WORKLOAD ASSESSMENT
TRANSLATION THEORY AND PRACTICE ASSESSMENT

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

WORKLOAD ASSESMENT

Translation Theory and Practice

Academic Year 2019/2020

Coordinator:
Dr. Widyastuti, S.S., M.Pd

Team:
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Hujuala Rika, S.S., M.A

ENGLISH LITERATURE STUDY PROGRAM
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UNVERSITAS NEGERI SURABAYA

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UNESA	Universitas Negeri Surabaya Faculty of Languages and Arts ENGLISH LITERATURE STUDY PROGRAM				Document Co

Lesson Plan					
COURSE	**Code**	**Cluster**	**Credits**	**Semester**	**Compilation Date**
Translation Theory and Practice	8820302125	Languages	**T=3** **P=1**	3	2020
AUTHORIZATION **Pratiwi Retnaningdyah, Ph.D**	**Lesson Plan Developer** Dr. Widyastuti, S.S., M.Pd	**Coordinator** Dr. Widyastuti, S.S., M.Pd		**Head of Study Program** **Pratiwi Retnaningdyah, Ph.D**	

Program Learning Outcome (PLO)		**PLO**
	PLO 1	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomer
	PLO 2	Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication.
	PLO 3	Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners.
	PLO 4	Being able to create sound academic or non-academic works both oral and written for various audiences and purposes
	PLO 5	Being able to demonstrate an English communication capability that involves at least two different cultural contexts.
	PLO 6	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2
	Course Learning Outcome (CLO)	
	CLO1	Being able to examine features on linguistics that contribute to engage in translation process and product
	CLO2	Being able to infer the translation techniques implemented in the translation products both in fiction and non-fiction text
	CLO3	Being able to appraise a translation product by examining ideology and translation methods that produced by the learners.
	CLO 4	Being able to translate informative and fictitious English text or vice versa in term of readability

	CLO 5	Being able to translate informative and fictitious English text or vice versa in term of accuracy and acceptability
	CLO 6	Being able to explain the chosen techniques in translating cultural items
Course Description	The course in designed to be an introduction to the theory and practice of translation, from English to Indonesian, and vice versa. The course will cover the essential of translation in a variety of texts (i.e. literary, legal, leaflet). The course includes regular translation assignments as well as a supervised final project. The class will be conducted in both Indonesian and English as needed, as the instructional materials and activities encompass both languages. The prerequisites are therefore a strong command in written skills (reading and writing) as well as a solid knowledge of Indonesian and English grammar.	
Learning Materials/ Topics	Translation types, translation ideology, translation methods, translation techniques, translator's competence, phrases, clauses, and types of sentence and translation quality.	
References	**Primary**	Baker, M. 1992. *In Other Words: A Coursebook on Translation*. London: Sage Publication.
	Supplementary	1. Albir, Hurtado, A (ed). (2017). Researching Translation Competence by PACTE .GROUP. Amsterdam: John Benjamins Publishing Company. 2. Baker, Mona. (2011). *In Other Words*: *A Course Book on Translation*. Second Edition 3. Bassnett, Susan. (2002). Translation Studies. London: Routledge. 4. Davies, Maria Gonzales. (2004). Multiple Voices in the Translation Classroom: Activities, Tasks, and Projects . Philadelphia: John Benjamins Publishing Company 5. Dybiec-Gajer, Joanna, et al. (eds). (2020). Negotiating Translation anf Transcreation of Children's Literature: From Alice to the Moomins. Singapore: Springer. 6. Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book . London: Routledge 7. Myskja, K. (2013). "Foreignisation and resistance: Lawrence Venuti and his critics." *Nordic Journal of English Studies* 12(2):1-23. 8. Machali, R.,&Herfan, J., D. (2000). *Pedoman bagi penerjemah*. Jakarta: Gramedia Widiasarana Indonesia (Grasindo). 9. Molina, L & Albir, Translation Techniques Revisited: A Dynamic and Functionalist Approach. *Meta*, XLVII(4), 498-512 10. Munday, J (Ed).(2009). *The Routledge companion to translation studies*. USA: Routledge
Lecturer(s)	Dr. Widyastuti, S.S., M.Pd	
Prerequisite	Grammar and introduction to linguistics	

Meetings	Competence	Indicator	Topics	Methods	Time allotment	Sources	Learning experience
1	Preparing for the learned course for the whole semester	● To define translation, translating, and translator ● To explain the relationship among measurement, testing, assessment, evaluation and teaching	RPS, learning contract	discussion	2 X 50 menit	Siakadu	By attending the lecture on making learning contract and recognizing the learning material during a semester.
2	Understanding the problems of translation in the translated text and being able to identify them	● To identify untranslated message in term of grammar from source text to target text ● To identify untranslated message in term of syntax from source text to target text ● To identify untranslated message in term of mechanic from source text to target text ● To elaborate the connotative and denotative meaning of translated text	● Grammatical errors ● Syntactical errors ● Mechanical errors ● Problems of meaning equivalence	Lecturing, Discussion, Practice	2 x 50 menit	Baker, Mona. (2011). *In Other Words*: *A Course Book on Translation*. Second Edition	● By attending the lecture on observing both source text and target text in term of grammar, syntax, mechanic and meaning equivalence
3	Understanding and translating practice of idiomatic expressions and literary devices	● To identify forms of English idiomatic expression ● To identify forms of English Metaphor ● To identify forms of English personification ● To elaborate English metaphor and personification compare	● Translating idiomatic expressions ● Translating metaphors ● Translating personifications	Lecturing, Discussion, Practice	2 x 50 menit	150	By Attending lecture on literary devices, namely English metaphor, personification

		with Indonesian metaphor and personification ● To practice rendering English idiomatic expression into Indonesian translated text. ● To practice rendering English personification into Indonesian translated text.					
4	Understanding and translating practice of idiomatic expressions and literary devices	● To identify forms of English simile as the source text ● To identify forms of English Allusion ● To elaborate English simile and allusion compare with Indonesian simile and allusion ● To practice rendering English simile into Indonesian translated text. ● To practice rendering English allusion into Indonesian translated text.	● Translating similes ● Translating allusions	Lecturing, Discussion, Practice	2 x 50 menit	150	By observing literary devices, such as simile, allusion in both ST and TT.

5	Understanding the translation methods in the process of translation and doing the translation practice (various genres of non-literary works: scientific texts, legal texts, other ordinary and documentary texts)	● To Identify word-for-word translation ● To Identify literal translation ● To Identify faithful translation ● To Identify semantic translation ● To interpret the chosen translation methods in non-literary works.	● Word-for-word translation ● Literal translation ● Faithful translation ● Semantic translation	Lecturing, Discussion, Practice	2 x 50 menit	150	By reading Newmark theory on translation method, students classify the translation methods into two: ST orientation and TT orientation
6	Making use of the knowledge of language skills and components to assess language skills.	● TO mention Various methods for assessing translated text ● TO explain Various methods for assessing translation product	Various methods for assessing translation product	Lecture and presentatio n		150	By reading Newmark theory on translation method, students classify the translation methods into two: ST orientation and TT orientation to assess translation product
7	Understanding the translation methods in the process of translation and doing the translation practice (various genres of non-literary works: scientific texts, legal texts, other ordinary and documentary texts)	● To Identify adaptation ● To Identify free translation ● To Identify idiomatic translation ● To Identify communicative translation ● To interpret the chosen translation methods in literary works.	● Adaptation ● Free translation ● Idiomatic translation ● Communicative translation	Lecturing, Discussion, Practice	2 x 50 menit	100	Using their PPT on various methods of assessing translation product in groups

8	Understanding the translation techniques in the process of translation and doing the translation practice	● To elaborate adaptation technique ● To elaborate amplification ● To elaborate borrowing ● To elaborate calque ● To interpret chosen translation techniques in non-literary works.	● Adaptation ● Amplification ● Borrowing ● *Calque*	Lecturing, Discussion, Practice	2 x 50 menit	150	Using their PPT on various methods of assessing translation product in groups
9	Understanding the translation techniques in the process of translation and doing the translation practice	● To elaborate description technique ● To elaborate discursive creation ● To elaborate established equivalence ● To elaborate calque ● To interpret chosen translation techniques in non-literary works	● Description ● Discursive creation Established equivalence	Lecturing, Discussion, Practice	2 x 50 menit	150	Using their PPT on various methods of assessing translation product in groups
10	Mid-Semester Test	● TO mention Various methods for assessing translation product ● TO explain Various methods for assessing translation product	Materials 1 – 9		2 x 50 menit	150	Self evaluation
11	Understanding the translation techniques in the process of translation and doing the translation Practice	● To elaborate generalization technique ● To elaborate particularization ● To elaborate substitution ● To elaborate Variation	● Generalization ● Particularization ● Substitution ● Variation	Lecturing, Discussion, Practice	2 x 50 menit	150	Using the data obtained from translation assessment and the rubric developed previously, students interpret them

		● To interpret chosen translation techniques in non-literary works and literary works					
12	Understanding the translation procedures in the process of translation and doing the translation practice	● To elaborate transference technique ● To elaborate naturalization ● To elaborate cultural equivalent ● To elaborate functional equivalent ● To interpret chosen translation procedure in non-literary works and literary works ● To practice translating pamphlet from English into Indonesian	● Transference ● Naturalization ● Cultural equivalent ● Functional equivalent	Lecturing, Discussion, Practice	2 x 50 menit	150	Using the data obtained from translation assessment and the rubric developed previously, students interpret them
13	Understanding the translation procedures in the process of translation and doing the translation practice	● To mention descriptive equivalent ● To mention synonymy ● To mention through-translation shift ● To mention transposition ● To interpret chosen translation procedure in non-literary works and literary works	● Descriptive Equivalent ● Synonymy ● Through-translation Shifts or transpositions	Lecturing, Discussion, Practice	2 x 50 menit	150	Using the data obtained from translation assessment and the rubric developed previously, students interpret them
14	Doing the translation Practice	● To mention modulation ● To elaborate recognized translation ● To elaborate translation label	● Modulation ● Recognized translation ● Translation label	Lecturing, Discussion, Practice	2 x 50 menit	150	Using the data obtained from translation assessment and the rubric

		● To elaborate compensation ● To practice translating subtitling national geography	● Compensation				developed previously, students interpret them

Assessment

Meetings	Indicator	Assessment forms
1	● To define translation, translating, and translator To explain the relationship among measurement, testing, assessment, evaluation and teaching	Diagnostic assessment
2	● To identify untranslated message in term of grammar from source text to target text ● To identify untranslated message in term of syntax from source text to target text ● To identify untranslated message in term of mechanic from source text to target text ● To elaborate the connotative and denotative meaning of translated text	Quiz
3	● To identify forms of English idiomatic expression ● To identify forms of English Metaphor ● To identify forms of English personification ● To elaborate English metaphor and personification compare with Indonesian metaphor and personification ● To practice rendering English idiomatic expression into Indonesian translated text. ● To practice rendering English personification into Indonesian translated text. ●	Problem-based test
4	● To identify forms of English simile as the source text ● To identify forms of English Allusion ● To elaborate English simile and allusion compare with Indonesian simile and allusion	Portfolio assessment

	● To practice rendering English simile into Indonesian translated text. ● To practice rendering English allusion into Indonesian translated text. ●	
5	● To Identify word-for-word translation ● To Identify literal translation ● To Identify faithful translation ● To Identify semantic translation ● To interpret the chosen translation methods in non-literary works.	Portfolio assessment
6	● TO mention Various methods for assessing translated text ● TO explain Various methods for assessing translation product	Portfolio assessment
7	● To Identify adaptation ● To Identify free translation ● To Identify idiomatic translation ● To Identify communicative translation ● To interpret the chosen translation methods in literary works.	Portfolio assessment
8	● To elaborate adaptation technique ● To elaborate amplification ● To elaborate borrowing ● To elaborate calque ● To interpret chosen translation techniques in non-literary works.	Portfolio assessment

9	● To elaborate description technique ● To elaborate discursive creation ● To elaborate established equivalence ● To elaborate calque ● To interpret chosen translation techniques in non-literary works	Portfolio assessment
10	● TO mention Various methods for assessing translation product ● TO explain Various methods for assessing translation product	Portfolio assessment
11	● To elaborate generalization technique ● To elaborate particularization ● To elaborate substitution ● To elaborate Variation ● To interpret chosen translation techniques in non-literary works and literary works	Portfolio assessment
12	● To elaborate transference technique ● To elaborate naturalization ● To elaborate cultural equivalent ● To elaborate functional equivalent ● To interpret chosen translation procedure in non-literary works and literary works ● To practice translating pamphlet from English into Indonesian	Portfolio assessment
13	● To mention descriptive equivalent ● To mention synonymy ● To mention through-translation shift	Portfolio assessment

	● To mention transposition ● To interpret chosen translation procedure in non-literary works and literary works	
14	● To mention modulation ● To elaborate recognized translation ● To elaborate translation label ● To elaborate compensation ● To practice translating subtitling national geography	Portfolio assessment

B. Course Evaluation and Development

1. Calculation of Student Workload

Module/Course Title	Student Workload 78.4	Credits 4.77 ECTS	Semester Even	Frequency 28 CU	Duration 14 Meetings
Translation Theory and Practice					

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
3 CU	3.18 ECTS	2100 minutes	2520 minutes	2520 minutes

2. Assessment of PLO

ASSESMENT OF PROGRAM LEARNING OUTCOMES (PLO)

COURSE : Translation Theory and Practice
CREDIT : 3
STUDY PROGRAM : English Literature
PERIOD : 2018/2019 (2) *tahun ajaran mata kuliah diberikan
ClASS : 2016A, 2016B, & 2016C
PARTICIPANTS : 89

PROGRAM LEARNING OUTCOMES

PLO1. Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.
PLO2. Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication.
PLO3. Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners.
PLO6. Being able to create sound academic or non-academic works both oral and written for various audiences and purposes
PLO7. Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.
PLO8. Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement

COURSE LEARNING OUTCOMES

CLO 1. To examine features on linguistics that contribute to engage in translation process and product
CLO 2. To infer the translation techniques implemented in the translation products both in fiction and non-fiction text
CLO 3. To appraise a translation product by examining ideology and translation methods that produced by the learners
CLO 4. To translate informative and fictitious English text or vice versa in term of readability
CLO 5. To translate informative and fictitious English text or vice versa in term of accuracy and acceptability
CLO 6. To explain the chosen techniques in translating cultural items

CLO-PLO CORRELATION

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	V							
CLO2		V						
CLO3			V					
CLO 4						V		
CLO 5							V	
CLO 6								V

ASSESMENT PLAN

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO 1	V							
CLO 2		V						
CLO 3			V					
CLO 4						V		
CLO 5							V	
CLO 6								V

ASSESMENT PLAN

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO 1	V							
CLO 2		V						
CLO 3			V					
CLO 4						V		
CLO 5							V	
CLO 6								V

STUDENTS' PERFORMANCE

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
Excellent	28%	28%	28%			28%	28%	28%
Good	65%	65%	65%			65%	65%	65%
Satisfactory	3%	3%	3%			3%	3%	3%
Failed	3%	3%	3%			3%	3%	3%
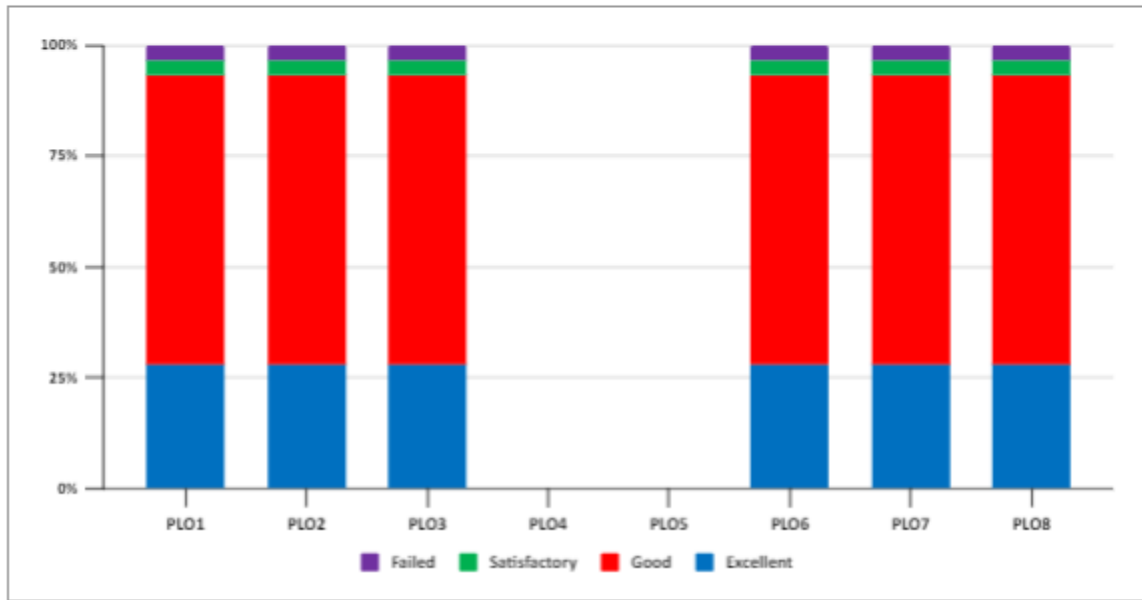
Name									
NOFA NURFAIZAH ARDHEVA	78.7	78.7	78.7	#DIV/0!	#DIV/0!	78.7	78.7	78.7	10
SESHA LARAS ANDRIANI	78.5	78.5	78.5	#DIV/0!	#DIV/0!	78.5	78.5	78.5	11
BERTHA YUWANDA RAHMANDANI	76.5	76.5	76.5	#DIV/0!	#DIV/0!	76.5	76.5	76.5	12
MIRANDA MUGE AISYAH	78.1	78.1	78.1	#DIV/0!	#DIV/0!	78.1	78.1	78.1	13
IDA MAULIDIYAH	78.7	78.7	78.7	#DIV/0!	#DIV/0!	78.7	78.7	78.7	14
FITRI RAHMAWATI ASTIANDANI	82.2	82.2	82.2	#DIV/0!	#DIV/0!	82.2	82.2	82.2	15
VIENNA FRANCESCA	80.6	80.6	80.6	#DIV/0!	#DIV/0!	80.6	80.6	80.6	16
SHALASAH TALISTAH	79.8	79.8	79.8	#DIV/0!	#DIV/0!	79.8	79.8	79.8	17
AYU NURI FRANSISKA	82.4	82.4	82.4	#DIV/0!	#DIV/0!	82.4	82.4	82.4	18
NOVIA ARDELLIA PUTRI	78.1	78.1	78.1	#DIV/0!	#DIV/0!	78.1	78.1	78.1	19
SHEILA FAHIRA MUHDI	79.7	79.7	79.7	#DIV/0!	#DIV/0!	79.7	79.7	79.7	20
MEYLIA SANTANA SETIA DINANTI	78.7	78.7	78.7	#DIV/0!	#DIV/0!	78.7	78.7	78.7	21
WIRDA SYIFA'UL ULYA	77.5	77.5	77.5	#DIV/0!	#DIV/0!	77.5	77.5	77.5	22
YUNITA FIRNA ROTINNISA	78.5	78.5	78.5	#DIV/0!	#DIV/0!	78.5	78.5	78.5	23
TIYA NURLATIVAH	79.7	79.7	79.7	#DIV/0!	#DIV/0!	79.7	79.7	79.7	24
ASFIDYANTI DWI BUNGA MN	79.7	79.7	79.7	#DIV/0!	#DIV/0!	79.7	79.7	79.7	25
NOR CHASANAH	81.4	81.4	81.4	#DIV/0!	#DIV/0!	81.4	81.4	81.4	26
NUR ANNISSA ROSE	81.8	81.8	81.8	#DIV/0!	#DIV/0!	81.8	81.8	81.8	27
AULIA HEGARSARI	81.8	81.8	81.8	#DIV/0!	#DIV/0!	81.8	81.8	81.8	28
FAHMI FIRMANSYAH	79	79	79	#DIV/0!	#DIV/0!	79	79	79	29
LALU ZULHI YAMAMIARTHA	61.4	61.4	61.4	#DIV/0!	#DIV/0!	61.4	61.4	61.4	30
ARIGHI RAMADHANI DWIMAWIJAYA	74.8	74.8	74.8	#DIV/0!	#DIV/0!	74.8	74.8	74.8	31
DEBBY NADHYA MAHARANI	69.1	69.1	69.1	#DIV/0!	#DIV/0!	69.1	69.1	69.1	32
WISNU AJI WARDANI	52.6	52.6	52.6	#DIV/0!	#DIV/0!	52.6	52.6	52.6	33
BEATRICE OKTAPRIASTUTI	78.8	78.8	78.8	#DIV/0!	#DIV/0!	78.8	78.8	78.8	34
GERHARD JONATHAN MANULLANG	82.8	82.8	82.8	#DIV/0!	#DIV/0!	82.8	82.8	82.8	35
ROSYAD MAHASIN MIRANTO	80.2	80.2	80.2	#DIV/0!	#DIV/0!	80.2	80.2	80.2	36
RIRIN APRILLIA	79	79	79	#DIV/0!	#DIV/0!	79	79	79	37
PALUPI PARAMARTA EFFENDI	78	78	78	#DIV/0!	#DIV/0!	78	78	78	38
NINDYA YUNITA ARDYANI	80.5	80.5	80.5	#DIV/0!	#DIV/0!	80.5	80.5	80.5	39
KHOIRUR RIZKY PRIMANDA	55.6	55.6	55.6	#DIV/0!	#DIV/0!	55.6	55.6	55.6	40
VANESA ELFIERA AGRESRI RAMADHAN	78.1	78.1	78.1	#DIV/0!	#DIV/0!	78.1	78.1	78.1	41
AYU FITRIAWATI	77.2	77.2	77.2	#DIV/0!	#DIV/0!	77.2	77.2	77.2	42
RIZKYA FAJARANI BAHAR	80.2	80.2	80.2	#DIV/0!	#DIV/0!	80.2	80.2	80.2	43
YHEDHIDA RUHAMA BR. HUTAPEA	79	79	79	#DIV/0!	#DIV/0!	79	79	79	44
QOWIY DIBYO PURUHITO	77.8	77.8	77.8	#DIV/0!	#DIV/0!	77.8	77.8	77.8	45
MUHAMMAD IQBAL NURCAHYO REYNALDI	76.5	76.5	76.5	#DIV/0!	#DIV/0!	76.5	76.5	76.5	46
IRFAN JANUAR RAMADHAN	80.4	80.4	80.4	#DIV/0!	#DIV/0!	80.4	80.4	80.4	47
FEBRICHA ARIEMBY FITRIANI	79.8	79.8	79.8	#DIV/0!	#DIV/0!	79.8	79.8	79.8	48
DEWI PUSPITA SARI WIBOWO	79.3	79.3	79.3	#DIV/0!	#DIV/0!	79.3	79.3	79.3	49
MUHAMMAD RIFQI YUDISTIRA SAPUTRA	79.1	79.1	79.1	#DIV/0!	#DIV/0!	79.1	79.1	79.1	50

MUZAMMILAH	78.3	78.3	78.3	#DIV/0!	#DIV/0!	78.3	78.3	78.3	51
SHERLY SENSITA AGNES JANAH	78.6	78.6	78.6	#DIV/0!	#DIV/0!	78.6	78.6	78.6	52
RIZKY ARIWICAKSANA PUTRANUGRAHA	79.8	79.8	79.8	#DIV/0!	#DIV/0!	79.8	79.8	79.8	53
HAMMAM AZKA FARAZ	77	77	77	#DIV/0!	#DIV/0!	77	77	77	54
NUR ROHMAH ISNAWATI	78.4	78.4	78.4	#DIV/0!	#DIV/0!	78.4	78.4	78.4	55
HEGAR ADITIYA	78	78	78	#DIV/0!	#DIV/0!	78	78	78	56
LILA AJENG RISKA DWIANI	79.1	79.1	79.1	#DIV/0!	#DIV/0!	79.1	79.1	79.1	57
SHAFIRA FARADIBA	78.6	78.6	78.6	#DIV/0!	#DIV/0!	78.6	78.6	78.6	58
FARAH KAMILIA	78.4	78.4	78.4	#DIV/0!	#DIV/0!	78.4	78.4	78.4	59
ADILLAH DWI SAPUTRA	80.3	80.3	80.3	#DIV/0!	#DIV/0!	80.3	80.3	80.3	60
VINCENTIUS VIVALDI	71	71	71	#DIV/0!	#DIV/0!	71	71	71	61
GANINDRA AHMAD ALTAMIR	44.5	44.5	44.5	#DIV/0!	#DIV/0!	44.5	44.5	44.5	62
FIKRI ARIK YASSAR	78.1	78.1	78.1	#DIV/0!	#DIV/0!	78.1	78.1	78.1	63
ERLANGGA PANJI MAHARDIKA	76.6	76.6	76.6	#DIV/0!	#DIV/0!	76.6	76.6	76.6	64
AHMAD YUSFI EL KARIM	77.4	77.4	77.4	#DIV/0!	#DIV/0!	77.4	77.4	77.4	65
AIMATUL AYU MAGHFIROH	80	80	80	#DIV/0!	#DIV/0!	80	80	80	66
ELOK BUDI RAMADHANI	79	79	79	#DIV/0!	#DIV/0!	79	79	79	67
RAHELITA LUKI YUVITASARI	80.5	80.5	80.5	#DIV/0!	#DIV/0!	80.5	80.5	80.5	68
NURANGGRA WINDILISTA RAMADHANTY	79	79	79	#DIV/0!	#DIV/0!	79	79	79	69
RIZKA SAFITRI	53.4	53.4	53.4	#DIV/0!	#DIV/0!	53.4	53.4	53.4	70
AHMAD AL AMIN PUTRA	77	77	77	#DIV/0!	#DIV/0!	77	77	77	71
MUHAMMAD NORMAN APRIZAL	81.5	81.5	81.5	#DIV/0!	#DIV/0!	81.5	81.5	81.5	72
BELLA KARINA ARVIYANTI	81.1	81.1	81.1	#DIV/0!	#DIV/0!	81.1	81.1	81.1	73
ROSI FAJAR AFRIANTI	79	79	79	#DIV/0!	#DIV/0!	79	79	79	74
YURI MAHIRTA SARI	80	80	80	#DIV/0!	#DIV/0!	80	80	80	75
LUKITANING NUR JAYANTI	81.1	81.1	81.1	#DIV/0!	#DIV/0!	81.1	81.1	81.1	76
FENA OKTAVIANI	77	77	77	#DIV/0!	#DIV/0!	77	77	77	77
ADVAITA SINATRYA RULINSANTICA	76.5	76.5	76.5	#DIV/0!	#DIV/0!	76.5	76.5	76.5	78
FEBRI QUINDADIARTO	78.4	78.4	78.4	#DIV/0!	#DIV/0!	78.4	78.4	78.4	79
SITI AISYAH	78.4	78.4	78.4	#DIV/0!	#DIV/0!	78.4	78.4	78.4	80
ERZA DIAN RANA	77.9	77.9	77.9	#DIV/0!	#DIV/0!	77.9	77.9	77.9	81
NURUL AINI	77.4	77.4	77.4	#DIV/0!	#DIV/0!	77.4	77.4	77.4	82
REZKY ARBIMA AKBAR	77.8	77.8	77.8	#DIV/0!	#DIV/0!	77.8	77.8	77.8	83
NADYA KARINA ARIMBI	79.3	79.3	79.3	#DIV/0!	#DIV/0!	79.3	79.3	79.3	84
RIA AJI ETERNA DEWI EVI AVIANTI	78.2	78.2	78.2	#DIV/0!	#DIV/0!	78.2	78.2	78.2	85
MUHAMMAD REYNALDY HIDAYAT	79	79	79	#DIV/0!	#DIV/0!	79	79	79	86
IZZATIA NABILA	81.7	81.7	81.7	#DIV/0!	#DIV/0!	81.7	81.7	81.7	87
ABDILLAAH JABBAAR	80.2	80.2	80.2	#DIV/0!	#DIV/0!	80.2	80.2	80.2	88
YULIA NURDIANIK	77.5	77.5	77.5	#DIV/0!	#DIV/0!	77.5	77.5	77.5	89
									90
									91

Kategori Capaian Per Mahasiswa

Nama	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	No.
FARIS GUNAWAN	G	G	G			G	G	G	1
REZA MAULANA	E	E	E			E	E	E	2
ELGA PERMATASARI	E	E	E			E	E	E	3
DIAN FITRIYANI	E	E	E			E	E	E	4
ELLSA ARINGGA BAHARI	G	G	G			G	G	G	5
HANIF HIDAYATULLAH	E	E	E			E	E	E	6
VANIA HASNANISRINA	E	E	E			E	E	E	7
SONYA LESTARI PUTRI	G	G	G			G	G	G	8
SYAHRIAL ACHMAD AL IMAMI	G	G	G			G	G	G	9
NOFA NURFAIZAH ARDHEVA	G	G	G			G	G	G	10
SESHA LARAS ANDRIANI	G	G	G			G	G	G	11
BERTHA YUWANDA RAHMANDANI	G	G	G			G	G	G	12
MIRANDA MUGE AISYAH	G	G	G			G	G	G	13
IDA MAULIDIYAH	G	G	G			G	G	G	14
FITRI RAHMAWATI ASTIANDANI	E	E	E			E	E	E	15
VIENNA FRANCESCA	E	E	E			E	E	E	16
SHALASAH TALISTAH	G	G	G			G	G	G	17
AYU NURI FRANSISKA	E	E	E			E	E	E	18
NOVIA ARDELLIA PUTRI	G	G	G			G	G	G	19
SHEILA FAHIRA MUHDI	G	G	G			G	G	G	20
MEYLIA SANTANA SETIA DINANTI	G	G	G			G	G	G	21
WIRDA SYIFA'UL ULYA	G	G	G			G	G	G	22
YUNITA FIRNA ROTINNISA	G	G	G			G	G	G	23
TIYA NURLATIVAH	G	G	G			G	G	G	24
ASFIDYANTI DWI BUNGA MN	G	G	G			G	G	G	25
NOR CHASANAH	E	E	E			E	E	E	26
NUR ANNISSA ROSE	E	E	E			E	E	E	27
AULIA HEGARSARI	E	E	E			E	E	E	28
FAHMI FIRMANSYAH	G	G	G			G	G	G	29
LALU ZULHI YAMAMIARTHA	S	S	S			S	S	S	30
ARIGHI RAMADHANI DWIMAWIJAYA	G	G	G			G	G	G	31
DEBBY NADHYA MAHARANI	S	S	S			S	S	S	32
WISNU AJI WARDANI	F	F	F			F	F	F	33
BEATRICE OKTAPRIASTUTI	G	G	G			G	G	G	34
GERHARD JONATHAN MANULLANG	E	E	E			E	E	E	35
ROSYAD MAHASIN MIRANTO	E	E	E			E	E	E	36
RIRIN APRILLIA	G	G	G			G	G	G	37
PALUPI PARAMARTA EFFENDI	G	G	G			G	G	G	38
NINDYA YUNITA ARDYANI	E	E	E			E	E	E	39

Name									No.
KHOIRUR RIZKY PRIMANDA	S	S	S			S	S	S	40
VANESA ELFIERA AGRESRI RAMADHAN	G	G	G			G	G	G	41
AYU FITRIAWATI	G	G	G			G	G	G	42
RIZKYA FAJARANI BAHAR	E	E	E			E	E	E	43
YHEDHIDA RUHAMA BR. HUTAPEA	G	G	G			G	G	G	44
QOWIY DIBYO PURUHITO	G	G	G			G	G	G	45
MUHAMMAD IQBAL NURCAHYO REYNALDI	G	G	G			G	G	G	46
IRFAN JANUAR RAMADHAN	E	E	E			E	E	E	47
FEBRICHA ARIEMBY FITRIANI	G	G	G			G	G	G	48
DEWI PUSPITA SARI WIBOWO	G	G	G			G	G	G	49
MUHAMMAD RIFQI YUDISTIRA SAPUTRA	G	G	G			G	G	G	50
MUZAMMILAH	G	G	G			G	G	G	51
SHERLY SENSITA AGNES JANAH	G	G	G			G	G	G	52
RIZKY ARIWICAKSANA PUTRANUGRAHA	G	G	G			G	G	G	53

APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC
Course Assessment
    A. Assessment Rubric
        1) Attitudes/Affective Domain

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$\leq SA < 55$

        2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and End-term tests).

            a. Assignment Rubric

The criteria of assignment according to Assignment Rubrics:

No	Aspects	Max. Score
1	Accuracy, acceptability, and readibility	100

b) Test (mid-term and End-term tests)

The criteria of mid-term and End-term tests in this course are:

1. To distinguish techniques, methods, and ideology in translation;
2. To distinguish literal and figurative meaning
3. To render written English text into written Indonesian text appropriately

f) End-term tests

To translate advertisement from English to Indonesian version and vice versa accurately and readability

.

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213
Telepon : +6231-99424912
Faksimile : +6231-99424932
e-mail : baikpik@unesa.ac.id

PRESENSI KULIAH
Periode 2020/2021 Gasal

Mata Kuliah : Translation Theory and Practice   Dosen : Dr. Widyastuti, S.S,
Kelas : 2018B
Prodi : S1 Sastra Inggris

No	NIM	Nama Mahasiswa	17 Sep 20	18 Sep 20	24 Sep 20	25 Sep 20	01 Oct 20	02 Oct 20	08 Oct 20	09 Oct 20	15 Oct 20	16 Oct 20	22 Oct 20	23 Oct 20	29 Oct 20	30 Oct 20	05 Nov 20	06 Nov 20	12 Nov 20	13 Nov 20	19 Nov 20	20 Nov 20	26 Nov 20	27 Nov 20	03 Dec 20	04 Dec 20
1.	17020154055	BRAMANTA AIPTA SABILILLAH	H	H	H	H	H	H	A	A	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
2.	17020154064	MOCHAMAD RAKA HEND AVANA	H	H	H	H	H	H	A	A	H	H	H	H	H	H	H	H	H	H	H	H	H	A	A	
3.	18020154042	ANNISA NUR FADILAH ROZI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
4.	18020154044	SHINTA SAFIRA RAMADHANI	H	H	H	H	H	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
5.	18020154045	NOVELIINA FILZAH YUDITYA SAFFA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
6.	18020154046	ISMI SELIWAMURTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
7.	18020154047	SYAJBILLA MAYLYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
8.	18020154048	KH KIMATUS SHOUMI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
9.	18020154049	CITRA MALASARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
10.	18020154050	MOCHAMMAD FERRY SUBAGYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
11.	18020154051	HASNA QONITAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
12.	18020154052	M IRSYAD RASYID R USYIDI	H	H	H	H	H	H	H	A	I	I	H	H	H	H	H	H	H	H	H	H	H	H		
13.	18020154053	REVADITA AMALIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
14.	18020154055	ADINDA NIRMALA CESILIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
15.	18020154057	NABILA GHASANI CILIANO PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
16.	18020154058	MOCH SAHRIL IRFAN AHMAD	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
17.	18020154059	SYANID WI FITRIANA	H	H	S	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
18.	18020154061	SITI ILIYATUN NUFUS	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	A
19.	18020154062	NADIA NURFAIZAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
20.	18020154063	MARIA FITRANI AINUN NIZA	H	H	H	H	H	H	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H		
21.	18020154064	FABIO BER NARMO WIYOGO																								
22.	18020154065	RIZA KHATTAMI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
23.	18020154066	DEVICHA LIIDYA ASRININGTYAS	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
24.	18020154067	SHANIA SUKMA PATRIANEGARI MULYONO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
25.	18020154069	HAYYA SYAHRUR ROMADHON	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
26.	18020154070	ALZA OCTA PRIAR GIANSYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
27.	18020154071	RIVO JONIH AIRDIAN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
28.	18020154072	NISA ASHA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		

b. Sample of Course Log Book

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

UNIVERSITAS NEGERI SURABAYA

Kampus Ketintang
Jalan Ketintang, Surabaya 60231
T: +6231-8293 484
F: +6231-8293 484
laman: unesa.ac.id
email : bakpk@unesa.ac.id

Aktivitas Perkuliahan

Nama Matakuliah : Translation Theory and Practice   **Dosen :**   WIDYASTUTI (197206261998022002)

Kelas   : 2018B

Jadwal & Ruang : T08.02.03 (07.00 – 08.40) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	17-09-2020	Pertemuan ke 1	overview of the scope of the translations course.	31	Terjadwal	Widyastuti
2	18-09-2020	Pertemuan ke 2	delivering learning materials and students activities during one semester.assigning learning contract	31	Terjadwal	Widyastuti
3	24-09-2020	Pertemuan ke 3	grammatical errors, mechanical errors, syntactical errors and equivalent in translation	30	Terjadwal	Widyastuti
4	25-09-2020	Pertemuan ke 4	practicing translate English into Indonesian text a tourism text and physic text	31	Terjadwal	Widyastuti
5	01-10-2020	Pertemuan ke 5	equivalence of the non-fiction text about tourism	31	Terjadwal	Widyastuti
6	02-10-2020	Pertemuan ke 6	translation of idioms, metaphor, and personification	31	Terjadwal	Widyastuti
7	08-10-2020	Pertemuan ke 7	Equivalence of translated idioms, metaphor, and personification in Pamuks My Name is Red.	31	Terjadwal	Widyastuti
8	09-10-2020	Pertemuan ke 8	Independent study of the presentation of a workgroup (method, techniques, and translation quality)	29	Terjadwal	Widyastuti
9	15-10-2020	Pertemuan ke 9	Translation theories and translation Procedure	26	Terjadwal	Widyastuti
10	16-10-2020	Pertemuan ke 10	introduction of translation theories	30	Terjadwal	Widyastuti
11	22-10-2020	Pertemuan ke 11	translation process and product	30	Terjadwal	Widyastuti
12	23-10-2020	Pertemuan ke 12	translation process and product	31	Terjadwal	Widyastuti
13	29-10-2020	Pertemuan ke 13	Mawlidan	31	Terjadwal	Widyastuti
14	30-10-2020	Pertemuan ke 14	holiday officially	31	Terjadwal	Widyastuti
15	05-11-2020	Pertemuan ke 15	Mid-term test	31	Terjadwal	Widyastuti

			assignment in Gdrive			
17	12-11-2020	Pertemuan ke 17	share grops assignments at https://bit.ly/T2018A.	31	Terjadwal	Widyastuti
18	13-11-2020	Pertemuan ke 18	translating non-literature text, namely reaserch method	31	Terjadwal	Widyastuti
19	19-11-2020	Pertemuan ke 19	editing the translated product and giving assessment	31	Terjadwal	Widyastuti
20	20-11-2020	Pertemuan ke 20	reading articles Molina and albir and give 2 sons	31	Terjadwal	Widyastuti
21	26-11-2020	Pertemuan ke 21	Identify the translations program in other universities	31	Terjadwal	Widyastuti
22	27-11-2020	Pertemuan ke 22	discussion the translations techniques and their examples from English to Indonesian	31	Terjadwal	Widyastuti
23	03-12-2020	Pertemuan ke 23	Molina and Albirs translation techniques	29	Terjadwal	Widyastuti
24	04-12-2020	Pertemuan ke 24	Quiz	29	Terjadwal	Widyastuti
25	10-12-2020	Pertemuan ke 25	study the translators strategies to translate idioms	29	Terjadwal	Widyastuti
26	11-12-2020	Pertemuan ke 26	Translate idioms from Indonesian to English	29	Terjadwal	Widyastuti
27	17-12-2020	Pertemuan ke 27	back translation from English into Indonesiantranslation equivalence	29	Terjadwal	Widyastuti
28	18-12-2020	Pertemuan ke 28		0	Terjadwal	Widyastuti
29	24-12-2020	Pertemuan ke 29	Cuti bersama	31	Terjadwal	Widyastuti
30	25-12-2020	Pertemuan ke 30	Christmas Holiday	31	Terjadwal	Widyastuti

c. Sample of Assignment:

Recognize the translation techniques

Identify the translation techniques that were used by the translator of Sejarah Mekah particularly the bold words within asterix (*) based on Molina & Albir's translation technique.

* Required

1. Name *

   _____

2. NIM *

   _____

3. 1. ST: Pintu-pintu *Masjidil Haram* Ketika kaum Quraish masih menempati   10 points
   rumah-rumah di sekitar tempat thawaf dekat *ka'bah*, mereka sengaja
   membiarkan gang-gang antar rumah untuk keluar masuk ke tempat
   thawaf dan *Ka'bah*. TT: Doors of the *Masjid Haraam* The Quraish used
   to live in the vicinity of the *Ka'bah* around the Mataaf. There were alley
   ways around their houses for people topass through and no wall existed
   between their houses and the *Ka'bah*.

   _____

4. 2. ST: Perlu diingat pula *bahwa* bagi orang yang shalat di dalamnya,   10 points
   harus menghadap tepat ke arah Ka'bah TT: It should be borne in mind
   that the person performing salaah close to the Ka'bah *must face the
   Ka'bah directly*

   _____

d. Sample of Mid-term Test

UJIAN TENGAH SEMESTER GASAL 2020/2021

MATA KULIAH	: Translation Theory and Practice
KODE MATA KULIAH	: 7920203224
JUMLAH SKS	: 3 SKS
PRODI/ ANGKATAN	: Sastra Inggris/2018
HARI/TANGGAL	: Kamis/5 November 2020
ALOKASI WAKTU	: 150 menit
DOSEN	: Widyastuti, S.S., M.Pd

Name:

NIM:

Translating is not merely translating text literally, but finding the most equivalence expression which can express the message of one language into another language.

Translate the text as in table 1.1 properly by considering the target text is accurate, acceptable and readable enough for the target readers or not. Using Google translate is not permitted in this test. Underline the verbs of both languages and highlight (bold) the conjunctions of both languages.

Those whose register number are odd number revise text numbers 1-13 and text numbers 14-27 are completed taken by students belong to even number.

Table 1.1: Translating Text

No.	Source Text	Target Text
1	Ethnography is the work of describing a culture.	
2	The essential core of this activity aims to understand another way of life from the native point of view.	
3	The goal of ethnography, as Malinowski put it, is "to grasp the native's point of view, his relation to life, to realize his vision of his world" (1922:25).	
4	Field work, then, involves the disciplined study of what the world is like to people who have learned to see, hear, speak, think, and act in ways that are different.	

Sample of End-term Test

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Kampus Lidah, Jalan Kampus Lidah Unesa, Surabaya 60213
Telepon : +6231-7522876, Faksimil : +6231- 7522876
Laman : http://fbs.unesa.ac.id, email : fbs@.unesa.ac.id.

UJIAN AKHIR SEMESTER GASAL 2020/2021

MATA KULIAH	: Translation Theory and Practice
KODE MATA KULIAH	: 7920203224
JUMLAH SKS	: 3 SKS
PRODI/ ANGKATAN	: Sastra Inggris/2018
HARI/TANGGAL	: Kamis/14 Januari 2021
ALOKASI WAKTU	: -
DOSEN	: Widyastuti, S.S., M.Pd

Please write a paper about errors in translation. You should choose one out of three translation competence's areas, namely linguistic competence, cultural competence, and translation competence. Linguistic competence covers grammar knowledge while cultural competence deals with language's lexicon of language-specific consisting of word combination, such as idiomatic expression, phrasal verb, collocation and metaphorical expression. Meanwhile the last competence is the ability of utilizing technique, method, and ideology in the translation process.

The paper consists of five parts. They are introduction, finding and discussion, conclusion, references, and appendices. The introduction should address the underlying theories for framing the errors that comprise a main theory and two or more supporting theories relevant to your intended interest. Explain the concepts with the examples to clarify the definitions. In findings and discussion section, you should apply the concept that you rely on in the introduction to classify a word, phrase, or clause containing errors (limit to 20-25 data out of the available data in http://unesa.me/2018B) and discuss the significance of the findings in relation to the translation competence as a whole. For conclusion, you should summarize the errors' pattern that you found and recommend the solution in improving the quality of translation. The four sections are references that should be used to list all relevant work. Finally, you should attach 20-25 data that you chose randomly in the appendices section.

Assessment rubric

Building Evidence		
no	description	point
	Introduction	30
	Findings and Discussion	40
	Conclusion	15
	references	10
	appendix	5
	Total	100
	Final score	**100**

###Good Luck###

e. Sample of of Student's Answer to Assignment, Mid-term, and End-term Test

Khikmatus Shoumi
18020154048
Translation Theory and Practice 2018 B

Summary of Group 1

- Grammatical Errors

Most Common Grammar Mistakes	→	Verb Tense Error
	→	Confusing Words
	→	Double Negative

Negative + Negative = Positive

- Syntactical Errors

Linguistics problem of how roles are allocated in sentences and how different meaning bounding together.

Include: Passive voice, tenses, noun, auxiliary verb, subject verb agreement, and demonstrative determiner

- Mechanical Errors

| Mechanical Errors in general | 1. Spelling | 2. Punctuation | 3. Capitalization |

- Problems of Meaning Equivalence

| Relationship (Translation & Equivalence) |

- Language
- Context
- Cultural

| Problems in Equivalence |

Readers' responses

An objective translation

Impossible to have a constant and clear interpretations

Summary of Group 2

- Translating Idiomatic Expressions

Idiom → an expression → can't be understood from the meaning of its separate word → having a separate meaning of its own.

Strategies →
1. Using an idiom of similar meaning and form
2. Using an idiom of similar meaning but dissimilar form
3. Translation by paraphrase
4. Translation by omission of a play on idiom

- Translating Metaphors

Metaphor → a figurative language → used to explain or describe something → referring to other things having similar characteristics to someone or something

Methods →
1. The metaphor is maintained
2. The metaphor can be translated as simile
3. The metaphor of the source language is transferred to the metaphor in the target language which has the same meaning
4. The metaphor will be maintained by explaining the meaning or adding the topic of the talk or the point of similarity
5. The meaning of the metaphor is explained without using its metaphorical image

- Translating Personifications

Personification → a metaphor in which human qualities are given to animals, objects or ideas

Methods →
1. Personification expressions translated into figurative expression

Review:

Based on the comments made in the students' work, the task of this student is marked 80 (Good)

Sample of Mid test answer

Score: 78

UJIAN TENGAH SEMESTER GASAL 2020/2021

MATA KULIAH	: Translation Theory and Practice
KODE MATA KULIAH	7920203224
JUMLAH SKS	: 3 SKS
PRODI/ ANGKATAN	: Sastra Inggris/2018
HARI/TANGGAL	: Kamis/5 November 2020
ALOKASI WAKTU	: 150 menit
DOSEN	: Widyastuti, S.S., M.Pd

Name   : Sasa Lailatul Fitria
NIM   : 18020154005

Translating is not merely translating text literally, but finding the most equivalence expression which can express the message of one language into another language.

Translate the text as in table 1.1 properly by considering the target text is accurate, acceptable and readable enough for the target readers or not. Using Google translate is not permitted in this test. Underline the verbs of both languages and highlight (bold) the conjunctions of both languages.

Those whose register number are odd number revise text numbers 1-13 and text numbers 14-27 are completed taken by students belong to even number.

Table 1.1: Translating Text

No.	Source Text	Target Text
1	Ethnography is the work of describing a culture.	Etnografi adalah penelitian yang menggambarkan budaya.
2	The essential core of this activity aims to understand another way of life from the native point of view.	Inti utama dari penelitian ini bertujuan untuk memahami cara pandang hidup dari sudut pandang pribumi–penduduk asli yang berasal dari suatu tempat.
3	The goal of ethnography, as Malinowski put it, is "to grasp the native's point of view, his relation to life, to realize his vision of his world" (1922:25).	Tujuan etnografi, sebagaimana dikatakan oleh Malinowski, adalah "memahami sudut pandang pribumi, hubungannya dengan kehidupan, untuk mengetahui pandangan mengenai dunianya" (1992:25).
4	Field work, then, involves the disciplined study of what the world is like to people who have learned to see, hear, speak, think, and act in ways that are different.	Penelitian lapangan, kemudian, melibatkan pemikiran yang berpegang teguh pada seperti apa dunia bagi orang-orang yang telah belajar untuk melihat, mendengar, berfikir, dan bertindak dengan cara yang berbeda.

3. Read this KD: "Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan public yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks". This KD can be assessed by using: *7 points*

- ⦿ Product-oriented assessment
- ◯ Process-oriented assessment
- ◯ Both product/process-oriented assessment

4. This KD "Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya" is best assessed by using: *7 points*

- ◯ Product-oriented assessment
- ⦿ Process-oriented assessment
- ◯ Both product/process-oriented assessment

5. This KD "Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)" can be assessed by using: *8 points*

- ◯ Product-oriented assessment
- ⦿ Process-oriented assessment
- ◯ Both product/process-oriented assessment

6. Which of the followings is not the characteristics of alternative assessment? *8 points*

- ◯ They focus on processes as well as products
- ◯ They require students to perform, create, produce or do something.
- ◯ They use real-world context or simulations.
- ◯ They use tasks that represent meaningless instructional activities
- ⦿ They tap into higher-level thinking and problem solving skills

Sample of Final test answer

Score: 70

The compositional reading denotes their literal meaning, whereas the figurative meaning is noncompositional.

This technique will be used to analyze data obtained from the results of a questionnaire conducted by friends 2018A and 2018B.

Findings and Discussions

In this section, researchers will collect data on errors in idioms that have been made by some friends in 2018A and 2018B based on the results of the questionnaire they have worked on. The friends in the questionnaire have been told to answer as best they can without using translation tools like, Google Translate,etc. In this study, we will determine which one can be categorized as the correct idiomatic reading.

User
The introduction of how collecting the data didn't clear.

(SL: source language,TL: Target Language, R:respondent)

1. First idioms

SL: "I Didn't know what happened to you man, but you're already lose your touch."

User
Displaying the ST dan TT doesn't follow the convention.

TL: "Aku tidak tau apa yang terjadi padamu kawan, tapi kau telah kehilangan kemampuanmu"

R1 : "Aku tidak tahu apa yang terjadi padamu, tapi Kamu sudah kelewatan"

R2 : "Aku tidak tau apa yang terjadi denganmu, tetapi kamu sudah keterlaluan"

R3 : "Aku tidak tahu apa yang terjadi denganmu, tapi kamu tidak seperti dulu"

R4 : "Kamu sudah keterlaluan"

R5 : Aku tidak tau apa yang terjadi denganmu teman, tetapi kamu sudah keterlaluan

R6 : "Aku tidak tahu apa yang terjadi padamu, tapi kau sudah kehilangan rasa simpatimu."

R7 : Aku tidak tahu apa yang terjadi padamu, tapi kau sudah kehilangan semangatmu

R8 : Aku tidak tau apa yang terjadi padamu, tapi kamu terlihat kacau

R9 : Aku tidak tahu apa yang terjadi padamu, tapi kau sudah kehilangan kendali.

In R1,R2,R4,R5, and R8 cannot be categorized as correct idiomatic reading because the most of them answer word "keterlaluan" which is the meaning is very different from the TL. While, for R3 is the correct idiomatic reading because "tidak seperti dulu lagi" means he can't do what he usually do. For the rest R7,R8 and R9, even they are not correct to TL, they still have same figurative meaning in compositional way in the word"kehilangan".

User
The explanation of data are unclear.

Conculsion

Translation most effective ways to understand other languages, in order to understand the meaning from another text accurately. A translator should have knowledge both source and target language. Translator must work very hard in order to became a good translator. Translation can be used as literary works. Literary works are translated from foreign languages into Indonesian or vice versa especially into English such as poetry, short stories, novels, biographies, comics, etc. Those books can be enjoyed not only by people who have educational about English well, but also by those who don't.

From the findings and discussion it can conclude that translating language to another language isn't an easy job. A translator need to work har in order to became a good translator. On findings and discussion, we can see that some of the translator didnt really know or understand about an idioms. Analysis idioms is not an easy one. Translator need to put a lot of effort in order to understand about an idioms.

Analysis Correct Idiomatic Reading

Mochammad Alwi Husein

18020154009

Translation Theory 2018A

Introduction

Translation is a very common thing in our life especially when it comes to different languages. But you need to became a knowledgeable person. In order to understand the meaning from another text accurately, a translator should have knowledge both source and target language. Translator must work very hard in order to became a good translator. As an Indonesian, whenever we want to translate a language, we have to translate the language into Bahasa. This is one of the habits of Indonesian society when dealing with different languages. Even though sometimes they already understand what the meaning of the language is, they often translate it into Bahasa, in order to ensure that the meaning of the language is correct. Nowdays, translation is not only used for scientific purposes, but can also be used for literary works. Literary works are translated from foreign languages into Indonesian or vice versa especially into English such as poetry, short stories, novels, biographies, comics, etc. Those books can be enjoyed not only by people who have educational about English well, but also by those who don't.

In this case, the researcher will analyze the errors related to idioms. Idioms are a group of words that portray a meaning that cannot be guessed from knowing the meaning of the individual words. Idioms are one of the endless problems, especially for translators. In this paper, the researcher will use one technique, namely the Idiom Decomposition hypothesis technique (Gibbs and Nayak, 1989). A decomposable idiom is an idiom whose individual components contribute to its figurative meaning. Idioms whose individual constituents do not make such a contribution are nondecomposable.

Decomposability is a feature of idioms that is based on speakers' judgements and is therefore relevant from a psycholinguistic point of view. From a generative, syntactic point of view, only the literal meaning of an idiom is compositional, while the figurative meaning is always noncompositional. Therefore, decomposable idioms can be partly compositional, whereas nondecomposable idioms are usually truly noncompositional. As an example, consider the decomposable idiom *miss the boat*. Here, the verbal constituent *miss* contributes to the figurative meaning in a compositional way: *something is missed*. In a truly compositional, i.e., literal reading, *a boat is missed*, whereas in the idiomatic reading, *an opportunity is missed*. Many nondecomposable idioms, e.g., *kick the bucket*, have a compositional reading as well.

The compositional reading denotes their literal meaning, whereas the figurative meaning is noncompositional.

This technique will be used to analyze data obtained from the results of a questionnaire conducted by friends 2018A and 2018B.

Findings and Discussions

In this section, researchers will collect data on errors in idioms that have been made by some friends in 2018A and 2018B based on the results of the questionnaire they have worked on. The friends in the questionnaire have been told to answer as best they can without using translation tools like, Google Translate,etc. In this study, we will determine which one can be categorized as the correct idiomatic reading.

Comment — User: The introduction of how collecting the data didn't clear.

(SL: source language,TL: Target Language, R:respondent)

1. First idioms

SL: "I Didn't know what happened to you man, but you're already lose your touch." *

Comment — User: Displaying the ST dan TT doesn't follow the convention.

TL: "Aku tidak tau apa yang terjadi padamu kawan, tapi kau telah kehilangan kemampuanmu"

R1 : "Aku tidak tahu apa yang terjadi padamu, tapi Kamu sudah kelewatan"

R2 : "Aku tidak tau apa yang terjadi denganmu, tetapi kamu sudah keterlaluan"

R3 : "Aku tidak tahu apa yang terjadi denganmu, tapi kamu tidak seperti dulu"

R4 : "Kamu sudah keterlaluan"

R5 : Aku tidak tau apa yang terjadi denganmu teman, tetapi kamu sudah keterlaluan

R6 : "Aku tidak tahu apa yang terjadi padamu, tapi kau sudah kehilangan rasa simpatimu."

R7 : Aku tidak tahu apa yang terjadi padamu, tapi kau sudah kehilangan semangatmu

R8 : Aku tidak tau apa yang terjadi padamu, tapi kamu terlihat kacau

R9 : Aku tidak tahu apa yang terjadi padamu, tapi kau sudah kehilangan kendali.

In R1,R2,R4,R5, and R8 cannot be categorized as correct idiomatic reading because the most of them answer word "keterlaluan" which is the meaning is very different from the TL. While, for R3 is the correct idiomatic reading because "tidak seperti dulu lagi" means he can't do what he usually do. For the rest R7,R8 and R9, even they are not correct to TL, they still have same figurative meaning in compositional way in the word"kehilangan".

Comment — User: The explanation of data are unclear.

2. Second Idioms

SL : "Hey! we did it man, i thought there is no chance for us, but we pulled a rabbit out of his hat! we are the winner!"

TL : Hei! Kita berhasil kawan, aku kira kita sudah tidak memiliki kesempatan, tapi kita membuat keajaiban! Kita pemenangnya!

R1: Aku pikir kita tidak punya kesempatan, tapi kita berhasil, kita pemenangnya

R2: Hey! Kita melakukannya, saya fikir tidak ada kesempatan lagi untuk kita, tetapi kita telah berhasil melakukannya dengan baik! Kita adalah pemenangnya!

R3: Hey kita berhasil, aku kira tak ada kesempatan untuk kita, tapi kita berhasil mengalahkan mereka! Kita adalah pemenang nya

R4: Kita berhasil!

R5: Hey! Kita melakukan itu teman, saya fikir tidak ada kesempatan untuk kita, tetapi kita sudah berusaha! Kita adalah pemenangnya!

R6: "Hei! Kita berhasil, Kukira tidak ada kesempatan bagi kita, tapi kita tetap berusaha mencapainya! Kita pemenangnya!"

R7: Hei! Kita berhasil, aku pikir tidak ada kesempatan bagi kita, tetapi kita berhasil menaklukkannya! kita adalah pemenangnya!

R8: Hei kita berhasil kawan, aku pikir tidak ada kesempatan untuk kita tapi kita bisa menaklukkan nya. Kita ada adalah pemenang

R9: Hei! kami berhasil, ku pikir tidak ada kesempatan bagi kami, tetapi kami menarik kelinci dari topinya! kami adalah pemenangnya!

In R1 until R8, they have almost correct to TL answer. Word "berhasil dan berusaha menaklukannya" shows that, although thery are not Perfect to TL. They stiil have the same figurative meaning in compositional way. While for R9, its very different to TL, "tetapi kami menarik kelinci dari topinya!" its a pure translation, there is no certain meaning in that sentence.

3. Third Idioms

SL: "I thought driving a car is difficult and scary, but that was a piece of cake for me."

TL: "Aku kira mengemudikan mobil itu susah dan menakutkan, tapi ternyata terlalu mudah untukku"

R1: Aku pikir mengemudikan mobil itu susah dan menakutkan, tapi ternyata sangat mudah

R2: Saya fikir mengendarai mobil itu sulit dan menakutkan, tetapi itu mudah untukku

R3: Aku kira mengemudikan mobil itu susah, ternyata gampang

R4: Sangat mudah

R5: Saya fikir mengendarai mobil itu susah dan menakutkan, tetapi itu mudah untukku

R6: "Saya pikir mengendarai mobil itu sulit dan menakutkan, tapi ternyata itu mudah."

R7: Kukira mengendarai mobil itu sulit dan menakutkan, tetapi ternyata mudah bagiku.

R8: Aku pikir mengemudikan mobil adalah hal yang sulit dan menakutkan, ternyata itu adalah hal yg mudah

R9; Aku pikir mengendarai mobil itu sulit dan menakutkan, tetapi itu adalah hal yang mudah bagiku

In this idiom, all of them are answered correctly according to TL and can be categorized as Idiomatic reading. It shows that they really undertsand and know about this Idiom.

4. Fourth Idioms

SL: "Our job today is done, let's hit the hay earlier so we can finish this project before 14.00 pm." *

TL: Tugas Kita untuk hari ini telah selesai, segeralah untuk tidur lebih awal agar projek kita ini bisa selesai sebelum jam 02.00 pm

R1: Tugas kita hari ini selesai, mari kita kerjakan sehingga kita bisa selesai sebelum jam 2

R2: Pekerjaan kita susah selesai, mari kita bereskan semuanya agar kita dapat menyelesaikan projek ini sebelum jam 2

R3: Pekerjaan kita susah selesai, mari kita istirahat dulu agar kita bisa menyelesaikan proyek sebelum pukul 4 sore

R4: Langsung kerjakan

R5: Pekerjaan kita sudah selesai, <u>mari kita bereskan</u> semuanya sehingga kita dapat menyelesaikan projek ini sebelum jam 2

R6: "Pekerjaan kita hari ini sudah selesai, <u>ayo kita selesaikan</u> lebih awal sehingga kita bisa menyelesaikan proyek ini sebelum pukul 14.00 siang"

R7: Pekerjaan kita hari ini selesai, <u>mari kita beristirahat</u> lebih dahulu sehingga kita bisa menyelesaikan proyek ini sebelum pukul 14.00.

R8: Pekerjaan kita hari ini selesai, <u>mari istirahat</u> dulu jadi kita bisa menyelesaikan proyek nya sbelum jam 2

R9: Pekerjaan kita hari ini selesai, <u>mari kita lakukan</u> terlebih dahulu sehingga kita dapat menyelesaikan proyek ini sebelum pukul 14.00.

In this idiom, R1,R2,R4,R5,R6 and R9, cannot be categorized as correct idiomatic reading because they answer "mari kita kerjakan, mari kita lakukan, mari kita bereskan" which have very different meaning to TL. While for R3,R7 and R8, can be catogorized as idiomatic reading because the answer correctly to the TL.

5. Fith Idioms

SL: "He always been <u>walking on air</u> after finishing his project" *

TL: "Dia selalu <u>senang dan riang gembira</u> setelah menyelesaikan tugasnya."

R1: Dia selalu <u>bersenang senang</u> setelah menyrlesaikan pekerjaannya

R2: Dia selalu <u>bercanda</u> setelah menyelesaikan projek ini

R3: Dia <u>tidak lelah</u> meski sudah menyelesaikan proyek nya.

R4<u>: Bersenang senang</u>

R5: Dia selalu <u>bercanda</u> setelah mengerjakan projek ini

R6: Dia selalu <u>merasa bebas dan puas</u> setelah menyelesaikan proyeknya"

R7: Dia selalu <u>berjalan di udara</u> setelah menyelesaikan proyeknya

R8: Dia selalu <u>kelelahan</u> setelah menyelesaikan tugas nya

R9: Dia selalu <u>gembira</u> setelah menyelesaikan proyeknya.

In this idiom, R2,R3,R5, R7,R8, completly incorrect idiomatic reading. Becuse their answer is very different from TL. Word "tidak lelah,bercanda, berjalan diudara, kelelahan" are cannot be categorized as correct idiomatic. For R1,R4.R6 and R9 can be categorized as correct idiomatic because they are have same meaning correctly to the TL.

Conculsion

Translation most effective ways to understand other languages, in order to understand the meaning from another text accurately. A translator should have knowledge both source and target language. Translator must work very hard in order to became a good translator. Translation can be used as literary works. Literary works are translated from foreign languages into Indonesian or vice versa especially into English such as poetry, short stories, novels, biographies, comics, etc. Those books can be enjoyed not only by people who have educational about English well, but also by those who don't.

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References :

(Catford 1965) Catford, John Cunnison. 1965. "Language and Language Learning a Linguistic Theory of Translation." *Oxford University Press* 110.

Catford, John Cunnison. 1965. "Language and Language Learning a Linguistic Theory of Translation." *Oxford University Press* 110.

(Abel 2003)Abel. 2003. "English Idioms in the First Language and Second Language Lexicon: A Dual Representation Approach." *Second Language Research* 19:329-358 ST-English idioms in the first language.

Appendix :

Name:

"What do you know about Idioms?"

"What are the uses of idioms?"

"I Didn't know what happened to you man, but you're already lose your touch."

"Hey! we did it man, i thought there is no chance for us, but we pulled a rabbit out of his hat! we are the winner!"

"I thought driving a car is difficult and scary, but that was a piece of cake for me."

"Our job today is done, let's hit the hay earlier so we can finish this project before 14.00 pm."

"He always been walking on air after finishing his project"

Google Drive Link Kuisioner :

https://docs.google.com/forms/d/e/1FAIpQLSfPeEJMOxt-HqXXzAtQdstbTwTMO-IMtZUSHZU4jX1bkEpHiw/viewform?usp=sf_link