

## STUDENTS' STRATEGIES IN TRANSLATING ENGLISH TEXT INTO INDONESIA LANGUAGE

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### ABSTRACT

Translation process requires the right translation strategy. Students who are not able to choose a good strategy will produce less quality of translation results. This research explores translation strategies applied by students when translating English narrative texts into Indonesia language. 25 students of the English language education program who participated in translation course were asked to translate English narrative texts into Indonesia language. Five articles of the translation results were selected as data to be analyzed. The data showed that literal translation strategies are still dominated. However, most of the texts were translated well. Grammatical errors only occur in noun phrases and adjectives where the grammatical pattern still applied the pattern of Indonesia language.

*Key Words: Translation, translation strategies, narrative text,*

### A. INTRODUCTION

Students still have any difficulties when translating English texts into Indonesia Language. Except they lack in understanding the text content, equivalence aspects of words that cannot be translated into their target language is also being a problem. These stimulate them often applied only one translation strategy, its word for word translating strategy.

It cannot be avoid that translating is a productive skill that requires high level critical thinking. Therefore, in various academic discourses, translation is categorized as the fifth language skill after four other skills such as listening, reading, writing and speaking. This is because in the translation process, students are not only expected to have a lot of vocabulary, they must also be able to explain grammatical and equivalence sides of the source language and the target language.

In the process of translating English texts into Indonesia language, students are still affected of grammatical aspects of Indonesia language as the target language. Words meaning that cannot be transformed into Indonesia language are translated as the basic form of the word. Meanwhile, multiple meaningful words is still complicated to determine the precise meaning of words.

Generally, students have learned theory of translation strategies such as literal translation, semantic, idiomatic, and others. However, its implementation has not been well placed. For example, in what context, students apply literal or idiomatic translation. It is indicated that accuracy to determine strategy, understands equivalence, choosing the right words are important elements in translation process.

Especially for literary texts, students must comprehend it more deeply because literary text tends to utilize multi-meaning and abstract words. Therefore, careful in translation is highly

recommended. They have to understand the context of the text as the background knowledge before translated it.

This study aims to explore in depth understanding about students' translation strategies in translating English narrative texts into Indonesia language. The focus of his research is on seven basic strategies, namely borrowing, calqued, literal translation, transposition, modulation, equality and adaptation.

## **B. LITERATURE REVIEW**

The term translation refers to product and process aspects. Process aspect seen how to translate a text, while in product context, the focus point is on the results of the translation. Explicitly, the first aspect argued about the role of the translator in converting the original text into the target language, process aspect explains how the accuracy a translation result (Emzir, 2015). Translation is also explained as a form of substitution of meaning / transfer of meaning in a text in one language, representation of equivalence in a text in a second language (Bell, 1991: 4). The basic concept is a change in form that refers to actual words, phrases, clauses, sentences, paragraphs and so on. This form also relates to the surface structure of the language or the form of the recipient's language (target). The aim is to show that translation consists of transferring meaning from the source language into the target language (Larson, 1984).

Translation is also seen from two sides namely internal and external. Internally, a translator thinks and talks about translation as part of the process, how to do it, there are a number of problems, solutions to the problem, and limitations. For instance, translation result is not exactly matches to the source language. Meanwhile, on the external side, someone who is not a translator (especially a monolingual reader in the target language) thinks and discusses that translation outside as the part of the process does not know how the translation was done (Robinson, 2003).

The two views above clearly state that an internal translation perspective views activities as very important, such as the process of becoming a translator, receiving and translating more specific translation requests, conducting translation research, building networks, translating words, phrases, sentences and paragraphs up to editing and processing the translation results into the target language text. On the external side, text product is more important than the translation process.

The other experts also divide translation into three types, intra-lingual translation, inter-lingual translation and inter-semiotic translation. Intra-lingual translation related to the same language translation in the form of reciting or paraphrasing. This type of translation produced a text to be understood from an abstract concept. Inter-lingual translation consider as translating from one language to another. This translation is better known as the translation of source language and inter-semiotic translation as the translation of verbal signs with nonverbal marks, such as in music or pictures (Emzir, 2015)

Process of translating also requires a strategy. It contains ways to translate between source language texts to target language texts. The need for a translation strategy is to solve frequent shifts meaning between the source language and the target language. Inaccuracy in using the translation strategy will change the meaning of the text, both lexical and grammatical. By that, a translator is expected to understand correctly translation strategy that has been formulated.

Newmark, (1988) states that the translation strategy relates to the whole text, namely how the text is translated. It is different from the translation procedure that only used for smaller sentences and language units which stated by New mark as follows.

1. *Word for word translation*. The source language grammatical is maintained and words are translated singly from the most common meaning, out of context.
2. *Literal translation*. In the translation process, the source grammar construction is converted closer or equal to the target language, but the lexical words are translated themselves again, out of context.
3. *Faithful translation*. Translators try to produce the right contextual meaning of the original language within the constraints of the target language structure.
4. *Semantic translation*. This translation strategy differs from faithful translation. It further calculates the aesthetic value of the source language text.
5. *Adaptation*. It is the freest form of translation, and especially for drama (comedy) and poetry. Themes, characters, plots are usually guarded, source language culture is transformed into the target language culture and the text is rewritten.
6. *Free translation*. The process of translating or producing target language text without the style, form, or content of the original language.
7. *Idiomatic translation*. In translating, a translator reproduces the original 'message' but tends to distort the nuances of meaning by choosing daily language and idioms that are not found in the original language.
8. *Communicative translation*. Translators try to create the right context of the original meaning in such a way that both content and language are easily accepted and can be understood by the reader (Newmark, 1988).

Newmark emphasized that every translation strategy has stages starting from the easiest to the difficult ones. The above strategy is also considered as effective strategies because stages mentioned as such strategies can easily be understood. In addition, seven other translation strategies also can be applied as parameters in the translating process (Emzir, 2015). The use of these seven strategies is considered more effective because the translator not only sees how the meaning of a sentence is translated into the target language but also how foreign words are borrowed when translating, as well as the equivalence that adjusts people's culture from the source language into the target language. The seven translation strategies are then explained in the steps below.

The first translation strategy as explained is borrowing. This translation is created by borrowing a word or phrase from the source language. Borrowing can be pure without adjustments or naturalized loans (naturalized borrowing) with adjustments to spelling or pronunciation. To distinguish whether a word is a loan or not a loan can be seen from the official dictionary in the target language which is a benchmark. For instance, in the word below.

Source Language	Target Language	Borrowing
<i>Mixer</i>	<i>Mixer</i>	Murni
<i>Mixer</i>	Mikser	Alamiah

The second strategy that is usually applied in the translation process is calque (Pym, 2010). A special type where a language borrows another form of expression, but literally, it translates each of its elements. Lexical calque respects the syntactic structure of the target language while at structural calque introduces new construction into language. This translation strategy is utilized by translating words or phrases literally from the source language. Below is an example of calque's translation strategy.

Source Language	Target Language
<i>Directorate General</i>	Direktorat Jendral
He is the new <i>assistant manager</i>	Dia adalah <i>asisten manajer</i> yang baru

The third strategy is literal or word-for-word translation. This translation strategy is carried out by transferring directly from a source language text into the appropriate language in terms of gram and idiomatic.

Source Language	Target Language
<i>Killing two birds with one stone</i>	Membunuh dua burung dengan satu batu
<i>Writing article is my hobby</i>	Menulis artikel adalah hobi saya

The fourth strategy is transposition. This strategy involves replacing one class of words with another without changing the meaning of the message. This strategy is usually used because of the presence of grammar between the source language and the target language. Translators create changes to grammatical categories. Examples of transposition translation strategies are as follows.

Source Language	:	I have no control over this condition
Target Language	:	Saya tidak dapat mengendalikan kondis iini
Source Language	:	<i>Adept</i>
Target Language	:	Sangat Terampil

The fifth strategy is modulation. This translation strategy is a variation of the form of the message, obtained by changing the point of view. This change perspective can be lexical or structural or grammatically, it differences between the source language and the target language, as in the example below.

Source Language	Target Language
<i>Nobody doesn't like it</i>	Semua orang menyukainya

Those sixth strategies are equality or correspondence, formulated as the equation of the concept of source language with the target language through the translation of words with words and phrases with phrases. This translation is built on one assumption that between the source language and the target language have conceptual similarities. The last or seventh strategy is adaptation. Used in cases where the type of situation called source language messages is unknown in the target language culture. In this case, translators should create a new equal situation. Adaptation is described as a special type of equality, a situational equality. For instance, in the phrase "*He kissed his daughter on the mouth*", translated in French, *a loving father returned home after a long journey* (Emzir, 2015).

Another argument calls it a cultural adaptation strategy. Translators can replace cultural elements in source languages with similar cultural elements and in the target language. This can be done because cultural elements in the source language are not found in the target language, or

cultural elements in the source language are more familiar to the target reader. This technique is the same as the culture equivalent technique as the bellow example.

Source Language	Target Language
<i>as white as snow</i>	Seputih kapas

The use of the translation strategy in the process of translating has been done a lot, as examined by (Heshmatifar & Biria, 2015) with the research title "*Exploring the Translation Strategies Utilized for the Rendition of Economic Terms from English into Persian*". This study aims to explore the strategies underlying the translation of appropriate economic terms from English to Persian. For this purpose, a corpus of 299 English economic terms is randomized from the Macmillan Dictionary of Modern Economics and compared to their Persian equations suggested by three Iranian translators and used in three English to Persian dictionaries, all of which focus on specific vocabulary items related to economics.

By comparing the frequency of strategies used by the targeted translator, it was found that translators had the same preference in choosing the strategy needed. For how to translate from terms in the corpus selected from the source language into the target language. The results of the study also revealed that the translation strategy most often used was a literal translation. These findings may have significant implications to highlight the problem that dominates the translation of economic terms from English to Persian.

Other research was also carried out by Hosna Karshenas University of Completeness, Madrid, Spain and Mahmoud Ordudari from Isfahan University, Iran under the title "Translation Procedures in time: Case Study of Newmark Translation Procedures in Two English Translation of Gulistan Saadi". This research is an attempt to see how translation techniques to translate metaphors that have changed over time. To do this, an English translation of 24 metaphorical expressions in the introductory section of Gulistan was chosen to be compared together. Translation was chosen from two authoritative versions of Gulistan in English with a span of more than a century. To provide systematic research, seven Newmark (1988) procedures translate metaphors are also taken into account and four questions are asked together. The results show that newer translator tend to follow more communicative strategies for target language readers rather than adapting to source language texts (Karshenas & Ordudari, 2016).

The two translations research above applied translation strategies, but the focus is not on literary texts and the methods used are not coherent. Therefore, based on the description in the problem setting background, as stated earlier, this study aims to find out in depth understanding about translator strategies applied by fourth semester English Language Education Students, Teacher Training and Education Faculty (FKIP), Khairun University, Ternate, in translating narrative English text into Indonesia Language. Through this focus, the researcher formulated a sub-focus on (1) the use of loan translation methods, (2) the use of calque translation methods, (3) the use of literal translation methods, (4) the use of transposition translation methods, (5) the use of modulation translation methods (6) the use of equality translation methods and (7) the use of adaptation translation methods.

### C. METHODOLOGY

This research applied descriptive qualitative research methods. The data of this study are the final exam results of translation course, 2017 academic year in English Language Education

Program, Teacher Training and Education Faculty, Khairun University, Ternate. From 25 final exam results, five articles were selected as the data to be analyzed. The research data were analyzed qualitatively from data reduction, data models, drawing conclusions and verification (Miles & Huberman, 1994). Meanwhile, the assessment rubric used seven methods suggested by Jean- Paul Vinay and Jean Darbelnet (Emzir, 2015).

#### D. RESULTS AND DISCUSSIONS

The discussion focused on dominant strategies and some mistakes in translation. The entire data were analyzed to determine the frequency of translation strategies utilized by the students. However, this analysis and discussion only displayed 5 participant's result of translation.

##### Iin Indriyani Ismail (participant /text 1)

Source Language	Target Language
Pride and Prejudice is a movie <u>based on a novel</u> . <u>Setting of the movie is taking place in Longbourn, England with the atmosphere of the place, character clothing, manner of speaking are of English in the 1800s</u> . Elizabeth Bennet as the main character comes from middle-income families <u>Mr. and Mrs. Bennet and four sisters</u> Jane, Mary, Lidya, and Kitty.	Pride and Prejudice adalah film yang <b>diangkat</b> dari sebuah novel. <b>Setting</b> dalam film ini mengambil tempat di Longbourn, England dengan suasana tempat, busana tokoh, gaya bicara Inggris tahun 1800-an. Elizabeth Bennet sebagai tokoh utama berasal dari keluarga ekonomi menengah Mr. and Mrs. Bennet serta keempat saudara yang kesemuanya adalah perempuan Jane, Mary, Lidya, dan Kitty.

Data from respondent 1 above shows that literal translation strategy is more dominant. Participant only applied two other strategies. It is because most the text can be translated literally, and only two words in form the transposition strategies. The "*word based*" on generally translated "*didasarkan pada*", but participants prefer to use the word "*diangkat*" which is indeed more relevant novel context. Meanwhile, the word "*setting*", in this text was translation by borrowing strategy from English which has the setting background for shooting in the film.

As explained by Newmark (1988) that literal translation is word for word translation. Participant only changed the meaning of word in the source text to the target text. This translation strategy is useful when source text is not too difficult and the grammatical elements are not too different. If this is not appropriate, then literal translation strategies cannot be utilized.

##### Talfa Fatah (Participant 1/ text 2)

Source Language	Target Language
One day, there was a beautiful girl <u>named Cinderella</u> . She lived with a wicked stepmother and her two stepsisters. They treated Cinderella very bad and did not appreciate her. <b><u>Near from her home</u></b> , there was a king's palace which was so beautiful and there would be held a big party. <b><u>Her stepmother and her sisters were invited to attend the party</u></b> . However, they did not allow her to go to the	Pada suatu hari, ada seorang gadis cantik <b>bernama</b> (modulasi) Cinderella. Dia tinggal bersama dengan seorang ibu tiri yang jahat dan dua orang saudara tirinya. Mereka memperlakukan Cinderella dengan sangat buruk serta tidak menghargainya. <b><u>Tidak jauh dari rumah Cinderella (korespondensi)</u></b> , terdapat sebuah istana raja yang begitu indah dan akan

<p>party. She was ordered to sew the party dresses that would be worn by her mother and sisters. <u>While, she did not have time to sew her dress.</u> Her mother and her sisters went to a party and left Cinderella alone at home.</p>	<p>diselenggarakan sebuah pesta besar. <b><u>Cinderella, ibu tiri, dan kedua saudaranya</u></b>(bebas) diundang untuk mengikuti pesta tersebut. Kendati demikian, Ibu Cinderella tidak mengizinkannya untuk pergi ke pesta tersebut. Dia diperintahkan untuk menjahit gaun pesta yang akan dipakai oleh ibu dan saudaranya. Sementara Cinderella tidak mempunyai waktu untuk menjahit gaun miliknya. Ibu dan saudari tiri Cinderella kemudian pergi ke pesta dan meninggalkan Cinderella sendirian di rumah.</p>
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The above data indicated participant employed four translation strategies: modulation, correspondence, free, and literal translation. In the clause "*a beautiful girl named*", a passive word should be created in pattern "be + verb III". This means that the word "*named*" should be followed by auxiliary verb (be), although certain sentences are ignored. In this translation, the participant tries to adjust the point of view of the grammatical aspects. Clause "*a beautiful girl named*" literally could be translated "*seorang gadis cantik/diberinama*", but the participant created new point of view to be "*seorang gadis cantik bernama*".

Phrase "*near from her home*" was translated in Indonesia Language "*Tidak jauh dari rumah Cinderella*". Delivered from Newmark (1988) translation strategy, this strategy is called free translation. A process of producing target language text is without style, form, or content of the original language. Result of data analysis indicated that the participant translated it "*her home*" to be "*rumah Cinderella*". This translation strategy (Emzir, 2015) is more closed on transposition strategy that is replacing one class of words with another without changing the meaning of the message. All meanings are well comprehended because of context of text.

### Irma Yamko (Participant 3 / text 3)

Source Language	Target Language
<p>THE BOY WHO LIVED</p> <p>Mr. and Mrs. Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. <u>They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.</u></p>	<p>Anak Laki-laki Yang Bertahan Hidup</p> <p>Mr dan Mrs Dursley yang tinggal di Priver Drive nomor empat bangga menyatakan diri bahwa mereka orang-orang yang normal, untunlah. <u>Mereka tak bisa diharapkan terlibat dengan sesuatu yang ajaib atau misterius, karena mereka sama sekali tak percaya (korespnodensi) omongkosong seperti itu.</u></p>

The data indicated that participant 3 utilized free translation strategy as suggested by Newmark (1988). However, last translation is wrong because they do not reflect messages in the source language. The participant even removes the subject "you" in the clause. The strategy that should be used is literal and transposition methods. So the translation should be "*Mereka adalah orang tekahir yang kamu harapkan untuk terlibat dalam sesuatu yang aneh atau misteris, karena*

*mereka sama sekali tak percaya omong kosong seperti itu” (They are the last people you expect to be involved in something strange or mysterious, because they do not believe in such nonsense at all).* In this case, the participant not only changes the meaning but removes the substance of meaning that should be accepted by the reader. Participant do not consider to the translation strategy correctly which resulted the error of transferring meaning from source language to the target language.

#### Sukanti (participant 4/ text 4)

Source Language	Target Language
<p><u>Once upon a time</u> there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.</p> <p>"I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!," the donkey grumbled. "Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.</p>	<p><u>Pada masa lalu</u> ada seorang petani yang memiliki (seekor) anjing kecil yang ia terus menerus di sisinya dan seekor keledai, yang tinggal di sebuah kandang yang hangat dan mendapat banyak biji-bijian segar dan jerami. Tapi, sayangnya keledai tersebut tidak puas dengan kondisinya.</p> <p>"Saya menjadi budak sepanjang hari, mengangkut kayu atau menarik gerobak kepasar sementara anjing tidur di pangkuan tuanku dan makan dari piringnya!," keledai menggerutu. "Mungkin, pikirnya, jika ia berperilaku seperti anjing, tuannya akan membalasnya dengan kehidupan dengan kemudahan yang sama.</p>

All the above data indicated participant 4 has created a good translation, besides literal strategy, correspondence strategy is also utilized, particularly at the beginning of the sentence "Once upon a time" that is always translated "pada suatu hari / pada suatu masa", changed it to be "pada masalalu". Participant 4 prefers to applied correspondence or equality strategy. Because the phrase "Once upon a time", can be translated by one day, at a time, or in the past. However, Indonesian readers are more familiar at one time or one day. Apart from that, all the translations employed literal translation strategies.

#### Ratna Sari Kuka (Participant 5/ text 5)

Source Language	Target Language
<p>"LASKAR PELANGI"</p> <p><u>The movie, set in the 1970s, opens on the first day of the year at a Muhammadiyah elementary school on Belitung. The school needs 10 students but is one short until near the end of the day, when a straggler fills out the</u></p>	<p>"LASKAR PELANGI"</p> <p><u>Film, ditetapkan pada tahun 1970, terbuka pada hari pertama tahun di sekolah dasar Muhammadiyah di Belitung. Sekolah membutuhkan 10 siswa tetapi tinggal satu yang belum datang sampai pada</u></p>

<p>ranks for their teachers, Muslimah and Harfan. Muslimah dubs the children “The Rainbow Troops” (sometimes translated as “The Rainbow Warriors”) and the movie traces their development and relationships with the teachers.</p> <p>The film “reportedly” cost 8 billion rupiah (US\$890,000) to make and was a year in production. <u>Most of the child actors</u> in the film are from Belitung, and Producer Mira Lesmana explained that choice by saying: “In my opinion, there won’t be any actors with a deeper connection to the roles than those who were born and lived in Belitung their entire life.”</p>	<p>penghujung hari, ketika seseorang yang tersesat mengisi jajaran guru mereka, Muslimah dan Harfan. Muslimah canggung terhadap anak-anak “The Rainbow Troops” (kadang-kadang diterjemahkan sebagai “The Rainbow Warriors”) dan film ini menggambarkan jejak perkembangan mereka serta hubungan dengan guru-guru.</p> <p>Film ini “dilaporkan” bahwa membutuhkan biaya 8 milyar rupiah (US\$ 890,000) untuk proses produksi dalam waktu setahun. <u>Sebagian anak aktor</u> dalam film ini berasal dari Belitung, dan produser, Mira Lesmana menjelaskan pilihan itu dengan berkata: “Menurut pendapat saya, tidak akan ada setiap aktor dengan hubungan yang lebih mendalam perannya daripada mereka yang lahir dan tinggal di Belitung seumur hidup mereka.”</p>
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The data in this study shows that (1) participant utilized literal translation strategy so that the translation results are unacceptable with source language, (2) the participant does not have the ability to put the right strategy in translation process, the appropriate sentence is not translated with a literal strategy (3), participant try to translate with free translation strategies, however, this strategy does not match the message in the source text.

In the sentence "*Film, ditetapkan pada tahun 1970, terbuka pada hari pertama tahun di sekolah dasar Muhammadiyah di Belitung*", the phrase "*set in the 1970s*" is not to the meaning "*ditetapkan*". because the 1970s shows more about the time and context of the story that occurred in the 1970s. By that, the most appropriate meaning is "*film ini dilatari oleh kondisitahun 1970-an*". This means that the most appropriate strategy is the correspondence by considering the context of the story. Participant should read the context before transferring the meaning of the source language to the target language. In translating the phrase "*terbuka pada hari pertama*" also not yet accepted with the initial phrase, the correct translation should be "*sejak hari pertama masuk SD Muhammadiyah Belitung dibuka*". The word year is not translated anymore because it refers to the 1970s.

The next translation is literal translation or in Newmark term is a word-for-word translation. It is very useful when there is no difference between the source language and the target language both lexical and grammatical aspects. For example, in the phrase "*I will come on time*" which means "*Saya akan datang tepat waktu*". But for the sentence "*Most of the child actors in the film are from Belitung*", grammatical adjustments must be made. This means that the correspondence or equivalence strategy is important. When participant translated in Indonesia language "*Sebagian anak aktor dalam film ini berasal dari Belitung*", there was a big mistake because *the child actors* should be interpreted as actors who are still being child or child who being actor in the film, and not the children of actors. Because, even though both are equally nouns, but when

placed in an equal position, one of the functions of a noun turns into a verb. The strategy used is not appropriate and it is possible influenced by the grammatical aspects of the target language.

## E. CONCLUSION

From the discussions above, strategies used in translating the text are still dominated by literal methods. This is because the translated text is not significantly different in lexical, grammatical, to cultural settings. While in certain sections, the participants also applied other methods such as correspondence, transposition and borrowing. Furthermore, it can also be concluded that the participants have not been able to determine the method of translation of borrowing, calque, literal, transposition, modulation, equality and adaptation in the process of translating. However, most of the text has been translated well. Grammatical fallacies only occur in noun phrases and adjectives where grammatical of Indonesia language interference is still used.

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