EFL LEARNERS' TRANSLATION STRATEGIES: A SEMANTIC BRIDGE IN TWO LANGUAGES

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Article Info	Abstract
	This study examines translation strategies and the impact of translation strategies on translated texts produced by master's students of the English program at the campus of UNDIKMA Mataram. This study used a qualitative approach that included recording methods, specifically internal data recording. The data collected were 10 products translated from English to Indonesian by the requester. The English translation includes 390 words. They are allowed to use traditional or offline/electronic dictionaries when translating text. The study used several translation strategies, which are translation methods (literal translation and oblique translation) and translation processes (borrowing, calque translation, literal translation, modulation, transposition, equivalence, and translation). Transform). The results show that master's students tend to use local strategies and literal translation methods in translation. This affects the quality of the translation, making it less natural in the target language. In addition, translation errors also occur due to wrong/incorrect word selection, leading to failure to convey the message in the text source. The result of this research expected will bring valuable contributions to future research and courses serving translation activities.

INTRODUCTION

Translation is a very complex technique that consists of rewriting a message or statement written in one language with the same message in another language. This is in line with, Ardhinie (2017) defined the translation as the process of rendering written language that is produced in one language (the source language) into another language (the target language). Based on this definition, what is important in translation is the message. The message should be expressed in the same way as the cited source. Hasutti et al. (2020) stated that a good translation should have the same meaning as the original. This is one of the challenges when translating from Indonesian to English and from English to Indonesian. This is because students may not fully understand the message they want to translate into English or Indonesian.

For many academics in Indonesia, English as a foreign language is the most important factor in understanding various scientific fields and technologies. Of course, this cannot be separated from the many sources of information such as texts, books, magazines, and study materials written in English. As one of his Indonesian academic forums, English Master's program in Undikma considers students' translation skills as an aspect of English text comprehension. This means that these students can later be prepared for any kinds of unfamiliar scientific information sources through English. Thus, from this translation activity can be seen to what extent the master's students understand information or meaning contained in the source

of text. Results of the student translation product, then assessed and finally (differential power) for passing courses and prerequisites for subsequent courses. Furthermore, the process of translation will involve rendering the message of the delivered text or utterances into another message that is supposed to be in line with the author's meaning from the delivered text or utterances. Besides, Ardhinie (2017) argued that translation is a process of substituting a text in one language for a text in nother language. It is the substitution of source language to target language through linguistics studies and the target language culture, the essence of translation lies on meaning. It was through this review, the researcher viewed that a translator should have a good mastery of the both source and target languages. Both source and target language are having each part of culture that need better understanding to make the process of translation from source language into the target language result in better and understandable message.

However, even though an evaluation of the results carried out in this translation, there is one factor important that is not an indicator in this evaluation the students` strategies in translating texts into the English language. This is because the quality of these students' translation products largely depends on how they understand the meaning and text messages of the language source (English) and correctly understand them in the target language. (Indonesian). Strategies for Text Comprehension and Translation This will be used in the future as a research treasure reference in the research area of Indonesian translation in general and as an academic reference in the English Master's program at Undikma in particular.

Based on the argument in the previous paragraphs, this study investigated the translation strategies that English students of masters' degree use when translating English texts into Indonesian, and the influence of the strategies used when translating English texts on the Indonesian translation results. Therefore, at the final pages of this article, the researchers proposed some strategies, method of translation concerning to the time allocation, the topics and the credits of translation in the university level.

Literary Review
Definition of Translation

The concept of Translation must have an equivalent relationship to the source of the original translation (Munday, 2001). In line this statement Hatim (2001 in Kana, et.al, 2017) argued that Translation is the process of re-disclosing the meaning and linguistic style of a source language into a target language Munday, (2001). In this case, Ardhinie, (2017) say that understanding a translation is an attempt to convey to the recipient a message that can be understood in the target language, since, if possible, the translation should have a similar meaning in the target language.

Another definition purposed by (Muchtar, 2016; Kana dan Bahri, 2017) who says that "Translation is a general form that refers to the transfer of thoughts and ideas from one language (source) to another (target), whether the language is in written form or spoken form, whether the language has been arranged orthographically or not yet standard, or whether one or both languages are based on signs, such as sign language for people who deaf". This definition ranges from written language to sign language but remains within the same understanding as previous definitions. (Muchtar, at.al, 2016; Kana dan Bahri, 2017) simply replaces "transferring a message" with "transferring thoughts or ideas" from the source language to the target language.

Based on the above definition of translation, it is important to emphasize here that the translation process involves many aspects to achieve a proper result. This situation means that any attempt to convey an equivalent or equivalent message in two different languages takes into account not only lexical or word-related aspects, but also cultural or social aspects of the language in question. These considerations are made to form a "semantic bridge" between the two languages involved so that messages can be found in the source language and properly communicated in the target language (Napu, & Hasan, 2019). similar to the information

obtained from the source language, is not subject to distortions (shifts) in meaning at the moment it is translated into the target language.

To achieve this goal according to Napu and Hasan (2019), as quoted by Nababan (2008), there are several requirements that someone has to have to get it translated, namely linguistic competence, textual competence, field competence knowledge, cultural competence, and competence transfer. These competencies are mutually synergized to produce quality translation products so that readers of the translated text can understand the intended meaning conveyed by the author in the text and the source language.

Translation strategy concept

The translation process is an activity that requires complex linguistic understanding and analysis. In this context, the translator will encounter internal problems or difficulties in conveying the message from the source text to the target text. Indeed, language appears in the source text and can have different meanings, depending on the context of the text. In problem solving. This is called strategic translation, which according to Lucito (2018) is a procedure consciously carried out by the translator to solve problems when translating a text or parts of a text (cited in Płońska, 2014). Therefore, translators need methods or strategies to be able to understand and translate text from the source language to the target language.

In general, according to Seguinot (1989), cited in Kana, at.al, (2017 there are at least three strategies implemented by translators, which are: 1) continuous translation for a certain period, 2) correct visible errors immediately, and 3) carry out a process of monitoring errors in language quality and style during the revision phase of the translated text. As for Jaaskelainen (200, in Kana, at.al, 2017), he argues that there is a relationship between the translation process and the translation of the product itself, dividing translation strategies into two parts: 1) strategies related to what is going on in the text and 2) strategies related to what is going on in the tra5nslation process. However, the translation strategy most commonly known and applied is literal translation and translation-free. This literal translation strategy focuses on word-by-word, whereas, so Jaaskelainen (2005 in Kana, at.al, (2017), assumes there is a relationship between the translation process products of the translation itself so it divides The translation strategy has is divided into two parts: 1) strategies relating to what occurs in the text, and 2) strategies that relate to what happens inside the translation process. However, the translation strategy most commonly known and applied is literal translation and translation-free. This literal translation strategy focuses on a word by word, whereas free translation refers to more creative translations and looking for more equivalence than simply the true meaning of the word (Rm, R, & Rosa, 2020).

Free translation refers to more creative translations and looking for more equivalence than simply the true meaning of the word (Rm, R, & Rosa, 2020). These two general strategies that, according to the perspective of Jääskeläinen (1997) included in the global strategy category which he introduced. Given Jääskeläinen, strategy can also be linked with problems. The problem is divided into two things, namely global (general) and local (special). So, Jääskeläinen developed two types of strategies based on problems, namely a) strategy global, which is related to the principles of general translation and how it works implementation, and b) local strategies, which is related to the solution method problems and decision-making by the translator. Translation strategy is literal and free, according to Jääskeläinen is a global strategy because both influence the translator to consider the purpose of the translation and how impacts readers. This impacts how the process works the translation takes place.

Płońska the other hand, local strategies intended for problem-solving special ones that must be aligned with the global strategy that has been chosen earlier. As a result, local strategies related to certain later translation techniques have an impact on the translation results and micro units in the text. In other words, Local strategy is a translation technique Sari (2020). The

understanding of global and local is lacking more the same as stated by Susi. F (2021). where global strategy is applied to overcome "how to translate text effectively overall", while local strategies are implemented in efforts to overcome "How to translate particular structure/idea/content" (quoted in Płońska, 2014: 68).

A concept commonly known around the world is classical translation, more or less similar in mind to Jääskeläinen (1993), who believes that this concept is related to a technical translation by Vinay and Dalbernet (2000), specifically the (global) translation method (global strategy) and translation of procedures (local strategy) (cited in Płońska, 2014). Translation methods are divided into two general strategies: direct/literal translation and oblique translation.

Direct translation includes: 1) borrowing, specifically borrowing words or expressions from the source language, such as Kung Fu from Chinese; 2) calque, which is a category of words borrowed from the source language but still structured in the target language, just as an English "skyscraper" became an Indonesian "skyscraper"; 3) literal translation, i.e. direct translation in which the correspondence of words is made freely in context/word by word. Furthermore, the oblique correspondence includes 1) transposition/transposition, i.e. the shift of grammatical form from the source language to the target language; 2) modulation, that is, a shift in direction due to a change in meaning due to changes in perspective and mentality; 3) violent/comparable, i.e. searching for equivalent words in the target language to that word or similar expressions in the source language; and 4) adaptation, specifically the search for cultural equivalence between two specific things because of dissimilar concepts, such as "Dear Sir" in English becoming "With respect " in Indonesian (Nababan, 2007a: 51).

Quality of Translation

The quality of translation results is closely related to the translator's competency. A translation result has a level of accuracy (accuracy), readability, and acceptability adequate in the target language, though relative influence depends on concerned readers (Nababan, 2008). So, a translator who is competent in terms of language, culture, and knowledge will be able to do it producing an embracing translation of these three aspects. This aspect of accuracy is understandable from the meaning of translation proposed by Calikoglu (2019) namely the re-disclosure of the message has meaning and language style closest to one source language to the target language (quoted in Nur, I, & Ibtisam, 2019). So, you can`t It is undeniable that this aspect of accuracy is very important, even though it doesn't become the only determining factor in judging the quality of a translation. Furthermore, in terms of readability too also taken into account in quality assessment translation.

According to Richards, et al. (1985), as quoted by Nababan (2007b: 19), elements of readability of a translated text can be known from "how easy the text can be read and understood by readers", so when we won't find out the extent of the aspect of readability of a text, we can know it from these two factors: 1) linguistic elements used to convey the message in the text, and 2) the reader's reading ability himself (Nababan, 2007b). Furthermore, According to Nababan (2000), some factors can influence it readability of the translated text, ie "use of foreign and regional words, use of taxa words and sentences, use of incomplete sentences, and plot thoughts that are not coherent" (quoted in Nababan, 2007b). As for aspects acceptability is associated with reasonableness and the naturalness of the text that has the structured language that is common and not rigid target language but the message of the language the source is still delivered.

RESEARCH METHOD
Research Design

This research uses a qualitative approach. Qualitative research involves the studied use and collection of a variety of empirical materials–case study, Priya, (2021). The method

used in this research, namely analytical descriptive, assesses the results of translation. Selection of the method based on the objectives of this research, namely to get a detailed picture regarding the strategies implemented by Master`s degree students Undikma when translating text English into the target language, namely Indonesian (Hennink, M., & Bailey, 2020)

Research Participants

The research was carried out in November 2023 to Januari 2024 with a population namely documents or translation results of all Masters` Degree students from the third semester at Undikma. Sampling was carried out randomly purposive, namely samples originating from translation results from Undikma English master's students. Due to the nature of this research to compare documents/texts comparable/parallel, then the researcher only takes one English text being tested, namely the scientific field Modern Fiqh entitled "Human rights in Islam: some areas of conflict".

A total of 10 translations out of 15 students are taken randomly as a sample. The number of words in the text totaling 390 words. This text is translated into the target text (TT) language of Indonesia by prospective master's students. The total translation time is 3 hours, and you are allowed to use regular and electronic/offline dictionaries. These ten translations come from the text same source, so they can be called "comparable texts" or texts parallel to strategy research translation because this research focuses on comparisons between texts' source language with target language text, which according to (Thakur, P, 2019) is one area translation activities that can be study material (quoted in Sudirman, 2016; Lucito, 2020; Sari, 2020; Susi, 2021; Rm, R. at. al, 2020)

Data Collection Technique

This study employed a documentation method for data collection, specifically utilizing internal written data forms such as archives, as outlined by Nawawi (2005). The particular archive used in this study comprised data archives of translation results produced by master's degree students who took a translation course in the third semester at Undikma in 2023. These archives provided a comprehensive collection of translation work, which served as the primary data source for the research. To analyze the translation results from the source text to the target text, the study employed research instruments based on the translation strategies proposed by Jääskeläinen (1997) and Vinay & Dalbernet (2000). These strategies provided a structured framework for evaluating the translation outcomes. Jääskeläinen's strategies focus on the cognitive processes involved in translation, while Vinay and Dalbernet's model outlines specific techniques and procedures for translating between languages. By using these established strategies, the researchers were able to systematically assess the accuracy, coherence, and overall quality of the translations. The use of Jääskeläinen's and Vinay & Dalbernet's frameworks ensured that the analysis was grounded in well-recognized translation theories, allowing for a detailed and reliable evaluation of the students' translation work. This methodological approach provided a robust foundation for understanding the translation strategies employed by the students and the effectiveness of their translations.

Data Analysis Techniques

The collected data were analyzed using the following steps: data reduction, data presentation, and data validation (Miles. Huberman, & Saldana, J. (2017).). Data reduction resulted in 18 sentence units consisting of simple, compound, or complex sentences. These data were analyzed using an observational method to observe these written data. Data presentation/representation takes the form of a sentence-by-sentence comparison of source and target text, categorized according to the translation strategy used by the translator. To test the validity of data, researchers check the validity of data from one source with another data source.

At the verification stage, researchers recheck every data and suitability of categorization for the sake of the research validity results. Furthermore, all data collected is analyzed using analytical techniques and descriptive percentages. Successful data is collected and then described next, appropriate conclusions are drawn with the problem formulation that has been determined. Discussion of analysis results is in descriptive-qualitative form because the data and research results are in the form of data verbal, and to demonstrate quality strategy adopted by the candidate Master`s student in translation English text.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

Based on the finding of the study shows the types of strategy applied by respondents are as in the following table:

Table 1
Types of Translation Strategies Applied by EFL Learners Tended to Use

Strategies	Source Text Units	Number of Respondents	Percent (%)
Global	-		
Lokal	ST 1 - ST 18	10 (x18 ST) – 7* = 173	96

A total of 7 (seven) respondents did not translate ST and were therefore excluded from the analysis. Table 1 shows that all respondents chose local strategies to complete the translation from the English source text to the Indonesian target text. A detailed explanation of each source text (ST) unit will be discussed later in the Discussion section of this chapter. As for the strategy itself, the researcher did not check the accuracy of the translation used by the respondents, he only observed the type of strategies the respondents tended to use. Furthermore, the analysis results based on the translation strategy concept of Vinay & Darbelnet (1958 & 2000) are presented in table 2 below:

Table 2

Types of Translation Strategies Applied by EFL Learners at Undikma

Strategy	Source Text Units (ST)	Number of Respondents	Total	Percent (%)
Literal Translation:				93
Borrowing	1, 2, 3, 5, 6, 7, 8, 9, 10, 11	10, 10, 8, 10, 10, 10, 10, 10, 10, 10	98	30
Calque	1, 2, 3, 4, 7	8, 9, 7, 9, 9	42	13
Literal translation	1, 2, 3, 4, 5, 6 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18	10, 10, 10, 10, 10, 10, 10, 7, 10, 10, 10, 8, 8, 7, 7, 9, 8, 8	162	50,5
Oblique Matching:				5,9
Transposition	8, 13, 18	1, 1, 1	3	0,9
Modulation	3, 8, 13, 14, 17	2, 1, 1, 1, 1	6	1,9
Compatibility	1, 2, 4, 6, 12, 15, 16	1, 1, 2, 2, 1, 1, 1	7	2,2
Adaptation	6, 17	2, 1	3	0,9
		Total	321	

To analyze the types of strategies in Table 2, the study noticed that in a unit of source text, the respondent used several ways to translate it, thus the respondent's translation result (text target version) has several translation strategies. For example, in ST 1, the strategies adopted by respondents include literal translation and oblique translation, and in the literal

translation for ST 1 itself, there are loan translation, calque translation, and literal translation procedures.

As with the results in Table 1, the researcher did not consider the factors of accuracy in the respondents' translation results but only focused on the strategies/procedures they applied to translate the source text. In general, through Table 2 above, it can be seen that respondents tend to apply the literal translation method when translating English texts in the entrance exam. This result is quite meaningful when the proportion of respondents choosing the literal translation is 93,5%, compared to only 5.9% for the oblique translation. This total does not reach 100% because some respondents did not translate the source text and were therefore excluded from the analysis.

Discussion

Regarding the translation strategy concept of Jääskeläinen (1993), the data in Table 1, translation results show that graduate students apply Local strategies in handling source text translation. This finding is in line with the results of Jääskeläinen's research (1996), where he concluded that amateur or non-professional translators tend to apply local strategies because their focus is only on the language level and ignores aspects beyond linguistics or understanding the text as a whole (in Płońska, 2014). A similar thing was also found in research by Tirkkonen-Condit (2005) which showed that amateur translators only focused on word/lexical units, while professional translators focused on the semantic, pragmatic, and inter-textual elements of the text as a whole (in Płońska, 2014). For more details, below is a description of the data found in this research. To make it easier to understand the data, the researcher will present each source text unit along with the target text (translated results) from the respondents. The target text is given a sequential number based on the number of respondents. However, researchers will only present some data as examples of the application of this strategy. The local strategies that respondents tend to choose can be seen from the following data:

ST 2	**The concept of human rights in Islam is generally different from the Western concept, and is based on the historical experience of early Islam.**
TT 1	Konsep HAM dalam Islam biasanya berbeda dari konsep HAM di barat, dan berdasarkan pengalaman sejarah Islam terdahulu.
TT 2	Pada konsepnya hak asasi manusia dalam Islam biasanya **diperankan seperti film koboi** dan **didalamnya berkaitan dengan sejarah pengalaman** permulaan Islam.
TT 3	**Pengertian kemanusiaan menurut Islam** biasanya berbeda dengan pengertian barat, dan **itu adalah dasar pengalaman sejarah Islam**.
TT 4	Konsep HAM dalam Islam sangat berbeda dengan Konsep HAM Barat, HAM Dalam islam **sudah dimulai sejak awal islam**.
TT 5	Konsep Hak Azasi Manusia dalam Islam **berlaku umum**, berbeda dari konsep Barat. Konsep HAM dalam Islam juga telah didasari dari pengalaman bersejarah pada awal Islam.
TT 6	Konsep hak Asasi Manusia dalam Islam berbeda dengan konsep Hak Asasi yang dianut oleh negara barat. **Itu dilihat dari segi sejarah** dalam Islam.
TT 7	Konsep Hak asasi manusia dalam Islam secara umumnya berbeda dengan Konsep barat, dan berdasarkan sejarah **yang terjadi secara nyata Islam.**
TT 8	Konsep hak asasi manusia di Islam umumnya berbeda dengan konsep Barat, dan di dasarkan pada pengalaman sejarah Islam.
TT 9	Konsep hak asasi manusia dalam Islam adalah biasanya berbeda dari konsep barat, dan **dasar pengalaman yang berhubungan** dengan sejarah awal-awal Islam.
TT 10	Konsep hak asasi manusia didalam Islam umumnya berbeda dari konsep orang Barat, dan itu didasari dari pengalaman sejarah permulaan Islam.

Phrases in bold in Text Target (TT) are sentences with errors in meaning in context. In Table 3 shows ST 2 is a compound sentence consisting of two simple sentences separated by the conjunction "and". However, in Source of Text (ST) 2, the topic of the sentence remains the same, which is "the concept of human rights in Islam". In this case, the respondent as

translator can choose to split the sentence in two or keep it as a compound sentence. From the above data, it can be seen that 8 procedures (TT 1, 2, 3, 4, 7, 8, 9, and 10) chose to remain as compound sentences and 2 procedures (TT 5 and 6) divided them into two simple sentences.

Despite these differences, the implementation of strategies for all respondents was generally similar, specifically local strategies, where the focus on translation was just vocabulary/linguistics language. The respondent did not indicate any style. Some languages stand out as more natural to read because when connected to the next unit of text, one gets a sense of fragmentation when reading the entire translated text, leading to an understanding of the translated text being more disturbed. Table 4 below is the next text unit, ST 3, translated: Table 4 below is the following text unit, ST 3, translated:

ST3	**The Western concept of human rights is based on a secular philosophy while rights in Islam, like other religions, are divinely based.**
TT 1	Konsep HAM barat berdasarkan filsafat sekuler daripada HAM dalam Islam, seperti agama lain, berdasarkan ketuhanan.
TT 2	Pada **film koboi** terdapat hak asasi manusia berkaitan **dengan perkara dunia pilosof, sewaktu-waktu didalamnya ada hak Islam di dalamnya, orang lain lebih suka yang berkaitan dengan agama/akhirat,** karena berkaitan dengan samawi.
TT 3	Sedangkan konsep **kemanusiaan** menurut barat **merupakan basis filosofi sekuler hampir sama seperti Islam**, sama seperti agama lain berbasiskan ketuhanan.
TT 4	Konsep HAM Barat berdasarkan falsafat sekuler, sedangkan HAM dalam Islam, begitu juga agama-agama lainnya, dilandasi konsep ketuhanan.
TT 5	Adapun konsep Barat tentang HAM didasari oleh sebuah filsafat sekuler **tentang hak-hak dalam Islam, menghormati agama orang lain adalah dasar dari sifat Ketuhanan.**
TT 6	Konsep yang dianut negara barat menganut Paham sekuler, **baik dari segi agama, peperangan, dan saling menghormati,**
TT 7	Konsep hak asasi manusia barat berdasarkan pilosopi yang sekuler **saat hak dalam islam, menyukai** agama-agama lain, bersifat/Berdasarkan ketuhanan.
TT 8	Konsep hak asasi manusia barat di dasarkan pada filsafat sekuler sementara hak-hak di Islam, seperti agama-agama lain, berdasarkan konsep Ketuhanan.
TT 9	Konsep hak asasi manusia dalam barat didasarkan pada filasafah sekuler **yang mana mempunyai hak yang sama dengan agama lain.**
TT 10	Konsep orang Barat tentang hak asasi manusia berdasar pada filsafat sekuler yang bertentangan dengan hak asasi manusia dalam islam, yang sama dengan agama-agama lain, yang didasari dengan ketuhanan.

Sentences in bold in the target text are sentences that have errors in terms of meaning in context. In table 4, it can be seen that ST 3 is also a compound sentence, but has two different sentence subjects which are marked by a contrasting conjunction, namely "while". However, it is interesting to note here that ST 5 and 6 do not divide this sentence into two separate sentences, and more than that, ST 5 and 6 actually carry out an interpretation that is too far from the actual meaning of ST 3 itself. The researcher concludes that this interpretation is actually unnecessary because ST 3 basically has a simple message about the differences in the basis of the concept of human rights adopted by the West and Islam.

However, according to researchers, things like this happen because the respondents' understanding is only limited to linguistic elements, and therefore the results of their translations are more like word-for-word translations. Another interesting thing to note here is that six STs misinterpret the ST's message 3 so that the actual message becomes blurred and overall the resulting target text becomes ambiguous. Words or sentences that are misinterpreted are in bold as shown in Table 4 for ST 2, 3, 5, 6, 7, and 9. According to researchers, a good translation for ST 3 is for instant "[Apart from this, the Western concept of human rights is based on the philosophy of secularism, while Islam, like other religions, bases its concept of human rights on sacred principles/ God]

[Apart from this, the Western concept of human rights is based on the philosophy of secularism, while Islam, like other religions, bases its concept of human rights on sacred principles/ God]

The researcher considers this translation to represent the essence of the information/message that the author willingness to convey the source of text because if it is connected to the previous sentence unit (TT 2) adequate understanding will be achieved for Indonesian readers. The translation of ST 2 according to researchers is as follows:

[*In general, the concept of human rights in Islam is different from the concept of human rights adopted in the West. In Islam, the concept of human rights is closely related to historical experience at the beginning of the emergence of Islam.*]

Translation strategy by Vinay & Dalbenet

Based on the concept of translation strategy by Vinay & Dalbenet (2000), the terms used are method and procedure. However, in this study, the researchers did not create a dichotomy between strategy, method, and process. To facilitate a better understanding of the results of this study, the terms translation method and process proposed by Vinay & Dalbenet (2000) all refer to the same concept, which is translation strategy. From data analysis, the researchers found that respondents were more likely to use literal translation methods than oblique matching methods. This is clearly shown through the analysis results in Table 2. The tendency of this method is more precisely towards literal/literal translation procedures. Table 5 below is an example of this literal translation:

ST 4	**In this regard, human rights in Islam are based in the Islamic scripture.**
TT 1	Dalam masalah ini, HAM dalam Islam *berpedoman* pada kitab suci (al Qur'an).
TT 2	**Ini adalah lebih terhormat,** hak asasi manusia **dalam kitab Islam**.
TT 3	**dengan kemuliaan ini**, **kemanusiaan dalam Islam adalah** berbasis pada kitab suci Islam.
TT 4	Dalam hal ini, konsep HAM dalam Islam didasari oleh kitab suci,
TT 5	**Hormat disini maksudnya menghormati** Hak Azasi Manusia dalam Islam **sebagaimana termaktub dalam kitab Injil.**
TT 6	Hak Asasi dalam Islam **merupakan dasar kitab-kitab dalam Islam**.
TT 7	**Yang terhormat**, Hak asasi manusia dalam islam Berdasarkan kitab islami.
TT 8	dalam hal ini, hak asasi manusia di Islam berbasis pada kitab Islam.
TT 9	Dalam hal ini, HAM dalam Islam didasarkan pada **aturan Islam**.
TT 10	Dalam hal ini, hak asasi manusia dalam Islam berdasar pada kitab suci umat Islam.

The data show that the sentences bold in the target text are sentences with contextual errors. It is indicates that ST 4 is a simple sentence with a subject and predicate. In general, the respondent translating this source text does not change the word order structure of the source language and basically, the word order in the sentence according to the grammatical rules of English and Indonesian is the same, which is Subject-Predicate-Object-Description. At the level of understanding the meaning of ST verse 4, we can see that this text talks about the basis/foundation of the concept of human rights in Islam, specifically the Quran. *Respect here means respecting human rights in Islam.*

Because TT 5 understands the phrase `in this regard' as respect, the entire target text will follow this understanding, where the respondent thinks that human rights in Islam need to be respected. Another thing that is translation error is the meaning of the word 'scripture', which TT 5 interprets as 'Bible', even though the word before 'scripture' already contains the word 'Islamic'. Therefore, said 'scripture' and 'Islamic' are phrases that must be translated at once, and not understood separately. The literal translation of the phrase 'the Islamic scripture' is 'the holy

book of Islam' or 'the Qur'an'. According to researchers, the author of this source text deliberately mentioned the phrase 'the Islamic scripture' instead of 'the Qur'an' because it was probably intended for a wider audience and could be understood by non-Muslim readers who were not familiar with the name of the Qur'an. Therefore, researchers feel that a good translation for ST 4 is:

[In this case, the holy book of Islam is used as the basis for the concept of human rights]

The choice of using this literal translation method can also be seen in the table 6 below:

ST 1	Human Rights in Islam: some areas of conflicts
TT 1	HAM DALAM ISLAM: BEBERAPA <u>DAERAH YANG BERTENTANGAN</u>
TT 2	Hak-Hak <u>Kemanusiaan</u> dalam Islam: <u>Di beberapa tempat terjadinya konflik</u>
TT 3	<u>KEMANUSIAAN</u> Dalam Pandangan Islam: <u>Beberapa tempat area konflik</u>
TT 4	<u>HAM Dalam Islam: Hal yang selalu jadi perdebatan</u>
TT 5	<u>HAK AZASI MANUSIA DALAM ISLAM (Daerah-daerah konflik)</u>
TT 6	<u>HAK ASASI MANUSIA DALAM ISLAM: Terjadi Perbedaan</u>
TT 7	<u>HAK ASASI MANUSIA DALAM ISLAM: DI BEBERAPA DAERAH KONFLIK</u>
TT 8	<u>Ham dalam Islam: Beberapa hal yang jadi perdebatan</u>
TT 9	<u>Hak asasi manusia dalam Islam: beberapa daerah konflik</u>
TT 10	<u>HAK ASASI MANUSIA DALAM ISLAM: BEBERAPA MASALAH YANG BERTENTANGAN</u>

The data shows that there are several procedures performed by respondents when translating this ST 1, namely borrowing, calque, and literal translation. As information, ST 1 is the title of the source text translated during the entrance examination of the post-graduate program. Because of its function as a title, ST 1 is broad in its context because the title is the essence of the whole script/text. From the title, the reader can draw a conclusion about what will be discussed in a text. So from that, the respondent in this case would read quickly the entire source text to be able to translate the title of the text properly and correctly.

In this case, a good translation of ST 1 according to the researchers is as seen here: [HAM in Islam: things to be debated] some respondents provided sufficient translations to translate the title of this text as in TT 4 and 8. However, some respondents who literally translated it and did not neglect the contextual elements of the use of some words ended up having a wrong translation. In the context of this ST 1, the use of the word "area" is not on the physical concept of "area", but abstract, so that in this modern Fiqh context, the word 'area' is meant to be a 'topic' or a 'problem area', not a 'area/place'. "Conflict" because there would be a distortion of meaning from what the author of the source text actually wanted.

In addition to the elements of literal translation applied to the respondents, the procedure of borrowing can also be seen from the text unit of ST 1. The word "Islam" in ST 1 is still translated as Islam in TT. This is because the word Islam itself is also an absorbent word from the Arabic language, so it has become a common word used in Indonesia. In addition, the borrowing procedure also applies to other units of text, where the source text contains words such as 'Islam', 'Kuran', 'Sunna', 'Hadith', and 'Sharia'. All these words have been absorbed into the Indonesian language, so according to the researchers, respondents have no difficulty in finding the correct match for those words. But, in this study, the researchers put it into the borrowing procedure given that the word comes from a foreign language.

Regarding the calque procedure in this literal translation method, the researchers found that the phrase "human rights" in ST 1 (Table 6) translated as "human right". Although similar to the literal interpretation, calque fell on the phrases that underwent a change of position to

follow the correct Indonesian rule. The majority of TT translated the phrase "human rights" correctly except TT 2 and 3. TT2 replaced the word "human" with "humanity" whereas TT3 did not translate the term "rights" and replaced its meaning with "humankind". With the replacement of the word 'human' with 'humanity', the message contained in the word' human rights 'was blurred, because the word `humanity' was a substantive word and meant more broadly in context than 'human rights'. This text speaks of human rights alone, and does not extend to the humanitarian aspect, which has a lot of scope.

Effects of the application of local strategies and methods of literal translation on translation results

Finding out how the impact of the translation strategy applied by the respondents in their translation text, the researchers only measured it in terms of the accuracy and readability of the text. The aspect of sympathy is not studied because the researcher does not have a scientific background in the field of Modern Islamic term, because the familiarity of a contextual text such as this modern Islamic term is more likely to be studied if the reader concerned has competence in this field studied.

In terms of accuracy, the researchers found that most words/phrases from the source language could not be correctly translated by respondents. The researchers concluded that because respondents tend to understand the text only on word/language elements, they are overwhelmed in delivering the target text well, correctly and naturally flowing, so that the idea of the text becomes comprehensive and not impressed separately. Moreover, these local strategies are supported by literal translation methods that actually translate words so that they do not intersect with the sequence/structure of the source language itself. Although in terms of word order in sentence, English and Indonesian are not different, but at the level of phrase it is not. The Indonesian language has a grammatical principle where the describing part (M) is always behind the described part (D) (kbbi.web.id, 2020) whereas the English language is the opposite.

In terms of the readability of the target text itself, the researchers found that the text readability quality tends to be medium and low. It is mainly due to the implementation of these local strategies also that the respondents do not pay attention to extra linguistic elements and language styles that are suitable for Indonesian readers. The majority of respondent translations (as the researchers have shown in previous tables in this chapter) show this finding, but researchers will give two other examples, namely from ST 5 and 12, which show the effects of the application of this strategy by respondents:

ST 5	**Since its very inception in seventh century Arabia, Islam demonstrated a preoccupation with the social, moral and spiritual condition of human beings.**
TT 1	Sejak permulaan **abad ke-7 H** Islam **mendemonstrasikan kondisi kehidupan sosial moral dan penganutnya**
TT 2	Semenjak permulaan **awal lahirnya negara arab** pada **abad tujuh puluhan**. Islam telah **mempertunjukkan keindahannya** dalam hal sosial, moral dan rohani/keagamaan **dalam wujud nyata kepada sesama manusia**.
TT 3	Sejak bermula pada abad **ke 7 Hijriah**, islam telah **menunjukkan keasyika**n sosial, moral dan keyakinan **bagi Manusia**.
TT 4	yang sudah ada sejak abad 7 di Arab. Islam *sangat menjunjung tinggi* nilai-nilai sosial, moral dan kehidupan spiritual masyarakat.
TT 5	Sejak abad ketujuh, Islam **sangat kuat di negara Arab**. Islam telah **menunjukkan sebuah keasyikan** dengan hidup bersosial, moral dan kondisi bathin manusia baik **dengan sesama makhluk.**

TT 6	Sejak tahun ke tujuh M **negara arab merupakan awal permulaan** terjadi **Demokrasi dalam Islam tindakan menempati terlebih dahulu** masalah sosial moral dan spiritual, **yang berbeda dalam Hak asasi manusia.**
TT 7	Sejak abat ke tujuh **dari arab**, Islam **membuktikan populasinya** lewat dengan rasa sosial, moral dan kondisi spiritual **pada manusia yang berbacam [sic] warna**
TT 8	Sejak awal **abad ketujuh Arab**, Islam **menunjukkan keasyikan** dengan kondisi sosial, moral dan spiritual manusia.
TT 9	Sejak permulaan abad ke 7, Islam **menunjukkan pengaruhnya** dengan cara sosial, moral dan spiritual **untuk kemanusiaan**.
TT 10	Sejak lahir pada abad ketujuh di negeri Arab, Islam **mendemonstrasikan pendudukannya** dengan sosial, akhlak, kondisi keagamaan **yang sangat manusiawi.**

The data shows bold sentences on the target text are sentences that have errors in meaning in terms of context. A good translation according to the researchers is as follows: [Sejak lahirnya Islam di Arab pada abad ke 7, Islam telah menunjukkan   perhatiannya terhadap keadaan sosial, moral dan spiritual umat manusia]

Most respondents are wrong in understanding the contextual meaning of the word „*inception*" „*seventh century Arabia'* '*demonstrated'* dan '*preoccupation'* so the real message becomes not delivered correctly. The word "inception" in this context can be meant as the beginning, birth or emergence, the phrase "seventh century Arabia" is meant to the 7th century in Arabic, the word "demonstrated" itself means more "showing to the public" while "preoccupation" means giving full attention and not "occupation against a nation".

ST 12	**In addition to the Qur'an and Sunna, secondary normative sources based on juristic technique have become part of Islamic law.**
TT 1	**Dalam penjumlahan al Qur'an dan sunnah norma kedua yang menjadi sumber** teknik pengambilan hukum dalam Islam.
TT 2	**dalam penjumlahan al Kur'an dan Sunnah, tidak sama penting berdasarkan normal berkaitan sumber penilai teknik karna [sic] itu datangnya dari Islam.**
TT 3	**dalam penjumlahan Quran dan sunnah, dua sumber basis dalam tekhnik penulisan telah menjadi bagian dari hukum Islam.**
TT 4	Selain Al Qur'an dan Hadist, para ulama juga mempunyai metode normatif lainnya dalam memahami Hukum islam,
TT 5	**Dalam menjabarkan Al-Quran dan Hadits**, para pakar hukum **tidak sama dalam menggunakan kaidah-kaidah pokok sehingga menjadi bagian dari hukum** Islam.
TT 6	**diambil dari Qur'an, Sunnah keduanya merupakan sumber dasar hukum dan teknik pembuatan hukum dalam Islam.**
TT 7	**dalam penjumlahan alquran dan sunnah. Kedua-duanya sumber normal berdasarkan ahli hukum, bagian dari hukum Islam.**
TT 8	*(tidak diterjemahkan)*
TT 9	Di samping al-quran dan Sunnah sumber normatif kedua yang berdasarkan teknik hukum telah menjadi bagian dari hukum Islam.
TT 10	Selain AlQuran dan Sunnah, sumber hukum yang kedua *yang berdasar pada kesepakatan para ulama* yang telah menjadi undang-undang Islam.

The bold Phrases on the target text are sentences that have errors in meaning contextually For this ST 12, the researchers felt that the following translations were sufficiently representative of the message from the source text:

[Selain Al Qur'an dan As-Sunnah, sumber hukum sekunder yang didasarkan pada metode fiqh telah menjadi bagian dari hukum/syariat Islam.]

Similar to previous texts, most respondents failed to deliver the target text for both readability and accuracy. The phrase "in addition to" that begins this sentence is misinterpreted by most respondents. Only three respondents (Psalms 4, 9 and 10) understood it correctly, and

therefore, this third translation of the TT has a better degree of accuracy and readability than the others. The researchers thickened a sentence/phrase that had a wrong meaning, or a wrong message in the target text to show this finding.

CONCLUSION

Based on the result of this study, it can be concluded that prospective Masters Students in the English Language program generally pursue local strategies in addressing problems when translating English source (ST) text into Indonesian target (TT) text where they focus translation at the level of competence. Besides, the literal translation method with the translation procedure they apply is the primary choice for most of these master's candidates. It's just, this graphic translation has a bad effect on the quality of the translation produced.

Although literal/literal translation is not immediately a major cause of poor quality of translation, it has an impact on the shortcomings of the resulting target text. Moreover, there are many errors and blurred messages in the translated TT because of the understanding of the prospective student in interpreting the message from the source text. This could mean that these prospective students are also low in linguistic competence, resulting in low readability of the target text.

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