CHAPTER 2
LITERATURE REVIEW

2.1 Translation Activity

Translation is the process of transferring, creating, or representing ideas, thoughts, and cultural contexts from one language to another language. Larson (1984) defines translation is a process of taking the vocabulary, grammatical structure, communication situation, and cultural context of the source language text, analyzing it to determine its meaning, then reconstructing it by using the vocabulary and grammatical structure that are relevant in the target language. In addition, Rahmatillah (2016) mentioned that translating is a set of skills that a translator must understand in order to comprehend the source text and translate it into the target language while preserving the style and becoming a professional translator in both foreign languages and their mother tongue. However, in the translation process, a translator must pay attention to the content of the message contained in the text in order to match what is conveyed. Nugroho (2007) stated that translation is more than just translating words or grammatical structures from one language to another. It is essentially the process of delivering meaning of a certain linguistic conversation into another language.

Translating Indonesian news to English is one of translation activity that provides learning material for the students. In translating news texts, the translator must consider various factors to make the translation result intelligible. As Conway (2006) noted, all content must be understandable to regional and global translators/localisers, despite of their cultural background. Moreover, (Jiang, 2020) stated, in news translation that various elements must be considered, and the principle of functional equivalence must be used as a foundation to make sentences and styles compact and meaningful after translation. Functional equivalence can be accomplished by shortening large sentences, rearranging sentence components, or adding or eliminating words. Therefore, in translation activity of news the students need to pay attention and understand the factors to consider in translating the news itself as explained to get a correct and understandable translation.

2.2 Translation Strategies

   Translation strategies are the actions that students take when they translate a text. When news is combined with the education field or specifically translation activity, the student will utilize the various strategies in translation process to improve their translation skills. Translation strategies are needed for students to help them in the translation process and make the translations easier. Students need to comprehend translation strategies and techniques, as well as their implementation, in hopes of creating a suitable meaning and the accuracy to attain the intended meaning (Anwar, 2020). In fact, using translation strategies is very important to find out how the application of translation strategies by students in translation courses (Sapta et al. 2020). Besides, Al-Ma'ruf (2015) mentioned that knowing these strategies allows translators to be more competent in selecting the appropriate word in a sentence and performing better translation.

   According to Bathgate (1985), there are seven steps in translation process. The strategies are: (1) Tuning: Tuning refers to the translator's effort to comprehend the text's context and grammatical style. We can accomplish it by analyzing the literature as much as possible about the subject and context while engaging in discussion. (2) Analysis: Translators analyze the content at the level of the sentence. We can do this by separating the text from the Source Language into clauses and phrases and looking at how each one is connected contextually. (3) Understanding: In this phase, translators focus on understanding the text's general meaning while applying their deep textual knowledge. (4) Terminology: An attempt to identify equivalent and suitable words for the transfer from Source language to target language. (5) Restructuring: After the source language text has been structurally and semantically divided into sentences, paragraph, and words, translators attempt to create new structure in the target language. (6) Checking: After reviewing the final draft, translators consult with editors, experts, etc. (7) Discussion: The final phase is after obtaining review from experts or editors. The final draft in the target language is already prepared for publication and public review.

2.3 Translating and Interpreting Course

This is one of the subjects that exist in one university in Tasikmalaya. This three credits subject is available in the 4th semester. According to Tandiana (2023), Translating and Interpreting Course is designed to provide students with theoretical and practical skills of translation and interpreting from English into Indonesian or vice versa. The topics provide a brief introduction to the concepts and principles of translation and interpreting, criteria of a good translation, requirements of a good translator, and practices of translation from English into Indonesian Language of short texts in various topics, including socio-cultural issues, education, language, international relations, and various current issues occurring in the global context. The class project will include other appropriate translation techniques such as subtitle, interpreting, news reader interpretation, and tour guide. Therefore, it is essential for students to comprehend all of the course content, as can be seen from the previous description of the Translating and Interpreting course.

2.4 Study of Relevant Research

This study is relevant to the study by Anwar (2020) found that students should understand translation strategies and techniques and how to use them to produce acceptable meanings and get the intended meaning correctly. The participants involved in this study were eleven graders in Islamic Senior High School of Salatiga. According to the findings of this study, many strategies can be used to help students translate variations of meaning in English songs, such as shapeshifting, meaning change, adaptability, contextual matching and recording matching. Looking at the findings from ongoing research Anwar (2020), this time the researcher will dig deeper in terms of student strategies when using translation activities in learning carried out on campus especially in translating local news from Indonesian to English language.

Fitriyani (2019) have researched students' narrative text translation. This study examined the translation techniques utilized by tenth-grade students at Senior High School 3 Kota Jambi during the 2018/2019 academic year. According to the conclusions of this study, students mainly employ four strategies to translate

the text. These are Word-for-Word Translation, Literal Translation, Free Translation, and Communicative Translation. As a result, the students used many methods to translate narrative content. This occurs because the students just translated the words by their literal meaning and attempted to get the closest equivalency meaning in the target language.

Other related research was conducted by Sipahutar et al., (2021). The purpose of this study is to examine the various translation methods utilized by eighth-grade students at Junior High School Yayasan Perguruan Karya Bhakti. The researcher utilized the theory of translation approach based on Newmark theory during the translation analysis phase. The outcomes of this study revealed that the students only employed four strategies to translate the material. There are four types of translation: literal translation, faithful translation, word-for-word translation, and free translation. The students utilized more than one way to translate the descriptive text in this case.

Sapta (2020) mentioned, the purpose of this study was to discover the varieties of translation strategies used by the fifth-semester English Education Study Program students while translating English written materials into Indonesian. The data was analyzed using the translation methodologies suggested by Suryawinata and Hariyanto (2003), which included: Borrowing, synonym, reduction or expansion, omission, and modulation are structural tactics; borrowing, synonym, reduction or expansion, omission, and modulation are semantic strategies. Based on the data, it is possible to infer that addition, synonym, and borrowing were correctly implemented among the seven techniques. These three strategies were successfully used by the students to convey the meaning of sentences. Therefore, it is suggested to implement the translation strategies in the translation classroom context.