

English - Indonesian Translation Strategies Made By Vocational Students

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Article History: Submitted on 21th May 2021; Accepted on 28th October 2021;
Published on 30th December 2021

ABSTRACT

Translation for the vocational students of the Business English study program could be considered as the fifth language skill that they need to learn in multilingual digital era. Therefore, they have to be able to translate and interpret from English text to the Indonesian text and vice versa in some business applications, such as tourism/ hospitality industry, export import, and customer service. In this paper, the writers used qualitative descriptive research on the case study taken from the Translation classroom. To achieve the purposes of the study, the writer would like to compare the results of the respondents' target translation between translating the source text without and with translation strategies in facilitating their academic learning process. In this survey, the writer found out that most of the participations used Google Translate and translation strategies, such as structural and semantic translation strategies to help them facilitate their translating to produce qualified translation results. Based on the results, the translation strategies were useful for novice translators. The other findings were what factors that influenced their errors in English- Indonesian translation and what translation strategies. The writers also shared some important educational implications of this research

Keywords: translation strategies, digital translation tools, qualified translation results.

INTRODUCTION

In language learning, translation can be considered as the fifth skill because it also shows the language learner competence. Translation skill is also one of the most obliged to gain by language learners (Fernandez-Guerra in Yulianto et al, 2019). As a matter of fact, translation is also transferring meaning and forms from a language to another language or from a source language (SL) text to a target language (TL) text. If the source language is Indonesian, a translator has to make sure that the Indonesian text must be correct. Furthermore, a translator makes a choice and it gives some impact to the whole text (Poyungi, Y.H., Nababan, M., Santosa, R., 2021). If it is not correct, the target language as the output/ results, such as the text English would also be incorrect. Therefore, it is necessary for the translators to make sure that the source text is semantically and structurally correct.

Further, translation is a vocational field of study in multicultural world today. In this trans-lingual era, it is the right time for vocational students to use two or more languages for cross- cultural communication. Therefore, the vocational students of Business English study program of Politeknik Ubaya also have to learn the translation skill as the technological advancement in 4.0 industrial era. It has brought a big change in the trends of professional translation nowadays. They could use, for example, Google Translator as one of available translation machines. As translators, they have better gain professional translating knowledge and skill, so as to be competent in translating. Therefore, vocational students as novice translators must be equipped with some translation strategies.

Furthermore, the strategies given to the novice translators should be based on the needs for their English-Indonesian translation on how to translate certain structural patterns, such as the concept of to be, there be, noun-phrases, active and passive voice phrases, adjective clauses, adverbial clauses, noun clauses, subjunctives, question tags, and others. By giving the translation strategies for English- Indonesian texts, vocational students as novice translators are expected to translate their best. Further, there are two translation strategies that vocational students of Business English study program of Politeknik Ubaya Surabaya as novice translators could learn, they are structural and semantic translation strategies. In structural translation strategies, there are three basic translation strategies, such as addition, subtraction, and transposition (Suryawinata & Hariyanto, 2011). In semantic translation strategies, there are some ways to consider the meaning of the words, phrases, clauses, or sentences, such as borrowing words, cultural equivalent, descriptive equivalent, synonyms, and modulation. In other words, these two translation strategies are the strategies on form-based translation and on meaning-based translation. Beside these translation strategies, they could also use available technological devices, such as

Google Translate, online dictionaries, and Neural Machine Translation (artificial intelligence) to help them translate their best. Hasibuan (2021) strengthened the point by stating that machine translation is capable of doing the translation process. These kinds of digital translation devices grew fast in line with the technological advancement of translation.

Further, the writers found out that the students used the Google Translate or other digital devices in translating from English texts to Indonesian texts or vice versa so that the translation results were the same just like the copy paste. And most of their translations results were acceptable / right for literal translation way but some others were unacceptable/ wrong. By using the Google Translate way/ strategy, the writers as their Translation lecturers could not know their individual competence in translating. The writers' vocational students as novice translators should learn to produce the best translation with the smallest risk or errors. In fact, the students learned Translation as a process of practicing their skills in translating, editing, and proof reading in order to gain their best translation. Therefore, Google Translate and other digital tools were not enough for their Translation practice; they needed some other ways to solve problems/ errors in their translating. They also needed some other translation strategies for better translation. That is why, the writers as their lecturers also provided some other structural and semantic strategies for their translation.

Based on the facts above, the writers would like to investigate about three things and share their best practice on teaching Translation in class. The three things were as follows: first, what were the students' strategies in in translating English -Indonesian text by comparing the experiment group and the control group of the students'/ participants' translation. Second, what factors influenced the students' errors in English-Indonesian translation? Third, what translation strategies could help the students produce qualified translation results? Therefore, the purposes of the research were knowing the students' strategies in English-Indonesian translation, knowing factors that influence the students' errors in English-Indonesian translation, and facilitating the translation strategies that could help the students as novice translators produce better qualified translation results.

Translation strategies in English-Indonesian translating process are ways that could help vocational students as novice translators to translate the source English text to the target Indonesian text by using available digital technologies, such as Google Translate and online dictionaries. The reasons why the translators sometimes use the Google Translate because it is available, free, and quick to produce translation results. Anyhow, the translation results of the Google Translate should be reviewed or evaluated whether they are acceptable or not. The translation results could be desirable (accurate meaning) or undesirable (meaning inaccurate and unnatural). The translators need to experience in translating texts by using

the Google Translate so they could be aware of the limitation of this tool. Moreover, translation as language industry is growing fast nowadays. The advanced development of Artificial Intelligence Technology, such as Neural Machine Translation could also help translate with better translation results. Therefore, the vocational students as novice translators should produce their best translation results with the smallest risk of the translation errors by using the available machine translation as one the ways or strategies to solve problems in translation. The Google Translate tool may be useful for translators that usually apply for literal translation and do not know certain words or grammatical patterns.

And the others would be some structural and semantic strategies in English- Indonesian translation. The appropriate translation strategies are used to achieve an accurate translation of the source language (Stiegelbauer, 2016). A qualified translator should also be aware of linguistics' characteristic differences between the source language and the target language in order to transfer the equivalent meaning into translated text (Apriyanti et al, 2016). In translation, Sudirman (2016) also mentioned grammatical and semantic equivalences of the source language texts. The translator needs to grasp the meaning of the source language and then correctly render the meaning based on the structure of the target language so that he/ she could improve the accuracy of translation (Yulianto et al, 2019). Professional translation pays special attention to the interdisciplinary professional knowledge and ability in translation (Sun, 2014). Further, there are two translation strategies that vocational students of Business English study program of Politeknik Ubaya Surabaya as novice translators could learn, they are structural and semantic translation. In structural translation strategies, there are three basic translation strategies, such as addition, subtraction, and transposition (Suryawinata & Hariyanto, 2011). In addition, there are some ways to consider the meaning of the words, phrases, clauses, or sentences, such as borrowing words, cultural equivalent, descriptive equivalent, synonyms, formal translated words/ phrases from the origin language, and word modulation. In other words, these two translation strategies are the strategies on form-based translation and on meaning-based translation.

Moreover, based on the teaching Translation subject in class, the writers would like to use some translation strategies for translating the English- Indonesian text and vice versa. In the Translation class, the writers asked the vocational students of Business English study program of Politeknik Ubaya to use the translation strategies in translating the English text to the Indonesian text and vice versa. And there were many structural and semantic strategies for translation (Suryawinata & Hariyanto, 2011) that had been introduced in class in the following table:

Table 1 (Suryawinata & Hariyanto, 2011):
 The translation strategies given for vocational students in Translation Class

No	Translation strategies	Explanation	Examples	
			Source language	Target language
1	Addition	adding to be and an article in Indonesian-English translation	<i>Saya pegawai</i>	I am an employee
2	Subtraction	Deleting/ subtracting to be and an article in English-Indonesian translation	His wife is a dentist	<i>Istrinya dokter gigi</i>
3	Transposition	Changing of plural into singular from the SL structure into the TL one	A pair of socks (plural)	<i>Sepasang kaos kaki</i> (singular)
		Changing of the position of modifier(s) + head word	good-looking Korean singer (modifiers+head-word)	<i>Penyanyi Korea yang tampan</i> (head-word+modifiers)
		Changing from the passive form into the active one	<i>Apel itu harus kamu makan</i> (passive)	You should eat that apple (active)

		Changing from the SL noun-phrase into the TL verbal-phrase	They have responsibility for the existence of healthy environment	<u>Mereka bertanggung jawab untuk menjaga lingkungan yang sehat</u>
4	The pattern of There + (be)	(+) There + be (-) There + be + not (?) Be + there ...?	There is a cat here There is no dog here Is there a dog here?	<i>Ada kucing di sini</i> <i>Tidak ada anjing di sini</i> <i>Adakah anjing di sini?</i>
5	The pattern of cause- effect	...so...that... ...such...that. ..	Budi is so friendly that he has a lot of friends Budi is such a friendly person that he has a lot of friends	<i>Budi begitu ramah sehingga dia mempunyai banyak teman</i>
6	Tenses	Simple Present Present Continuous Present Perfect Present Future etc.	Tuti eats bread Tuti is eating bread Tuti has eaten bread Tuti will eat bread	<i>Tuti makan roti</i> <i>Tuti sedang makan roti</i> <i>Tuti sudah makan roti</i> <i>Tuti akan makan roti</i>
7	Active pattern in adjective clause or present participle	" yang me-" "	<u>The student that/ who came here yesterday is my cousin</u> <u>The student coming here yesterday is my</u>	<u>Pelajar yang datang kemari kemarin sepupu saya</u>

			<u>cousin</u>	
8	Passive pattern in adjective clause or past participle verb	" yang di- "	The house that is sold here is expensive The house sold here is expensive	<i>Rumah yang dijual di sini mahal</i>
9	Modulation	Translating phrases/ clauses/ sentences through a change of viewpoint/ thought, for example, leg as the object is thought to be the important information / viewpoint	I broke my leg	<i>Kakiku patah</i>
10	Foreignization	Maintaining the cultural reference of the source texts (Prasetyo& Nugroho, 2013) that can be added with explanations if needed	I like Lasagna	<i>Saya suka Lasagna (makanan tradisional Italia berupa pasta yang dipanggang di oven yang berisikan daging, keju, tomat dan sebagainya)</i>
11	Domestication	A translation strategy that is appropriate to the taste of the target	Susi met a foreigner from Canada yesterday	<i>Susi bertemu bule dari Kanada kemarin</i>

		readers (Prasetyo & Nugroho, 2013)		
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There have been some results of the research on translation conducted by some scholars, such as translation could be defined as the result of a linguistic textual operation in which a text in one language is re-contextualized in another language (House, 2015). Sun (2014) also stated that the professional theory of translation is the current trend of for translators. In order to be skilful in translation, they should have professional knowledge and ability in translation. And the most frequent translation technique used is a literal translation (Sundari & Febriyanti, 2016). The difficulties of students in translating were lack of vocabularies (87,5%) and grammatical issues (62,5%) (Arono, 2019).

In regard with the translation strategy, Hardiyanti and Oktarani (2015), in their research, tried to define the cultural words in Life Lines rubric from The Jakarta Post Newspaper, how they were explained to the target language reader using translation method, what strategies being used and whether the results in the target language are considered equivalent. As the source language, the data comprised of Indonesian cultural words and their explanation in English as the target language. The translation in the target language revealed that 72 data were equivalent to the source language, 3 data were less equivalent, and meanwhile, 1 data was not equivalent to the source language. Furthermore, loan words, loan words plus explanation, paraphrase, and illustration were applied as the translation strategies.

Of all the previous researches, the writers only referred to the strategies suggested, yet, there were some differences in terms of participants involved and length of the research. House and Sun involved academic students; meanwhile the writers' respondents were vocational students. In this case, the nature between academic and vocational is totally different. However, the goals that the writers wanted to achieve were the same as theirs.

Moreover, the vocational students as novice translators need sufficient translation practice and strategies for translating is a process-oriented activity (Pourfarhad et al, 2018). The novice translators might have errors in relation to their knowledge of both source and target languages. They also need to improve the proficiency of both source and target languages. Translation as a skill also need translation strategies, such as Addition, Subtraction, Transposition, Modulation, Foreignization, and Domestication (Suryawinata & Hariyanto, 2011; Prasetyo & Nugroho, 2013; Obeidat & Abu-Melhim, 2017; Putrawan, 2018).

METHOD

This research was a descriptive qualitative research which applied the case- study approach. This research was considered as a case-study for some reasons. The first specific reason was its vocational students. For this case, the nature of vocational higher education students was practical. Secondly, the research was intended only to the Business English students and conducted within the academic year of 2020/2021. Furthermore, fifty-eight vocational students were involved in this research.

To collect data as source of information and basis of the analysis, the writers used a survey. In this survey, the writers collected and analysed data from the participants' translation works, questionnaires, interviews. From them, the writers made an analysis. There were some stages that the writers did in collecting data. First, the writers used a strategy of using the objects surrounding them with a purpose of being more natural and making them easier to complete the task given. Additionally, the participants were asked to a descriptive paragraph in English and translated it in Indonesian. Second, the participants were also asked to translate some English sentences into Indonesian and some Indonesian sentences into English. Third, they were also asked to answer the questionnaires given. In this survey, the writers would like to compare the results of the English-Indonesian translation. The participants could be classified into two groups - the experiment group and the control group. Among all fifty-eight participants, there were forty participants as the experiment group who had not taken the Translation class yet and there were also eighteen participants as the control group who had taken the Translation class. The writers would like to compare the translation strategies used by the experiment group and the control group. The control group got the Translation class including the translation strategies given while the experiment group did not yet get the Translation class so they were not given some translation strategies.

From the data collection, the writers could see how they solved the problems/ the errors in translating. Next, the writers also analysed the strategies used by both groups. Based on the results of the questionnaires and some interviews, the writers could also find out the factors that caused their errors in translating and some other relevant findings. Further, the writers could have some findings and discuss the findings for their translation strategies.

Moreover, the writers could also give some learning examples of translation strategies for English-Indonesian translation. They would like to share their best practice in teaching Translation by using translation strategies and give some educational implication on this research. The writers would like to investigate whether the translation strategies for translation were really needed or not for their practice in translation class. In other words, would these translation strategies for translation be

effective for vocational students as novice translators to help facilitate their translation skill for their future professional career? Further, the writer could have some findings and discuss the findings for their translation strategies. The writer could also give some learning model as strategies for English-Indonesian translation.

FINDINGS AND DISCUSSION

The researchers found out the errors of the participants, then they made the questionnaires to collect data on English - Indonesian translation of the participants. Then they revised some of the questionnaires to distribute to all participants again. The researchers had collected all the questionnaires but they had not yet analysed them. The participants of this research were all the students of Business English study program. There were fifty-eight participants joining in this research. From the participants, there were eighteen participants who had got Translation class and there were also forty students who had not got Translation class. The researchers would like to compare the translation strategies between these two groups - the experimental group and the controlling group. The researchers are still analysing the data in order to get some findings.

The results of the questionnaires and the translation text of the experiment group (N= 40) and the control group (N= 18) could be seen in the following:

Table 2:
 The difference (percentage) of the translation strategies used by the
 experiment group and the control group

No	Translation strategies	Experiment group		Control group		The difference (percentage)
		Participants				
		N=40	percentage	N=18	percentage	
1	Addition (to be)	12	23 %	17	94 %	71 %
2	Addition (article)	8	20 %	15	83 %	63 %
3	Subtraction (to be)	10	25 %	13	72 %	47 %
4	Subtraction (article)	9	23 %	14	78 %	55 %
5	There (be)	14	35 %	16	89 %	54 %

6	Cause - effect patterns So that Suchthat	12	30 %	10	56 %	26 %
7	Tenses	16	40 %	16	89 %	49 %
8	Active pattern " yang me- "	13	33 %	15	83 %	50 %
9	Passive pattern " yang di- "	9	23 %	14	78 %	55 %
10	Transposition (active-passive)	6	15 %	14	78 %	63 %
11	Transposition (modifier - head word)	12	30 %	16	89 %	59 %
12	Transposition (Plural-singular)	8	20 %	13	72 %	52 %
13	Transposition (Noun phrase - verb phrase)	18	45 %	16	83 %	38 %
14	Modulation	6	15 %	14	78 %	63 %
15	Foreignization	11	28 %	12	67 %	39 %
16	Domestication	18	45 %	16	89 %	44 %
	The percentage average of the participants that used the translation strategies		28 %		80 %	52 %

Based on the results above, the writers could gain some important findings. First, the experiment group that did not get the Translation class yet would translate the English text to the Indonesian text without the translation strategies provided in class that gained the average score = 28 %. In fact, they might have their own strategies to translate them. It meant they could still translate the English text to the Indonesian text without the translation strategies given by the lecturer in class but their translation result was lower than the control group that had already got the Translation class would translate the English text to the Indonesian text with translation strategies given in class that might gain better results, that is, the average score 80 %. It meant that the translation strategies given in class were so significant that they could translate the English text to the Indonesian text in much better ways as it was shown by the different average score between both groups, that is, 52 %.

Second, the percentage difference between the experiment group and the control group was very positively significant (52%) meaning that the control group could make use the translation strategies given in their Translation class. In other words, the translation strategies provided by the lecturer in the Translation class were needed by the students so that they could translate them in better results. Also, the experiment group that had to translate from the English text to the Indonesian text did not use the translation strategies because they did not take the Translation class and did not know those translation strategies yet so they might use their own translating way.

Third, learning the translation strategies was significant enough so that the students that translated from the source language text to the target language text could facilitate their translating in order to produce better qualified translation results.

Further, based on the questionnaires and interviews with the participants (= the experiment group, N= 40), that did not gain the translation class yet, the writers got some following findings relating to the factors that influenced the difficulties in English- Indonesian translation and vice versa. When asked if English -Indonesian translation and vice versa were difficult, more than half of the participants (63%) replied that English-Indonesian translation and vice versa were not difficult because they could use Google Translate or online/ digital dictionaries. And less than half of the participants (37%) replied that English-Indonesian translation and vice versa were difficult because they had weak/ limited English vocabularies and grammar.

When asked about how they usually translated, the participants (N=58) could be classified into four categories: first, more than half of the participants (53%) used the Google Translate for their translation, then they tried to edit the translation results by using some translation strategies that might be structural or semantic in order to gain their desirable translation results; they had to edit the translation results because they realized that the

google translate sometimes did not give the right/ desirable translation results, second, many of them (24%) translated the SL texts into the TL texts themselves first and then they compared them with the results of the translation by using the Google Translate in order to have their best translation results because they were not sure their own translation and they also wanted to recheck and improve their translation results with those of the Google Translate, third, some others (17%) used the Google Translate or other digital tools like online dictionaries because they thought it was an easy and fast way to gain the translation results and they themselves realized that they were still lacks of vocabularies and grammatical patterns, fourth, only a few others (1%) translated the SL texts into the TL texts with their own ability because they were sure that they could translate them with the translation strategies for translation. They also realized that Google Translate could be wrong or inaccurate in translating so they also needed to translate the texts by themselves or by asking friends.

Based on the results of the experiment group and the control group in translating, the experiment group that did not get the Translation class could use less translation strategies in translating (28%) than the control group that got some strategies in their Translation class could make use more translation strategies in translating (80%). The difference or the gain between the control group and the experiment group was highly significant (52%) meaning that the translation strategies in translating and the practice to apply them in their translating were significant to facilitate their translating.

Additionally, when asked why the participants had difficulties in English-Indonesian translation and vice versa, they replied that most of them (83%) had lack of vocabularies and more than half of them (70%) had lack of grammar relating to English language as their foreign language. As a matter of fact, all the participants' mother tongue would be Indonesian. They learnt English as their foreign language. To improve their English skill, they actually needed to read and listen more English materials, such as reading English books, listening English songs or stories, watching English films, and other receptive skills as their inputs of their English proficiency. Moreover, when asked whether they liked to read English books, They replied that more than half of them (79%) did not read English books, but only a few of them (21%) had reading habit as their hobbies. When asked whether they liked to watch English films, they replied that more than half of them (66%) liked to watch English films without Indonesian sub-texts, but others did not watch English films.

As a matter of fact, all the participants' mother tongue would be Indonesian. Although their Indonesian proficiency was better than the English one, they still had some difficulties in translating to Indonesian's standardized words, such as "*canggih*" for sophisticated, "*unduh*" for download, "*luring*" for offline and some Indonesian structure, such as '*disini*' and '*kesana*' which are not prefixes '*di-*' or '*ke-*' but the examples *disini* should be '*di sini*' and "*kesana*" should be '*kesana*' for they are articles '*di*' and

'ke.'

In addition, when they had to translate from the English text to the Indonesian text, most of the participants (80%) made some errors of the Indonesian articles by writing the words like prefixes, for examples "*disini, disana, diatas, dirumah, dimana, dikamar*" that should "*di sini, di sana, di atas, di rumah, di mana, di kamar*". Moreover, based on their English- Indonesian translation, many of the participants (73%) did not use capitalization for certain names, such as surabaya instead of Surabaya, economics instead of Economics.

When asked why the participants had difficulties in English- Indonesian translation and vice versa, they replied that most of them (85%) did not know the strategies in English- Indonesian translation. and more than half of them (73%) replied that they did not have enough practice or translating experience. Ideally, translators would be proficient in both languages they would like to use for desirable translation results. From these findings, the writers found out at least four relevant issues: first, these participants as novice translators also needed to improve their skills in English and Indonesian by reading and listening more in order to improve their vocabularies and grammatical patterns. Second, for Indonesian standardized words as official translation, they had to update their knowledge by using "*Kamus Besar Bahasa Indonesia*" published by "*Pusat Pengembangan dan Pembinaan Bahasa Depdikbud RI*." Third, the participants as novice translators needed some translation strategies in order to produce better qualified translation results. Finally, the participants as novice translators needed enough practice or translating experience from the English text to the Indonesian text and vice versa.

Furthermore, based on the findings above, the writers facilitated the translation strategies that could help the participants/ the students as novice translators produce better qualified translation results. The difference of the percentage average between the experiment group and the control group was 52 %, meaning that the translation strategies for translating were very significant for the participants/ vocational students. And the translation strategies for translating from the English text to the Indonesian text could be used as follows:

Table 3:
The translation strategies for doing English- Indonesian translation

1	Addition (to be)
2	Addition (article)
3	Subtraction (to be)
4	Subtraction (article)

5	There (be)
6	Cause - effect patterns: so that..., suchthat
7	Tenses
8	Active pattern " yang me- "
9	Passive pattern " yang di- "
10	Transposition (active-passive)
11	Transposition (modifier - head word)
12	Transposition (Plural- singular)
13	Transposition (Noun phrase - verb phrase)
14	Modulation
15	Foreignization
16	Domestication

Moreover, the translation strategies in translating used by the novice translators were structural and semantic translation strategies, such as Addition, Subtraction, Transposition, Modulation, Foreignization, Domestication and some other structural ones like the pattern of there (be), the Indonesian translation of perfect ("*telah/ sudah*") and future ("*akan*") tenses, the cause- effect patterns of ... so that.../ such... that (... "*begitu*" "*sehingga*"), the active Indonesian translation pattern using "*yang me-*", the passive Indonesian pattern using "*yang di-*", As novice translators, the students needed to know how to translate (the notion of translation and the practical ways of translation) with translation strategies and other available digital tools, such as google translate, digital/ online dictionaries, and other machine translation (for example Neural Machine Translation) and they also had enough practice/ experience in translating so that they could use their "Mind" and "Feelings" to gain the accurate, natural, and communicative translation results. In addition, besides the translation strategies for English- Indonesian translation above, the students as novice translators should also learn many others, such as the correct ways of writing articles "*di*" or "*ke*", and prefixes "*di-*" or "*ke-*" in Indonesian, the capitalization, and some standardized words in Indonesian officially published by the Department of Education and Culture of Indonesia.

CONCLUSION

Due to the fact that language industry has been growing fast, the vocational students as novice translators used Google Translate or other digital dictionaries or machine translation for translating the English texts into the Indonesian ones or vice versa. They used the Google Translate or other digital translation tools because these tools were available, easy and fast to help them translate from the SL texts into the TL texts. They used the Google Translate and other digital tools as a way to gain better translation results than they translated themselves because they also realized that they were lacks of vocabularies and grammatical patterns and did not know any translation strategies for translating.

Based on the results of the experiment group and the control group in translating, the experiment group that did not get the Translation class could use less translation strategies in translating (28%) than the control group that got some strategies in their Translation class could make use more translation strategies in translating (80%). The difference or the gain between the control group and the experiment group was highly significant (52%) meaning that the translation strategies in translating and the practice to apply them in their translating were significant to facilitate their translating. Most of the respondents (83%) also had lack of vocabularies and more than half of them (70%) had lack of grammar relating to English language as their foreign language.

Moreover, as novice translators, the students needed to know how to translate with translation strategies and other available digital tools, such as google translate, digital/ online dictionaries, and other machine translation (for example Neural Machine Translation) and they also had enough practice/ experience in translating so that they could use their "Mind" and "Feelings" to gain the accurate, natural, and communicative translation results.

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p-ISSN 2086-6100
e-ISSN 2503-328X

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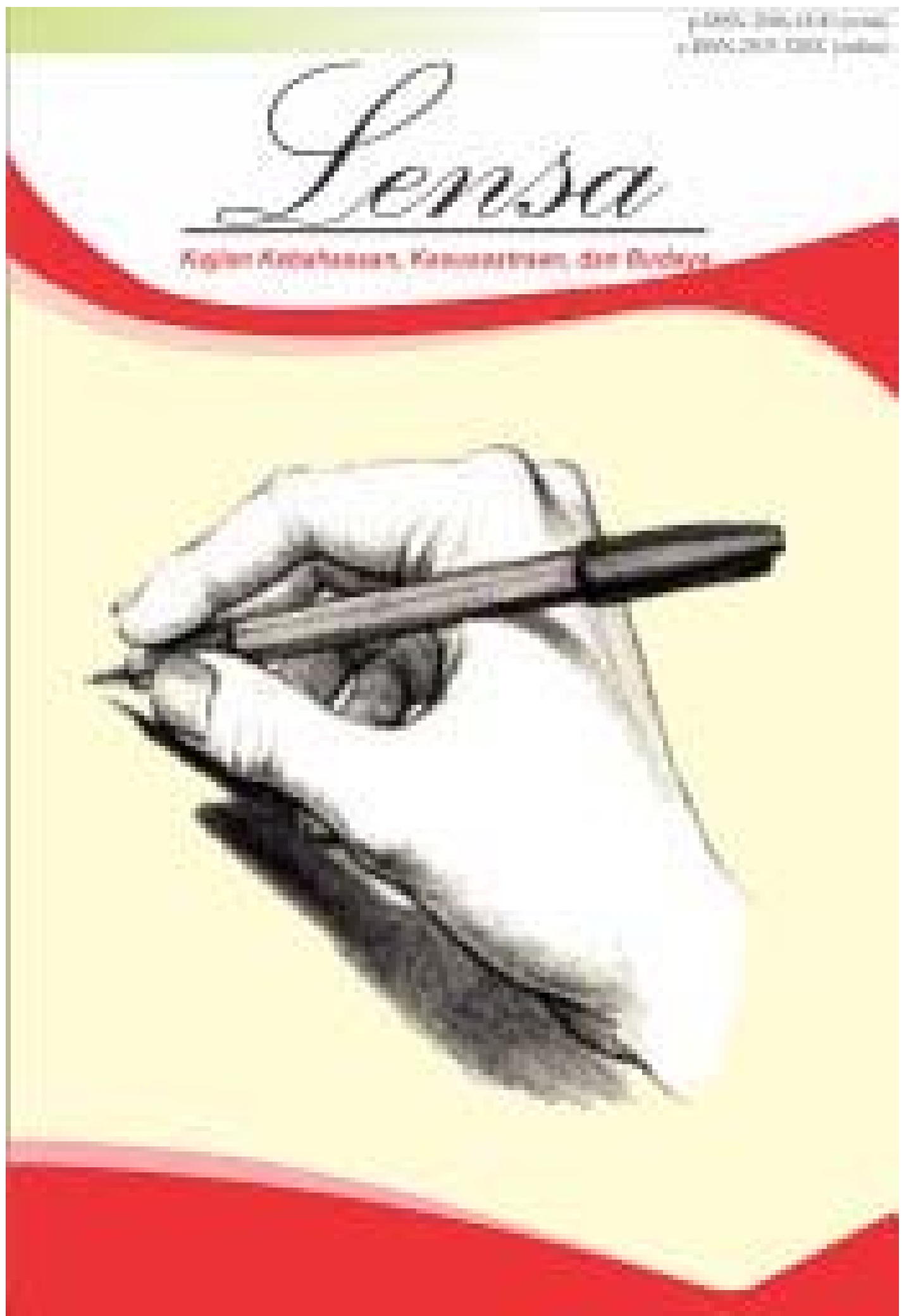
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p-ISSN: 2086-6100; e-ISSN: 2503-328X

Published by: Faculty of Foreign Language and Culture, Universitas Muhammadiyah Semarang

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Perkumpulan Pengelola Jurnal Bahasa dan Sastra Indonesia serta Pengajarannya

Vol 11, No 2 (2021)

Published on December 30, 2021

All the articles in this issue were authored/co-authored by 14 authors from 10 institutions and 4 countries (Indonesia, Malaysia, United Kingdom and Thailand)

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