

ICOLTS 2016

International Conference on Linguistics & Translation Studies
SOLO, 15 -16 NOVEMBER 2016

Interlingual and Intercultural Communication Competence for Quality Translation

PROCEEDINGS

M.R. Nababan
Riyadi Santosa
Agus Hari Wibowo
Agus D. Priyanto



Organized by:

English Department, Faculty of Cultural Sciences
and **Linguistics Masters Program**, Postgraduate School
UNIVERSITAS SEBELAS MARET

ISBN : 978-602-1018-27-9

CONTENS

PREFACE	ii
The Contribution of Systemic Functional Linguistics to Translation Studies	1
<i>Amrin Saragih – Universitas Negeri Medan</i>	
Translation Quality Assessment: Past and Present	2
<i>Juliane House – University of Hamburg</i>	
Developing Genre-based Model of Indonesian - English Translation	3
<i>Riyadi Santosa, Mangatur Rudolf Nababan, Bayu Budiharjo,</i> <i>Universitas Sebelas Maret</i>	
Capturing the Meanings of a Text: A View from Discourse Semantics	4
<i>Yaegan. J. Doran - Department of Linguistics, The University of Sydney</i>	
The Analysis of Quality Translation of Nominal Group and Shifts in Translation from Incongruent to Congruent in Indonesian Translation of the Text Book of Organizational Behavior	5
<i>Ade Sukma Mulya - Dosen Politeknik Negeri Jakarta</i>	
A Translation Analysis of the Thematic Structure in <i>Harry Potter and the Goblet of Fire</i> from English into Indonesian	6
<i>Adi Loka Sujono – Universitas Sebelas Maret</i>	
Problems of Translating the Tourism Brochures	15
<i>Agus Hari Wibowo, Diah Kristina – Universitas Sebelas Maret</i>	
Assessment and Literary Translation	16
<i>Anam Sutopo - Universitas Muhammadiyah Surakarta</i>	
Translating Proverbs from Indonesian to English: Some Problems a Translator Faces (A Pre-eliminatory Research)	26
<i>Andi Dian Rahmawan - University of PGRI Yogyakarta</i>	
Translation Techniques Applied in Translating Onomatopoeias in Asterix: Asterix in Britain from English to Indonesian	27
<i>Angga Aminullah Mansur, Erlin Purnamasari - STIBA INVADA Cirebon</i>	
Meeting Target Readers' Expectations in the English Translation of Indonesian Recipes: Experience of Novice Translators Doing it for Real	28
<i>Ardianna Nuraeni - Universitas Sebelas Maret</i>	
Domesticated Or Foreignized: Rendering Banyumasan Cultural Specific Items in Ahmad Tohari's Short Stories Collection <i>Senyum Karyamin</i> into Karyamin's Smile	40
<i>Asrofin Nur Kholifah - Universitas Jenderal Soedirman</i>	

The Translation: Translation of the Item Instigating Translatability and Untranslatability	47
<i>Bayu Budiharjo - Universitas Sebelas Maret</i>	
Translation of Literary Texts with Van Dijk's Socio-cognitive Framework of Critical Discourse Analysis: An Insight	56
<i>Cicu Finalia – Universitas Sebelas Maret</i>	
Indonesian Students' Problems in Translation	
<i>Condro Nur Ali - Muhammadiyah University of Purwokerto</i>	57
The Comparison of Interpersonal Meaning Between Commercial Advertisement and Non-commercial Advertisement (Discourse Analysis)	
<i>Dewi Untari - Sebelas Maret University</i>	70
An Analysis of Lexical and Grammatical Collocation In Children Bilingual Story Book	77
<i>Diana Hardiyanti - Unimus</i>	
An Analysis of Cohesion in Students' Writing Projects Made by First Semester Students of Politeknik Kesehatan Surakarta: A Discourse Analysis	84
<i>Diki Riswandi - Sebelas Maret University, Surakarta, Indonesia</i>	
Considering Metaphorical Concept in Translating Metaphor	86
<i>Dwi Aji Prajoko – Universitas Katolik Widya Mandala Madiun</i> <i>MR Nababan, Tri Wiratna, Djatmika – Universitas Sebelas Maret Surakarta</i>	
The Language Evaluation of Human Characterization in the Body of the Fish as Imaged by Santiago in the Novel <i>The Old Man and The Sea</i> and its Indonesian Translation	97
<i>Dyah Ayu Nila Khrisna - FIB UNS</i>	
Javanese Cultural Terms Translation into English	99
<i>Dyah Nugrahani - Sebelas Maret University Surakarta</i>	
Ability in Transferring Chronemic Concept Between Different Cultures in Relation to the Quality of Translation	109
<i>Farida Agoes – Politeknik Negeri Bandung</i>	
Applying Metacognitive Strategies in Teaching Translation Class	132
<i>Fenty Kusumastuti - Universitas Sebelas Maret</i>	
Translating Sexual Innuendo in Literary Texts	133
<i>Harris Hermansyah Setiajid - Universitas Sanata Dharma</i>	

Comparing Two Translation Assessment Models Applied in Translation Pedagogy	140
<i>Haru Deliana Dewi - Universitas Indonesia</i>	
Politeness Strategies in the Translation of Literary Works: Is it Worth to Evaluate?	168
<i>Havid Ardi, M.R. Nababan, Djatmika, Riyadi Santosa - Universitas Sebelas Maret</i>	
Phenomena in Indonesian Terms and Phrases Used Inappropriately Resulting Improper English Translation	176
<i>Hendarto Rahardjo – Sebelas Maret University</i>	
Applying Mona Baker's Translation Strategies in Tv Programs' Subtitle in Order to Meet Subtitling Rules	177
<i>Hetty Hartati Novita – Universitas Indonesia</i>	
Translating African-american English into Indonesian: The Case of Black Characters in Mark Twain's 'the Adventures of Huckleberry Finn'	187
<i>Ida Kusuma Dewi, M.R. Nababan, Riyadi Santosa, Djatmika - Universitas Sebelas Maret, Surakarta</i>	
A Cross-linguistic Concept of Stance-taking in Electronic Discourse	191
<i>Ika Maratus Sholikhah – English Department, Jenderal Soedirman University</i>	
The Translation Quality of Responding Turns to Suggesting from English to Bahasa Indonesia in A Novel Entitled 'the Last Song'	197
<i>Ina Sukaesih, M.R.- Nababan, Djatmika, Riyadi Santosa - Universitas Sebelas Maret</i>	
Restructuring Practice in Translation Class	203
<i>Issy Yuliasri – Universitas Negeri Semarang</i>	
Difficulties in Translating Humor Texts	212
<i>Julia Eka Rini – Petra Christian Univeristy</i>	
The Characteristics of Motivational Sentences in the Book of “The 7 Habits of Highly Effective People” and the Assessment of the Translation Quality	217
<i>Lenny Brida, M.Nababan, Diah Kristina - Universitas Sebelas Maret</i>	
Translation Techniques of Animal Names On Nat Geo Wild Tv Program Subtitles	228
<i>M. Zainal Muttaqien – IAIN Surakarta</i>	
The Translation of Madurese Cultural Expressions into English	235
<i>Masduki – Universitas Trunojoyo</i>	

Equivalence in the Indonesian Translation of English Literary Works	237
<i>Mimien Aminah Sujaie, Rosyid Dodiyo, Kristianto Setiawan - University of Jenderal Soedirman, Purwokerto</i>	
Presidential Speech Translation: Faithfulness Versus Naturalness	246
<i>Muhammad Ersan Pamungkas - University of Indonesia</i>	
The Translation of An Object in Arabic Theme and Rheme Constructions	255
<i>Muhammad Yunus Anis – Arabic Department FIB Sebelas Maret University</i>	
Language of Properties in Scientific Texts in the Framework of Functional Grammar	267
<i>Mulyati Khorina – Politeknik Negeri Bandung</i>	
The Persuasion of Jati Diri: Masih Mau Tak Acuh?	274
<i>Mustofa Kamal – Sebelas Maret University</i>	
Node Make/made and the Collocates: Marked Collocational Translation from English into Indonesian and the TQA	280
<i>Ni Luh Putu Setiarini, M.R. Nababan, Djatmika, Riyadi Santosa - Universitas Sebelas Maret Surakarta</i>	
Translation Analysis on Ideological-Rhetorical Figures in <i>How to Win Friends and Influence People</i> Book and its Indonesian Translation	287
<i>Nuning Yudhi Prasetyani, M.R Nababan, Djatmika, Joko Nurkamto - Universitas Sebelas Maret Surakarta</i>	
Translation Quality Analysis of Research Technical Terms in Qualitative Data Analysis by Matthew B. Miles and A. Michel Huberman.	295
<i>Nurhasim - Politeknik Negeri Jakarta</i>	
The Implementation of Teaching Translation by Using Comment Exercise Method	299
<i>Purwani Indri Astuti, Veronika Unun Pratiwi - Veteran Bangun Nusantara University of Sukoharjo</i>	
Directive Speech Acts Among Adult Women in Facebook	308
<i>Rosita Ambarwati - IKIP PGRI Madiun, Joko Nurkamto, Riyadi Santosa - Sebelas Maret University</i>	
The Quality of Soft Drink Product Label Translation in Indonesian Context	316
<i>Rudi Hartono, Bambang Purwanto – State University of Semarang</i>	
Meaning Equivalence: Seeking it through SFL Translation	326
<i>Samudji - Fakultas Ilmu Budaya, Universitas Jember</i>	

37	Ludic Translation: The Problems of Game Asset Transferability in Video Game Translation	328
	<i>SF. Luthfie Arguby Purnomo, M.R. Nababan, Riyadi Santosa, Diah Kristina – Sebelas Maret University</i>	
16	Translation Technique and Readability of Internet and Social Media Terms on it and Non-it Perception	336
5	<i>Shafa Firda Nila – Perguruan Tinggi Bina Bangsa Banten</i>	
	<i>Atsani Wulansari – Universitas Tidar</i>	
7	The Analysis of Quality Translation toward Responding of Arguing in the Novel <i>Allegiant</i> by Veronica Roth and its Translation in Indonesia (A Translation Study Based on A Pragmatic Approach)	350
1	<i>Siti Fathiyatus, Djatmika, Mangatur Nababan - Sebelas Maret University</i>	
	Introducing Textual Dimensions Based Assessment of Translation Quality	359
	<i>Sugeng Hariyanto - State Polytechnic of Malang</i>	
	The Translation Analysis of Erotic Languages in Sandra Brown's Novels.	360
	<i>Sulistini Dwi Putranti, M.R Nababan, Sri Samijati Tarjana - Sebelas Maret University</i>	
	A Study on the Quality of Translation of the Political Language in the International Political News Text in Printed Media	369
	<i>Suprpto - Islamic State University of Malang</i>	
	Multidisciplinary Knowledge as an Intellectual Input for Poem Translators	372
	<i>Taufiqurrahman - Islamic University of Nahdatul Ulama' Jepara</i>	
	Translation Shift and Spelling Error Analysis Found in the Indonesian Translation of <i>Flowers for Algernon</i> by Daniel Keyes	374
	<i>Trisakti Agriani – LPDP KEMENKEURI – Politeknik Unggulan Sragen</i>	
	Keeping Participants on the Track: Another Problem of Translating English Text into Indonesian	392
	<i>Tri Wiratno - The University of Sydney, Australia, Universitas Sebelas Maret, Indonesia</i>	
	Anthroponym Translation in Disney Fairy's <i>Tinker Bell</i> from English into Indonesian	393
	<i>Widyastuti, M.R. Nababan, Riyadi Santoso, Agus Hari Wibowo - Universitas Negeri Sebelas Maret</i>	

Translation Quality of Responding Turn to Request from English to Bahasa Indonesia in Novel Robert Galbraith's <i>The Silkworm</i>	404
<i>Yoyok Sabar Waluyo - An English lecturer of Politeknik Negeri Jakarta and Student of Doctoral of Linguistic Program of Universitas Sebelas Maret Solo</i>	
The Implementation of Cooperative Learning in Translation 1 (A Case Study at Department of English Teaching, IKIP PGRI Madiun)	414
<i>Yuli Kuswardani - IKIP PGRI Madiun</i>	

RESTRUCTURING PRACTICE IN TRANSLATION CLASS

Issy Yuliasri – Universitas Negeri Semarang

Abstract

Previous classroom research (Yuliasri, 2015) on two English-Indonesian Translation classes in an Indonesian undergraduate English program revealed that there was no significant difference in the students' choice of translation techniques between the class with prior lecture on translation techniques and the one without. The study also showed that in both classes, students failed to translate complex sentences and long noun phrases. It was concluded that students' insufficiency of grammar mastery had resulted in their poor reading comprehension of the source text, which resulted in the insufficiency of their translated text. Following up such findings, the present study tries to find out how restructuring practice works in an Indonesian-English Translation class to build students' awareness of and skill in using the different translation techniques as needed and at the same time improving their mastery of grammar. Step-by-step teacher-guided and pair-work practice is given, which involves first reading for understanding of source text; second reading for translation intent (Gerding-Salas, 2000), including identifying potential translation problems; first translation draft with literal translation technique; and second translation, restructuring the first draft by exploring the different translation techniques and paying attention to the accuracy of grammar and proper diction.

Keywords: restructuring, translation, translation course, translation techniques

Introduction

Translating skill is an integrated skill that requires mastery of the source language and target language; comprehension of the source text and ability to write in the target language the message contained in the source text are required. In the case of English-Indonesian translation, a translator must have all the necessary competence to comprehend English texts and skills to write in Indonesian the message of the source texts in the way Indonesian write the texts, following Indonesian language system. Conversely, in the case of Indonesian-English translation, a translator must have all the necessary competence to comprehend Indonesian texts and skills to write in English the message contained in the Indonesian original texts in the way English-speaking people write the texts, following English language system. In short, to be able to translate, one must at least have sound reading skill (of source language) and writing skill (of target language).

In translation, the reading and writing skills mentioned above represent the bilingual sub-competence, part of the necessary holistic competence called translation competence proposed by PACTE (2011), which include bilingual sub-competence, extra-linguistic sub-competence, encyclopedic knowledge, knowledge about translation, instrumental sub-competence, strategic sub-competence, and psycho-physiological components. It is therefore mandatory for a translation training institution to equip the learners with this overall

competence. In the case of EFL class in Universitas Negeri Semarang, however, Translation course is only given 2 to 4 credit semester units, meaning that students are allocated to have 2 hours a week for 1-2 semesters for the course. The limited time allocation for the course has made the focus of learning centers around the bilingual sub-competence.

Previous small-scale research on two classes of English-Indonesian course in Universitas Negeri Semarang (Yuliasri, 2015) reveals that students' lack of English grammar mastery has caused miscomprehension of the source English texts so that they fail to produce good translations into Indonesian. This suggests that most of the 5th semester students do not have the necessary English grammar mastery for them to accomplish the task of translating English texts of certain difficulty level. This also suggests that care should be taken on the allocation of courses, including the pre-requisite courses for translation, in the overall curriculum of the undergraduate program of English major.

Besides equipping students with the necessary translation competence, the learning process in translation course should also necessarily give students the experience of applying different translation techniques to produce good translations. Molina and Albir (2002) propose 18 translation techniques covering adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, transposition, and particularization.

The research with two classes of English-Indonesian translation course mentioned above reveals that lecture only is not enough to enhance students' use of proper translation techniques. The two major problems found in the research, i.e. insufficiency of English grammar and lack of ability in applying proper translation techniques, have triggered the undertaking of this small-scale research in Translation course. An appropriate procedure sought to facilitate learning that encourages students to use proper translation techniques and at the same time enhance grammar accuracy. Gerding-Salas' procedures of teaching translation involving the idea of "deep reading" or "reading with translation intent" (2000) were adapted in this research, incorporating the idea of "restructuring" phase in translation process as proposed by Nida and Taber (1974).

Methods

This small-scale descriptive research was done in a Translation class of the English Department of Universitas Negeri Semarang (Unnes), Indonesia, a context of learning English as a foreign language (EFL). The participants of the research were the 5th semester undergraduate students majoring in English Literature (15 students). The aim is to see whether teacher-guided and pair-work restructuring practice to apply different translation techniques can help improve students' use of proper translation techniques and improve their linguistic accuracy.

The data were collected through translating tests. At first, a translating test (pre-test) was given. Students were asked to translate a text from Indonesian to English. The text was an authentic text taken from the internet, not a specially-written text for translation practice or test, so that students were expected to cope with complexities of authentic written materials. Analysis was then made on the students' choice of translation techniques and common grammatical errors.

The learning process then followed with restructuring practice. In everyday classroom practice students were given a translating task. They were asked to do first reading for comprehension, then second reading for translation intent. In the second reading students were asked to identify the potential problem in translating and think about the possible solution through their use of translation techniques. In every translating task, students were allowed to find helping tools such as dictionaries. They were asked to use the literal translation for first draft, and explore the possible use of different techniques for the restructured draft. Teacher's guide and feedback as well as peer feedback was given during the restructuring practice.

After some practice, the same previous test (posttest) was given again to the students. The results of the first and second tests were then compared and analyzed for use of translation techniques and linguistic errors.

Results and Discussion

The first test result reveals that students mostly use literal translation technique in accomplishing their translating task. Also, it was found out that they commonly made grammatical errors, especially in noun phrases (particularly with multiple modifiers), number (plurality), subject-verb agreement, active-passive construction, and tense-aspect system. They also made common mistakes in choosing the English words of certain Indonesian terms.

Based on the analysis of the students' choice of translation techniques and their common linguistic errors, restructuring practice was then applied in their weekly Translation Class. In every weekly meeting, an Indonesian text was given to students as a source text to translate. Firstly they were asked to individually read the text silently to get the general comprehension of the text. Secondly, they were asked to read the text again individually, but this time they read for translating intent; they had to carefully see and anticipate problems in translating and think about how to overcome the problems through the use of varied translation techniques. After two-time reading, the students were asked to translate the first draft using literal translation technique. Then, the students were asked to restructure the text for the second draft by exploring the possible different translation techniques and correcting any linguistic errors that occurred. The students were then randomly asked to write down their first and second translations on the board; one student one sentence of source text. Afterwards, the teacher asked other students to give feedback on the translations while giving teacher feedback and explanation for better translations.

Examples of the source text, student's first translation, student's second (restructured) translation, and teacher-guided restructured translation are given below:

Source Text	:	<i>Walaupun kini banyak program atau software translating, penerjemah masih banyak di butuhkan oleh industri – industri saat ini seperti penerbitan buku, novel, jurnal, biro-biro pariwisata dan lain-lain.*)</i>
Back Translation (literal)	:	Although now there are programs and software for translating, translators are still enormously needed by industries today such as publishing of books, novels, journals, tour agents, etc.
Student's first translation (literal)	:	Although there are a lot of program or software of translating, the translator is still needed by some industries such as book publishing, novel, tour agency and etc.
Student's second (restructured) translation	:	The translator is still needed by some industries such as book publishing, novel, tour agency, though lot of program and software of translating
Teacher-guided restructured translation	:	Translators are still needed by some industries such as publishers of books, novels, and journals, tour agents, etc., although there are a lot of translating programs and software.

*) Source of authentic text (source text for translation): <http://ourenglish-world.blogspot.co.id/2015/09/menjadi-penerjemah-handal.html>

Comparing the student's first and second (restructured) translation above, it is obvious that in the second translation the student used compensation technique by changing the location of the phrase "the translator is still needed" from the middle to the beginning of the sentence. It is obvious that this practice helps the student be more aware of the possibility of using translation technique other than the literal one if necessary and appropriate. In terms of grammar, however, there are still some errors. For example, the use of article "the" which is not appropriate to represent translator(s) in general sense, not in a particular sense. Another error occurs in translating the noun phrase "*penerbitan buku, novel, jurnal, biro-biro pariwisata dan lain-lain*" (lit: publishing of books, novels, journals, tour agents, etc.), in which "publishing/ publishers of books, novels, and journal" should be one unit of idea or one thought group of noun phrase with "publishing/publisher" as the head word, and "books", "novels", and "journal" as the modifiers, while "tour agents" represent another item listed in the phrase. Instead, the student only used the word "book" to modify the word "publishing", and treats the words "novel" and "tour agency" as different items listed, missing the word "journal". This shows that the student still had difficulty in translating a noun phrase with multiple modifiers. Besides, the student also made

fragmentary construction, missing the subject and predicate in “though lot of program and software of translating”, which is supposed to be a clause “although there are a lot of programs and software of translating”. Plurality is also a problem, such as in “lot of program” instead of “a lot of programs”. Plurality errors also occur in the student’s words “novel” (without “s”) and phrase “tour agency” (instead of “tour agencies” or “tour agents”).

All the above errors are interference of their first language grammar construction; in Indonesian language there is no equivalence of the English article “the/a/an”, and so English learners usually find it hard to distinguish the use of English definite and indefinite articles. In Indonesian other words are used to represent definiteness, such as the word “*tersebut*” (lit: “the mentioned”) or “*itu*” (“that”) to refer to a definite article. A word such as “*sebuah*” (literally: “one fruit”, meaning “one” for an object) or “*seorang*” (lit: “one person”, meaning “one” for a person) or no word at all (zero) is used to represent an indefinite article. In the case of noun phrase, Indonesian uses the opposite construction of the English counterpart. It uses Head-Modifier construction. So, it is understandable that students made errors in using Noun Phrase construction, especially when there are multiple modifiers. Plurality is also a common error made, as Indonesian does not have plural marker such as the suffix “-s/-es” like English. Instead, in Indonesian such word as “*beberapa*” (“some”/“several”) or “*banyak*” (a lot of) or uses repetition of the word like “*buku-buku*” (“books”). It is therefore common for Indonesian English learners to fail to use the English plural marker “-s/-es”.

The peer-feedback, teacher-guided restructuring practice allowed the teacher to focus not only on the use of translation techniques, but also on linguistic elements such as grammar and vocabulary.

After six-week restructuring practice, the students were asked to do a post-test, i.e. translating the same text as the pre-test. The results reveal that almost all the students were able to use more varied translation techniques. Also, they made less grammatical errors. However, none of their works are grammar error-free. Most of them still made grammatical errors, particularly grammar items like noun phrase (especially one with multiple modifiers), passive construction, tense-aspect system, and plurality. They also demonstrated more efforts in finding better choice of words, although wrong choice of words (diction) still occurred. In the case of usage of translation techniques, the test results reveal that students used the translation techniques more carefully and more appropriately in the post-test than they did in the pre-test, although not necessarily more varied.

An example of a student's translation work is given below:

- Source Text : *Guru merupakan ujung tombak dalam meningkatkan kualitas pendidikan, dimana guru akan melakukan interaksi langsung dengan peserta didik dalam pembelajaran di ruang kelas. Melalui proses belajar dan mengajar inilah berawalnya kualitas pendidikan. Artinya, secara keseluruhan kualitas pendidikan berawal dari kualitas pembelajaran yang dilaksanakan oleh guru di ruang kelas. Secara kuantitas, jumlah guru di Indonesia cukup memadai. Namun secara distribusi dan mutu, pada umumnya masih rendah.*
- *)
- Back Translation (literal) : Teachers are the spearheads in enhancing the quality of education, where they will undertake direct interaction with the learning participants in classroom learning. Through this learning and teaching process (we) initiate education quality. (This) means that as a whole the quality of education begins from the quality of learning undertaken by teachers in the classrooms. In way of quantity, the number of teachers in Indonesia is sufficient. However, in ways of distribution and quality (they are) generally still low.
- Student's pre-test translation : Teacher is spearhead in improving education quality. They will do a direct interaction with the student in learning process in the classroom. The quality of education is initiated through the learning process. It means, the overall quality of education is begin with the learning process quality that implemented by the teacher in the classroom. In quantity, the number of the teacher in Indonesia is adequate. However, it is still low in distribution and quality.
- Student's post-test translation : Teachers are the forefront in improving the quality of education, where they will interact with the students directly in the classroom learning. Through this learning process the quality of education begin. That is, the overall quality of education started from the quality of learning process that conducted by the teacher in the classroom. Quantitatively, the number of teachers in Indonesia is sufficient. However, it is still low in terms of distribution and quality.

*) Source of authentic text (source text for translation):

http://www.kompasiana.com/beprocess123/guru-merupakan-penentu-keberhasilan-pendidikan-realitasnya-masih-banyak-sekolah-kekurangan-guru_55b8565c927a61c8134654da

Comparing the translating pre-test and post-test results above, it is obvious that in the post-test the student made less errors in grammar than they did in the pre-test, although errors still occurred in the post-test. He was more aware of plurality, by using “teachers” and “students” in plural contexts such as in “teachers are the forefront in improving the quality of education”, “they will interact with the students”, “the number of teachers in Indonesia is sufficient”, although he missed the plural marker in “conducted by the teacher in the classroom”. Contrastively, in the pre-test the student used singular form for the context of plural such as in “Teacher is spearhead”, “They will do a direct interaction with the student”, “implemented by the teacher”, and “the number of the teacher in Indonesia is adequate”.

The example above also reveals that the use of double predicates in the pre-test did not occur in the post-test. In the pre-test the student used double predicates in “the overall quality of education is begin with the learning process quality”, while in the post-test he used the normal single predicate “the overall quality of education started from the quality of learning”, although the choice of tense was incorrect.

The student also shows better choice of word, such as in the use of the word “quantitatively” in the post test, compared to the use of “in quantity” in the pre-test. It should be noted, however, that he still made the same error in pre-test and post-test when using passive voice such as in the clause “that implemented by the teacher” (pre-test) and “that conducted by the teacher” (post-test).

With regard to the use of translation techniques, in general he used more appropriate translation techniques in the post-test, although not necessarily more varied. In the above example, in most sentences the student used the same translation techniques in both pre-test and post-test; for example, in sentence 1 of the pre-test he tried to chop the sentence and used transposition technique by changing the independent clause into another sentence, but in the post-test he made literal translation, but with more careful grammar (correct plural) and retained tone. Translation of the second sentence in the post-test “Through this learning process the quality of education begin” better represents and retain the tone of the original than the sentence in the pre-test “The quality of education is initiated through the learning process”, although the meanings are similar. The one in the post-test emphasizes the learning process as the onset of good quality education, as the original text suggests. In the next sentence, the student use literal translation in the pre-test using the word ‘in quantity’, but used transposition technique in the post-test by using the adverb “quantitatively”, which sounds more natural and appropriate. In translating the last sentence, the student used compensation technique in both the pre-test and post- test, but in the pre-test the student linguistically reduced “*secara*” (literally: “in way of”)

*) Source of authentic text (source text for translation):

http://www.kompasiana.com/beprocess123/guru-merupakan-penentu-keberhasilan-pendidikan-realitasnya-masih-banyak-sekolah-kekurangan-guru_55b8565c927a61c8134654da

Comparing the translating pre-test and post-test results above, it is obvious that in the post-test the student made less errors in grammar than they did in the pre-test, although errors still occurred in the post-test. He was more aware of plurality, by using "teachers" and "students" in plural contexts such as in "teachers are the forefront in improving the quality of education", "they will interact with the students", "the number of teachers in Indonesia is sufficient", although he missed the plural marker in "conducted by the teacher in the classroom". Contrastively, in the pre-test the student used singular form for the context of plural such as in "Teacher is spearhead", "They will do a direct interaction with the student", "implemented by the teacher", and "the number of the teacher in Indonesia is adequate".

The example above also reveals that the use of double predicates in the pre-test did not occur in the post-test. In the pre-test the student used double predicates in "the overall quality of education is begin with the learning process quality", while in the post-test he used the normal single predicate "the overall quality of education started from the quality of learning", although the choice of tense was incorrect.

The student also shows better choice of word, such as in the use of the word "quantitatively" in the post test, compared to the use of "in quantity" in the pre-test. It should be noted, however, that he still made the same error in pre-test and post-test when using passive voice such as in the clause "that implemented by the teacher" (pre-test) and "that conducted by the teacher" (post-test).

With regard to the use of translation techniques, in general he used more appropriate translation techniques in the post-test, although not necessarily more varied. In the above example, in most sentences the student used the same translation techniques in both pre-test and post-test; for example, in sentence 1 of the pre-test he tried to chop the sentence and used transposition technique by changing the independent clause into another sentence, but in the post-test he made literal translation, but with more careful grammar (correct plural) and retained tone. Translation of the second sentence in the post-test "Through this learning process the quality of education begin" better represents and retain the tone of the original than the sentence in the pre-test "The quality of education is initiated through the learning process", although the meanings are similar. The one in the post-test emphasizes the learning process as the onset of good quality education, as the original text suggests. In the next sentence, the student use literal translation in the pre-test using the word 'in quantity', but used transposition technique in the post-test by using the adverb "quantitatively", which sounds more natural and appropriate. In translating the last sentence, the student used compensation technique in both the pre-test and post- test, but in the pre-test the student linguistically reduced "*secara*" (literally: "in way of")

into just "in", and in the post-test he used more equivalent translation "in terms of".

Conclusion

Findings of the research reveal that restructuring practice has made the students more aware of the importance of choosing the appropriate translation techniques. The findings also reveal that students become more careful with grammar and choice of words, as seen from the less grammar errors and better choice of words. The still occurring grammar errors in their translations, such as in noun phrase (especially one with multiple modifiers), passive construction, tense-aspect system, and plurality suggest that students need a lot more practice and that teachers should also pay attention on the students' grammar and vocabulary in their feedback during the learning process. Also, in the pre-requisite grammar classes, these weak grammar items should be highlighted.