]	expository texts containing moral value conservation	
13	Being able to analyze varioustranslation products based on Procedures of translating culture-specific concepts	1. Reviewing the knowledge of Procedures of translating culture-specific concepts 2. Gaining the knowledge and experiencefrom the process of analyzingtranslation products translated basedon Procedures of translating culture-specific concepts 3. Having skills on analyzing varioustranslation products based on Procedures of translating culture-specific concepts. 4. Having a commitment to be a goodtranslation by keeping the honesty andprofessionalism.	Group Presentation	Practice, discussion, individual activity, group work [TM:1x(1x50')]	Analyzing translation products based on the Procedures of translating culture-specific concepts	2
14-15			Group Presentation	Practice, discussion, individual activity, group	Group Translation Project Every group works	10

			work [TM:1x(1x50')]	in team to translate one of various Articles and Essays. (Every work will be randomly selected by the lecturer.	
16	**Final Exam: Conduct validation and evaluation**				50

ASSESSMENT SCHEME AND CRITERIA

This course follows the university standard for grading:

grade	score
A	= 81 - 100
B+	= 71 - 80
B	= 66 - 70
C+	= 61 - 65
C	= 50 - 60
D	= 40 - 49
E	= 0 - 39

no	ASSESSMENT		%
	COMPONENT	CRITERIA	
1.	Tugas harian	Setiap 50 menit (1 sks) tatap muka diikuti dengan 100 menit tugas terstruktur	8
2.	UTS	menggunakan standar penilaian berdasarkan Buku Peraturan Akademik dan menggunakan rubrik penilaian UTS	30
3.	Individual Assignment 1	translation product kelompok menggunakan rubrik penilaian penerjemahan	2,5
4.	Individual Assignment 1	translation product kelompok menggunakan rubrik penilaian penerjemahan	2,5
5.	Tugas kelompok	Presentasi kelompok menggunakan rubrik presentasi	7
6.	UAS	menggunakan standar penilaian berdasarkan Buku Peraturan Akademik dan menggunakan rubrik penilaian UAS	50
			100

DESKRIPSI TUGAS KE 1

Mata Kuliah	Translation 1	Kode MK	SSPK240052
Minggu Ke	2, 3, 4, 5, 6,7, 9, 10	Tugas	tugas harian

Tujuan Tugas	Tujuan tugas adalah agar mahasiswa dapat menerapkan teori penerjemahan dan menghasilkan terjemahan yang akurat, berterima dan memiliki derajat keterbacaan yang tinggi	bobot	8
Uraian Tugas	Objek: Tugas diambil dari modul Translation 1		
	Tugas Mahasiswa: mahasiswa mengerjakan tugas terjemahan yang ada dalam modul Translation 1		
	Metode/cara pengerjaan tugas: project based learning		
	Deskripsi luaran tugas: teks terjemahan dalam bahasa Indonesia		
Kriteria Penilaian	Penilaian tugas: terjemahan yang dihasilkan akurat, berterima dan tingkat keterbacaannya tinggi		

DESKRIPSI TUGAS KE 2

Mata Kuliah	Translation 1	Kode MK	SSPK240052
Minggu Ke	8	Tugas	Mid term Exam
Tujuan Tugas	Tujuan tugas adalah agar mahasiswa dapat menerapkan teori penerjemahan dan menghasilkan terjemahan yang akurat, berterima dan memiliki derajat keterbacaan yang tinggi	bobot	30%
Uraian Tugas	Objek: 30 soal yang menitik beratkan pada pengecekan pemahaman mahasiswa pada teori-teori diseputar penerjemahan memahami teori-teori seputar bidang penerjemahanan		
	Tugas Mahasiswa: Mahasiswa menjawab 30 soal yang menitik beratkan pada teori -teori dalam bidang penerjemahanan		
	Metode/cara pengerjaan tugas: Mahasiswa jawaban dengan tepat 30 pertanyaan secara mandiri tanpa bantuan orang lain dan setelah selesai, lembar jawaban di-submit di e-learning		
	Deskripsi luaran tugas:		
Kriteria Penilaian	Penilaian tugas: menjawab 30 pertanyaan dengan akurat dan tepat		

DESKRIPSI TUGAS KE 3

Mata Kuliah	Translation 1	Kode MK	
Minggu Ke	11	Tugas ke	individual 2
Tujuan Tugas	Tujuan tugas adalah agar mahasiswa	bobot	2.5%

	dapat menerapkan teori penerjemahan dan menghasilkan terjemahan yang akurat, berterima dan memiliki derajat keterbacaan yang tinggi		
Uraian Tugas	Objek: Teks Bahasa sumber yang diambil dari novel yang berjudul *The Bonesetter's Daughter* karya Amy Tan		
	Tugas Mahasiswa: mahasiswa menerjemahkan teks yang ada dalam novel tersebut dari halaman 46 - 50		
	Metode/cara pengerjaan tugas: project based learning		
	Deskripsi luaran tugas: teks terjemahan dalam bahasa Indonesia		
Kriteria Penilaian	Penilaian tugas: terjemahan yang dihasilkan akurat, berterima dan tingkat keterbacaannya tinggi		

DESKRIPSI TUGAS KE 4

Mata Kuliah	Translation 1	*Kode MK*	
Minggu Ke	12	***Tugas ke***	**individual 2**
Tujuan Tugas	Tujuan tugas adalah agar mahasiswa dapat menerapkan teori penerjemahan dan menghasilkan terjemahan yang akurat, berterima dan memiliki derajat keterbacaan yang tinggi	***bobot***	**2.5%**
Uraian Tugas	Objek: Teks Bahasa sumber yang diambil dari novel yang berjudul *The Bonesetter's Daughter* karya Amy Tan		
	Tugas Mahasiswa: mahasiswa menerjemahkan teks yang ada dalam novel tersebut dari halaman 46 - 50		
	Metode/cara pengerjaan tugas: project based learning		
	Deskripsi luaran tugas: teks terjemahan dalam bahasa Indonesia		
Kriteria Penilaian	Penilaian tugas: terjemahan yang dihasilkan akurat, berterima dan tingkat keterbacaannya tinggi		

DESKRIPSI TUGAS KE 5

Mata Kuliah	Translation 1	*Kode MK*	
Minggu Ke	13	***Tugas ke***	**group 2**
Tujuan Tugas	Tujuan tugas adalah agar mahasiswa dapat menganalisa hasil terjemahan dengan teori penerjemahan dan bagaimana sebuah terjemahan dikatakan	***bobot***	**2%**

	akurat, berterima dan memiliki derajat keterbacaan yang tinggi		
Uraian Tugas	Objek: Teks Bahasa sumber dan bahasa sasaran yang dipilih sendiri oleh mahasiswa		
	Tugas Mahasiswa: menganalisa hasil terjemahan		
	Metode/cara pengerjaan tugas: presentasi hasil analisa		
	Deskripsi luaran tugas: analisa teks terjemahan		
Kriteria Penilaian	Penilaian tugas: ketepatan analisa dan kelancaran dalam menjelaskan hasil analisa		

DESKRIPSI TUGAS KE 6

Mata Kuliah	Translation 1	*Kode MK*	
Minggu Ke	**13**	***Tugas***	**kelompok 2**
Tujuan Tugas	Tujuan tugas adalah agar mahasiswa dapat menganalisa hasil terjemahan dengan teori penerjemahan dan bagaimana sebuah terjemahan dikatakan akurat, berterima dan memiliki derajat keterbacaan yang tinggi	***bobot***	**5 %**
Uraian Tugas	Objek: Teks Bahasa sumber dan bahasa sasaran yang dipilih sendiri oleh mahasiswa		
	Tugas Mahasiswa: menganalisa hasil terjemahan		
	Metode/cara pengerjaan tugas: presentasi hasil analisa		
	Deskripsi luaran tugas: analisa teks terjemahan		
Kriteria Penilaian	Penilaian tugas: ketepatan analisa dan kelancaran dalam menjelaskan hasil analisa		

DESKRIPSI TUGAS KE 7

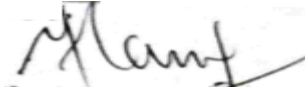| *Mata Kuliah*	Translation 1	*Kode MK*	
Minggu Ke	**16**	***Tugas***	**final project (kelompok) 2**
Tujuan Tugas	Tujuan tugas adalah agar mahasiswa dapat menerapkan teori penerjemahan dan menghasilkan terjemahan yang akurat, berterima dan memiliki derajat keterbacaan yang tinggi	***bobot***	**50%**
Uraian Tugas	Objek: Teks Bahasa sumber yang diambil dari berbagai jenis texts: culture, legal, science dll		
	Tugas Mahasiswa: mahasiswa menerjemahkan teks yang sudah dipilih sendiri dan		

	disetujui oleh dosen pengampu
	Metode/cara pengerjaan tugas: project based learning
	Deskripsi luaran tugas: teks terjemahan dalam bahasa Indonesia
Kriteria Penilaian	Penilaian tugas: terjemahan yang dihasilkan akurat, berterima dan tingkat keterbacaannya tinggi

KRITERIA PENILAIAN PENERJEMAHAN

Points	Description
20-30	**Excellent Translation** Diction is appropriate. Sentences are Grammatically acceptable. Meaning is held constant
15-19	**Satisfactory Translation** Most Dictions are appropriate. Most Sentences are Grammatically acceptable. Most Meanings are held constant
10-14	**Below Average Translation** Some Diction is appropriate. Some Sentences are Grammatically acceptable. Some Meanings are held constant
0-9	**Ineffective Translation** Most Diction is inappropriate. Most Sentences are Grammatically unacceptable. Most Meaning is held inconstant

Mata Kuliah	KODE	Rumpun MK:	BOBOT (sks):	SEMESTER	Tgl Penyusunan
Translation 1	SSPK240052	Mata Kuliah Wajib	2	IV	25 Februari 2022

OTORISASI	Dosen Pengembang RPS	Koordinator RMK	Kaprodi
	TandaTangan	Tanda Tangan	TandaTangan
	Dr. Diah Supatmiwati M.Hum	Dr. Diah Supatmiwati M.Hum	Dr. Samurrijal.,S.Pd.,M.Hum

Capaian Pembelajaran (CP)	**CPL-PRODI**	
	S9	Mampu mengelaborasi dan mengembangkan konsep-konsep teoritis dalam ilmu bahasa dan Sastra.
	P3	Mampumengaplikasikanbidangkeahliannyadanmemanfaatkan IPTEKS padabidangnyadalampenyelesaianmasalahsertamampuberadaptasiterhadapsituasi yang dihadapi.
	KU1	Mampumenerapkankonsep-konsepfilosofiparadigmatis,teoritis, danmetodologisilmubahasadansastradalammeningkatkankinerjaprofesionalsehinggadihasilkankarya yang kreatif, orisinil, danteruji
	KU2	Mampumenerapkanilmudanketerampilanberbahasadalambidangpariwisatadanbudayadalammendukung NTB sebagaidaerahtujuanwisata.
	KU9	Memilikiwawasankewirausahaan yang baiksesuaidengankarakterdaerah.
	KK4	Mampumengaplikasikankonsep-konsep yang adadalamteorikomunikasidenganmenelaahfenomena social yang terjadidanmenerapkannyadalampenelitian yang berhubungandenganilmuBahasadanSastra.
	CP-MK	
	M1	Students are expected to be able to attempt a good translation from English into Bahasa Indonesia and from Bahasa Indonesia into English at the level of discourse semantics and lexico-grammar, in the forms of sentences, clauses, phrases, words and morphemes, in the stories and information genres.
	M2	Have the knowledge and understanding of the theoretical and practical aspects of translating, including

		the ideology, competence, technique, and procedures of translation
	M3	Be familiar with different kinds of texts both and identify translation problems to seek their solutions
	M4	Translate Indonesian text into English (Indonesian-English– vice versa) with appropriate level of accuracy, clarity and naturalness.

Deskripsi Singkat MK	Translation is one of the regular units in the Translation Studies Curricula of English Language and Literature Study Program, with a credit point value of 2 credits. It is a pre-requisite unit to Translation 2, with a C grade at the lowest. The unit requires students to undertake bilingual translating practice that involves English texts as Texts 1 and Bahasa Indonesia (BI) as texts 2 and vice versa, all of which use graphic channels of language. It aims at providing students with preintermediate bilingual translating practice at the level of discourse semantics, which deals with texts that involve story and information familiar genre families and types in particular (e.g. story: narratives, recounts; information: reports, descriptions) and at the level of lexicogrammar, which deals with sentences/clauses, groups/phrases, words and morphemes. Assessment for the unit is based on regular assignments, work produced, presentations/performances and discussions, portfolios, special assignments and or mid semester and semester examinations.
Materi Pembelajaran /PokokBahasan	1. Definition translation from different perspectives 2. Types of translation 3. Translation process 4. Techniques , methods and procedures of translation 5. Translation practice
Pustaka	**Utama**
	• **Supatmiwati, Diah. 2021. Modul Translation 1. Universitas Bumigora** • Baker, Mona. 1992. In Other Words: A Course Book on Translation. London: Routledge. • Catford, J. 1965. Linguistic Theory of Translation. Oxford: Oxford University Press. • Larson, Mildred.1998. Meaning Based Translation. New York: University Press of America. • Newmark, Peter. 1988. Textbook of Translation. London: Prentice Hall. • Nida, E.A. & Taber, C.R.2003. The Theory and Practice of Translation. Leiden: Brill
	Pendukung
	• Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991), Routledge

	• Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991 Callow, • Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis, 1998, Cumulative Index of United Nations Legal Materials Produced and Applied in Kosovo 1999-2004, Central European and Euroasian Law Institute, USAID Duff, • Hatim, B. and I. Mason, Discourse and the Translator, 1990, London and New York, Longman
Media Pembelajaran	**Perangkat Lunak:** E-learning Universitas Bumigora PPT materi Video
Team Teaching	Dr. Diah Supatmiwati, SS.,M.Hum
Mata Kuliah Syarat	

RENCANA PEMBELAJARAN SEMESTER

Mg Ke-	Sub-CP-MK	Indikator	Kriteria&Bentuk Penilaian	Metode Pembelajaran (EstimasiWaktu)	Materi Pembelajaran (Pustaka)	Bobot Penilaian
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Students are aware of the subject's guide, references, materials, and expected learning outcomes.	1. Students are aware of the subject's guide, references, materials, and expected learning outcomes 2. Students are familiar with basic knowledge of the subject and divisions of group presentation		Lecture & Discussion [TM:1x(1x50')]	RPS	0
2	Understanding of definition, function and kinds of Translation.	1. Comprehending different definitions, function and kinds of translation based some translation experts 2. Gaining the knowledge of translation definitions from many experts of translation written in translation textbooks. 3. Having skills of distinguishing definitions, function and kinds of translation 4. Having a critical thinking to compare various definitions of translation and creative to create new definitions of translation	Discussion	Lecturing Collaborative Learning [TM:2x(2x50')]	Introduction to translation • Definitions of translation • Function of Translation • The Kinds of Translation	1
3	Understanding Translation	1. Reviewing the knowledge of translation Process	Discussion	Lecture & Discussion	Translation Process	1

	Process	2. Gaining the knowledge and experience from the analysis of various translation Process 3. Having skills on analyzing various texts translated based the translation Process. 4. Having a commitment to be a good translation by keeping the honesty and professionalism			[TM:1x(1x50')]	•	
4	Understanding the translation methods in the process of translation and doing the translation practice (various genres of non-literary works: scientific texts, legal texts, other ordinary and documentary texts)	1. Comprehending Translation Methods: Word for-word, Literal, Faithful, and Semantic, 2. Gaining the knowledge of Translation Methods: Word for-word, Literal, Faithful, and Semantic. 3. Having skills on translating different texts using Word for-word, Literal, Faithful, and Semantic translation.	Discussion	Lecture & Discussion Practice [TM:1x(1x50')]	Translation Methods: Word for-word, Literal, Faithful, Semantic,	1	
5	Understanding the translation methods in the process of translation and doing the translation practice (various genres of non-literary works: scientific texts, legal texts, other ordinary and documentary texts)	1. Comprehending Translation Methods: Adaptation, Free, Idiomatic, and Communicative, 2. Gaining the knowledge of Translation Methods: Adaptation, Free, Idiomatic, and Communicative, 3. Having skills on translating different texts using Adaptation, Free, Idiomatic, and Communicative Methods.	Discussion	Lecture & Discussion practice [TM:1x(1x50')]	Translation Methods:, Adaptation, Free, Idiomatic, and Communicative	1	

6	Understanding the translation techniques in the process of translation and doing the	1. Comprehending translation techniques: Adaptation, Amplification Borrowing, *Calque* 2. Gaining the knowledge of Translation Methods: Adaptation, Amplification Borrowing, *Calque* 3. Having skills on translating different texts using Adaptation, Amplification Borrowing, *Calque* techniques.	Translation Products	Lecture & Discussion [TM:1x(1x50')]	• Adaptation • Amplification • Borrowing • *Calque*	1
7	Understanding the translation techniques in the process of translation and doing the	1. Comprehending translation techniques: Generalization, Particularization, Substitution, Variation, Description, Discursive creation, Established equipment 2. Gaining the knowledge translation techniques: Generalization, Particularization, Substitution, Variation, Description, Discursive creation, and Established equipment. 3. Having skills on distinguishing of translation techniques: Generalization, Particularization, Substitution, Variation, Description, Discursive creation, Established equipment. 4. Having a commitment to be a goodtranslation by keeping	Discussion Translation Products	Lecture & Discussion [TM:1x(1x50')]	• Generalization • Particularization • Substitution • Variation • Description • Discursive creation • Established equipment	1

		the honesty andprofessionalism				
8	**Midterm Test: Conduct validation and evaluation**					30
9	Understanding the translation procedures in the process of translation and doing the translation practice	1. Comprehending translation procedures: Transference, Naturalization, Cultural equivalent, Functional equivalent, Modulation, Recognized translation, Translation label 2. Gaining the knowledge translation procedures: Transference, Naturalization, Cultural equivalent, Functional equivalent, Modulation, Recognized translation, Translation label. 3. Having skills on distinguishing of translation procedures: Transference, Naturalization, Cultural equivalent, Functional equivalent, Modulation, Recognized translation, Translation label. 4. Having a commitment to be a good translation by keeping the honesty and professionalism	Translation Products	Practice, discussion, individual activity, group work[TM:1x(1x50')]	• Transference • Naturalization • Cultural equivalent • Functional equivalent • Modulation • Recognized translation • Translation label	1
10	Understanding the translation procedures in the process of translation and	1. Comprehending translation procedures: Compensation, Componential analysis, Reduction and expansion, Paraphrase, Couplets, Notes,	Translation Products	Practice, discussion, individual activity, group work[TM:1x(1x50'	• Compensation • Componential analysis • Reduction and expansion	1

	doing the translation practice	additions, glosses, Other procedures l 2. Gaining the knowledge translation procedures: Compensation, Componential analysis, Reduction and expansion, Paraphrase, Couplets, Notes, additions, glosses, Other procedures. 3. Having skills on distinguishing of translation procedures: Compensation, Componential analysis, Reduction and expansion, Paraphrase, Couplets, Notes, additions, glosses, Other procedures. 4. Having a commitment to be a good translation by keeping the honesty and professionalism		)]	• Paraphrase • Couplets • Notes, additions, glosses • Other procedures	
11	Producing translation of argumentative texts	1. Comprehending the types of translation for translating argumentative texts 2. Gaining the knowledge and experience from the process of translating descriptive texts. 3. Having skills on translating argumentative texts from Indonesia into English. 4. Having a commitment to be a good translation by keeping the honesty and professionalism	Translation Products	Practice, discussion, individual activity, group work[TM:1x(1x50')]	Translating argumentative texts containing cultural value conservation	2.5
12	Producing	1. Comprehending the types of	Translation	Practice,	Translating	2.5

	translation of expository texts	translationfor translatingexpository texts 2. Gaining the knowledge and experiencefrom the process of translatingexpository texts. 3. Having skills on translating expositorytexts from Indonesian into English. 4. Having a commitment to be a goodtranslation by keeping the honesty andprofessionalism.	Products	discussion, individual activity, group work [TM:1x(1x50')]	expository texts containing moral value conservation	
13	Being able to analyze varioustranslation products based on Procedures of translating culture-specific concepts	1. Reviewing the knowledge of Procedures of translating culture-specific concepts 2. Gaining the knowledge and experiencefrom the process of analyzingtranslation products translated basedon Procedures of translating culture-specific concepts 3. Having skills on analyzing varioustranslation products based on Procedures of translating culture-specific concepts. 4. Having a commitment to be a goodtranslation by keeping the honesty andprofessionalism.	Group Presentation	Practice, discussion, individual activity, group work [TM:1x(1x50')]	Analyzing translation products based on the Procedures of translating culture-specific concepts	2
14-15			Group Presentation	Practice, discussion, individual activity, group	Group Translation Project Every group works	10

			work [TM:1x(1x50')]	in team to translate one of various Articles and Essays. (Every work will be randomly selected by the lecturer.	
16	**Final Exam: Conduct validation and evaluation**				50

ASSESSMENT SCHEME AND CRITERIA

This course follows the university standard for grading:

grade	score
A	= 81 - 100
B+	= 71 - 80
B	= 66 - 70
C+	= 61 - 65
C	= 50 - 60
D	= 40 - 49
E	= 0 - 39

no	ASSESSMENT		%
	COMPONENT	CRITERIA	
1.	Tugas harian	Setiap 50 menit (1 sks) tatap muka diikuti dengan 100 menit tugas terstruktur	8
2.	UTS	menggunakan standar penilaian berdasarkan Buku Peraturan Akademik dan menggunakan rubrik penilaian UTS	30
3.	Individual Assignment 1	translation product kelompok menggunakan rubrik penilaian penerjemahan	2,5
4.	Individual Assignment 1	translation product kelompok menggunakan rubrik penilaian penerjemahan	2,5
5.	Tugas kelompok	Presentasi kelompok menggunakan rubrik presentasi	7
6.	UAS	menggunakan standar penilaian berdasarkan Buku Peraturan Akademik dan menggunakan rubrik penilaian UAS	50
			100

DESKRIPSI TUGAS KE 1

Mata Kuliah	Translation 1	Kode MK	SSPK240052
Minggu Ke	2, 3, 4, 5, 6,7, 9, 10	Tugas	tugas harian

Tujuan Tugas	Tujuan tugas adalah agar mahasiswa dapat menerapkan teori penerjemahan dan menghasilkan terjemahan yang akurat, berterima dan memiliki derajat keterbacaan yang tinggi	bobot	8
Uraian Tugas	Objek: Tugas diambil dari modul Translation 1		
	Tugas Mahasiswa: mahasiswa mengerjakan tugas terjemahan yang ada dalam modul Translation 1		
	Metode/cara pengerjaan tugas: project based learning		
	Deskripsi luaran tugas: teks terjemahan dalam bahasa Indonesia		
Kriteria Penilaian	Penilaian tugas: terjemahan yang dihasilkan akurat, berterima dan tingkat keterbacaannya tinggi		

DESKRIPSI TUGAS KE 2

Mata Kuliah	Translation 1	Kode MK	SSPK240052
Minggu Ke	8	Tugas	Mid term Exam
Tujuan Tugas	Tujuan tugas adalah agar mahasiswa dapat menerapkan teori penerjemahan dan menghasilkan terjemahan yang akurat, berterima dan memiliki derajat keterbacaan yang tinggi	bobot	30%
Uraian Tugas	Objek: 30 soal yang menitik beratkan pada pengecekan pemahaman mahasiswa pada teori-teori diseputar penerjemahan memahami teori-teori seputar bidang penerjemahanan		
	Tugas Mahasiswa: Mahasiswa menjawab 30 soal yang menitik beratkan pada teori -teori dalam bidang penerjemahanan		
	Metode/cara pengerjaan tugas: Mahasiswa jawaban dengan tepat 30 pertanyaan secara mandiri tanpa bantuan orang lain dan setelah selesai, lembar jawaban di-submit di e-learning		
	Deskripsi luaran tugas:		
Kriteria Penilaian	Penilaian tugas: menjawab 30 pertanyaan dengan akurat dan tepat		

DESKRIPSI TUGAS KE 3

Mata Kuliah	Translation 1	Kode MK	
Minggu Ke	11	Tugas ke	individual 2
Tujuan Tugas	Tujuan tugas adalah agar mahasiswa	bobot	2.5%

	dapat menerapkan teori penerjemahan dan menghasilkan terjemahan yang akurat, berterima dan memiliki derajat keterbacaan yang tinggi		
Uraian Tugas	Objek: Teks Bahasa sumber yang diambil dari novel yang berjudul *The Bonesetter's Daughter* karya Amy Tan		
	Tugas Mahasiswa: mahasiswa menerjemahkan teks yang ada dalam novel tersebut dari halaman 46 - 50		
	Metode/cara pengerjaan tugas: project based learning		
	Deskripsi luaran tugas: teks terjemahan dalam bahasa Indonesia		
Kriteria Penilaian	Penilaian tugas: terjemahan yang dihasilkan akurat, berterima dan tingkat keterbacaannya tinggi		

DESKRIPSI TUGAS KE 4

Mata Kuliah	Translation 1	*Kode MK*	
Minggu Ke	12	*Tugas ke*	individual 2
Tujuan Tugas	Tujuan tugas adalah agar mahasiswa dapat menerapkan teori penerjemahan dan menghasilkan terjemahan yang akurat, berterima dan memiliki derajat keterbacaan yang tinggi	*bobot*	2.5%
Uraian Tugas	Objek: Teks Bahasa sumber yang diambil dari novel yang berjudul *The Bonesetter's Daughter* karya Amy Tan		
	Tugas Mahasiswa: mahasiswa menerjemahkan teks yang ada dalam novel tersebut dari halaman 46 - 50		
	Metode/cara pengerjaan tugas: project based learning		
	Deskripsi luaran tugas: teks terjemahan dalam bahasa Indonesia		
Kriteria Penilaian	Penilaian tugas: terjemahan yang dihasilkan akurat, berterima dan tingkat keterbacaannya tinggi		

DESKRIPSI TUGAS KE 5

Mata Kuliah	Translation 1	*Kode MK*	
Minggu Ke	13	*Tugas ke*	group 2
Tujuan Tugas	Tujuan tugas adalah agar mahasiswa dapat menganalisa hasil terjemahan dengan teori penerjemahan dan bagaimana sebuah terjemahan dikatakan	*bobot*	2%

	akurat, berterima dan memiliki derajat keterbacaan yang tinggi		
Uraian Tugas	Objek: Teks Bahasa sumber dan bahasa sasaran yang dipilih sendiri oleh mahasiswa		
	Tugas Mahasiswa: menganalisa hasil terjemahan		
	Metode/cara pengerjaan tugas: presentasi hasil analisa		
	Deskripsi luaran tugas: analisa teks terjemahan		
Kriteria Penilaian	Penilaian tugas: ketepatan analisa dan kelancaran dalam menjelaskan hasil analisa		

DESKRIPSI TUGAS KE 6

Mata Kuliah	Translation 1	*Kode MK*	
Minggu Ke	**13**	***Tugas***	**kelompok 2**
Tujuan Tugas	Tujuan tugas adalah agar mahasiswa dapat menganalisa hasil terjemahan dengan teori penerjemahan dan bagaimana sebuah terjemahan dikatakan akurat, berterima dan memiliki derajat keterbacaan yang tinggi	***bobot***	**5 %**
Uraian Tugas	Objek: Teks Bahasa sumber dan bahasa sasaran yang dipilih sendiri oleh mahasiswa		
	Tugas Mahasiswa: menganalisa hasil terjemahan		
	Metode/cara pengerjaan tugas: presentasi hasil analisa		
	Deskripsi luaran tugas: analisa teks terjemahan		
Kriteria Penilaian	Penilaian tugas: ketepatan analisa dan kelancaran dalam menjelaskan hasil analisa		

DESKRIPSI TUGAS KE 7

Mata Kuliah	Translation 1	*Kode MK*	
Minggu Ke	**16**	***Tugas***	**final project (kelompok) 2**
Tujuan Tugas	Tujuan tugas adalah agar mahasiswa dapat menerapkan teori penerjemahan dan menghasilkan terjemahan yang akurat, berterima dan memiliki derajat keterbacaan yang tinggi	***bobot***	**50%**
Uraian Tugas	Objek: Teks Bahasa sumber yang diambil dari berbagai jenis texts: culture, legal, science dll		
	Tugas Mahasiswa: mahasiswa menerjemahkan teks yang sudah dipilih sendiri dan		

	disetujui oleh dosen pengampu
	Metode/cara pengerjaan tugas: project based learning
	Deskripsi luaran tugas: teks terjemahan dalam bahasa Indonesia
Kriteria Penilaian	Penilaian tugas: terjemahan yang dihasilkan akurat, berterima dan tingkat keterbacaannya tinggi

KRITERIA PENILAIAN PENERJEMAHAN

Points	Description
20-30	**Excellent Translation** Diction is appropriate. Sentences are Grammatically acceptable. Meaning is held constant
15-19	**Satisfactory Translation** Most Dictions are appropriate. Most Sentences are Grammatically acceptable. Most Meanings are held constant
10-14	**Below Average Translation** Some Diction is appropriate. Some Sentences are Grammatically acceptable. Some Meanings are held constant
0-9	**Ineffective Translation** Most Diction is inappropriate. Most Sentences are Grammatically unacceptable. Most Meaning is held inconstant