

The Role of Translation Competence and Cultural Value Among ELL in Cultural University

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The Role of Translation Competence and Cultural Value Among ELL in Cultural University

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Abstract. English Language Learner might be good in English mainly on grammar, but that doesn't determine that they are good in transforming information from source language to target language or so called translation. Translation is necessary since it is crucial for individuals who are not fluent in English. This research used descriptive qualitative in analyzing translation techniques and readability. The data sources were the English and Indonesian versions of a review text regarding the Harry Potter film series. The text was translated into Indonesian by nine ELLs (English students at Islamic University of Majapahit). The data were gathered by note-taking procedures and then evaluated using content analysis methods. Three readers served as raters, evaluating the readability of the translated review content. According to the findings, the ELLs used 13 techniques, the most dominant of which was amplification (22.81%), followed by reduction (20.80%) and borrowing. The ELLs' translation text had a high readability score (score 3) ranging from 23.14% to 0.59%. This data reveals that ELLs provided readable translation results on average. Furthermore, the average readability value has been classified as highly readable.

Keywords: English Language Learner, Readability, Review Text, Translation Techniques

1. INTRODUCTION

Studying languages through translation has become a well-established practice. Translating so becomes an essential skill for students learning any language, especially English. First, Translation facilitates the exchange of ideas, knowledge, and cultural perspectives across linguistic boundaries. It allows students to engage with educational content from different cultures, promoting cross-cultural understanding and appreciation. The second is that translation facilitates collaboration and partnerships between academic institutions, researchers, and educators across different countries and regions in an increasingly interconnected world. It enables the sharing of resources, expertise, and best practices on a global scale. According to (Bieniek & A, 2012), not only in the cultural sector, translation can also become a tool for enhancing student's language development. Exposure to translated materials can contribute to language development and proficiency in both the target language and the native language of the learner. It broadens vocabulary, improves grammar, and enhances overall language skills.

The importance of translation in communication and international literature has grown to be common yet significant. Translation is one sort of communication technology that connects two or more different languages, in terms of communication. Put otherwise,

translation enables people to interact or communicate with each other even when their native tongues are different. This implies that people will use their ability to translate well to communicate since speaking and communicating are critical life skills (Syafryadin, Nurkamto, J, Linggar, D. A, and Mujiyanto, 2017). Because of this, translation has always been a crucial component of communication and plays a significant role in bridging the gap between speakers of different languages.

Through translation, we gained knowledge about both translation quality and translation methodologies. Three categories of translation quality exist: readability, accuracy, and acceptability. In particular, the researcher examined how readable this study was. A text that is easy to read will encourage readers to learn more, enhance their memory, read faster, comprehend more, and read more efficiently. It will also help readers to stick with their reading habits, according to (Kennedy & Klare, 1984). To help students not only comprehend the meaning or substance of the textbook but also become more motivated to learn, it is necessary to take the readability factor into account. Readability is the degree to which a text or reading is simple to comprehend and read. Many elements, including sentence structure, word choice, and length, affect this ease of reading. Legibility, according to (Myers & Shepard-White, 2004) is the degree to which written content is simple to read and comprehend.

Given the aforementioned statements, the researcher decided to undertake a study to examine English Language Learners' translation results. In some English-speaking nations, such as the United States and Canada, the term "English-language learner" (ELL) refers to someone who is learning English yet speaks another language (García et al., 2008). Some education advocates, especially in the United States, refer to these pupils as non-native English speakers or emerging bilinguals. In other words, the research subjects here are the fourth-semester English Education students of the Islamic University of Majapahit. The researchers chose the students from the Islamic University of Majapahit because they were participating in a translation program at the time. During the research, the students have learned about generic translation theory. Yet, there were some problems such as mistranslation and untranslated words were found in the students' translation. Those problems were obtained by looking at the students' works and their behavior in carrying out the translation process. The result yielded hopefully might be used to review and revise the curriculum and the learning process of translation class so that the students' translation quality could be increased in the further time.

2. THEORITICAL REVIEW

The previous studies had a significant influence on this one as well because they gave the researcher additional insight into the translation industry. In her initial study, (Krisdiana, 2017) examined how learners and experts in translation employed different translation strategies to gauge how natural a translation was. Professional translators were found to use twelve strategies, whereas trainees employed thirteen. Professional translators, however, created more organic texts. This emphasizes how crucial it is to comprehend and use efficient translation strategies. The second study, conducted by (Anamaryanti et al., 2015), looked at the challenges Grade XII SMAN 4 Kerinci students faced when producing review texts. Students struggle with vocabulary, grammar, structure, organization, spelling, punctuation, and organization even with sufficient proficiency. These problems are exacerbated by elements including ignorance, interference from the first language, and difficulty with the target language. The third study, (Maryansyah, 2016) examined how readable English reading materials were for MTSN 2 Kota Bengkulu students in Grade IX. The findings revealed that of the 63 texts, 54% were straightforward, 27% difficult, 10% mistaken, and 9% appropriate. Students encountered difficulties with language, interference from their first language, and ignorance of text review parts. The fourth study was carried out by (Hutahaean et al., 2023), with an emphasis on the English Language Education Faculty at Universitas Islam Riau, and it examined the translation skills of English students into Indonesian. According to the study, readability, acceptability, and accuracy were used to evaluate students' translating skills; readability received a score of 2.5 while accuracy received the highest score of 2.4. Three raters considered the results to be good. The fifth study examined how target language (TL)-oriented tactics affected the readability of translated Bible stories for young readers. According to (Nababan et al., 2019), translators strive to make their translations extremely readable from an ideological perspective

Translation is the process of conveying meaning from one language to another. The target language has been changed, whereas the source language is the one that was spoken originally. Translation is a difficult procedure. Even if the intended meaning differs significantly from the source language form, a translator who is interested in meaning transfer will discover that the receptor language has a way of expressing it. In other words, translation is just a form change; it is the process of shifting from one state or form to another. The examination of a language's form includes all of its spoken or written words, phrases, clauses, sentences, paragraphs, and so on. Language's actual spoken or written words, phrases, clauses, sentences, paragraphs, and so on are all included in the discussion of a language's form. Language's actual spoken or

written words, phrases, clauses, sentences, paragraphs, and so on are all included in the discussion of a language's form. The term "surface structure" refers to these configurations. That is to say, what is seen or heard in writing are the structural elements of language. Translation replaces the form of the source language with the form of the receptor target language.

"The phenomenon of translation significantly impacts daily living," according to (Laszlóczki, 2022). These two meanings have one to do with the process of translating and the other with the finished result. In the first sense, the translator's job is to take the original text, also known as the source text (ST), and transform it into a target text (TT) in a different language. The second meaning focuses on the translator's actual translation of the final output.

Translation is the process of transferring one language (source language) into another language (Target language) by applying what the writer meant to the text. That statement above as (Newmark, 1988) says, he said that translation is a craft consisting of the attempt to replace a written message or statement in one language (source language) with the same message or statement in another language (target language) by applying what the writer meant into the text.

The author of "Creative Indonesian Language", (Kosasih, 2014) declared that "Reviewing films/dramas means giving an interpretation or analysis of the contents, as well as describing the contents more clearly". In addition, (Kosasih, 2014) stated in his book "Types of Texts" that "Reviews might be oral or written. Published in mass media, such as newspapers or magazines, review texts are written remarks presented in the format of reviews. Editorials, articles, and reviews are among possible formats. Additionally, the review document is the result of multiple analyses. The text includes comments, critiques, and analyses of the dramas and films in this instance that deal with the characters, characterization, setting, period, and place. Taking photos for the dramas and films was also covered.

Readability is the degree to which written content is simple to read and comprehend. They continue by saying that several factors, such as the average sentence length, the number of new words used, and the grammatical complexity of the language used, affect readability. A few variables that could impact a piece of writing's readability are included in this definition. Additionally, readability refers to how simple or complex a book is for a given reader to understand when reading it for a particular reason. The qualities of both the text and the readers have a significant impact on readability. (Fry, 2002) offers the final definition, which states that readability is an objective numerical score that is determined by using a readability formula. Fry provides a fairly precise and formulaic definition.

According to (Angono et al., 2012), the term readability was originally related to reading activities. The term readability is frequently employed in the realm of translation because all translation activities are inextricably linked to reading. In the context of translation, the term readability refers to both the readability of the source language text and the readability of the target language text. This is consistent with the essence of any translation process, which always involves both languages simultaneously. However, the reliability of the signs employed to quantify a text's readability remains questionable. Indeed, (Cappelli & Fisica, 2001) suggest that measuring a text based on linguistic and scientific elements is nothing more than a tool for a writer to modify the text's readability level to the capacity of the readers. Regardless of whether a readability measuring method has yet to be invented, a translator must understand the terms or concepts of readability in source and target languages. A thorough understanding of the concept of readability will greatly help translators carry out their jobs.

3. RESEARCH METHOD

The purpose of this research is to explore the students' translation quality in translating a review text entitled Harry Potter Film Series review from English to Indonesian. The research is a descriptive qualitative study. This study expected that the review material would be translated using a variety of ways. The translation readability of the review text varied according to the approaches utilized to convey the information included in the source text. Because the researcher collected, examined, and drew conclusions from the data, this study can be classified as descriptive qualitative. This study aimed to describe the English-to-Indonesian translation of the review text and how the employment of translation methodologies affects the translation's readability.

The subjects are the sixth semester students of English Education Study Program who had taken the Translation Class. The English Department's fourth-semester students from the Islamic University of Majapahit participated in this study. The investigation began in March 2024. The sampling in this research was cluster sampling because the researcher chose the students from the 2022 academic year of the English Department Faculty of Teacher Training and Education. As for the data of the research, it would be the translation text that had been done by the English Department students which is called document/content analyses. Qualitative content analysis investigates meanings, themes, and patterns that may be manifest or latent in a given text, rather than just counting words or extracting objective material from them. It enables the researcher to grasp social reality in a subjective but scientific way.

The data were analyzed using Nababan's scale theory of translation quality in considering only one aspect: readability. The students' translations were scored by the raters. The raters are the lecturers of English Education Study Program. The results then were calculated and analyzed to describe and draw the conclusion. Since this study employed the content analysis approach, the data analysis comprised processes such as scoring, describing, categorizing, and interpreting. The approximate reading grade level of the texts was computed using the formula found in (Nababan et al., 2019). The scores obtained from Nababan's formula were converted into a format that allows for data classification. The data was then discussed in detail so that the reader may gain a thorough knowledge of the research's background. They described each text individually based on readability calculations. This step leads to the separation and grouping of data relating to various characteristics of the setting, also known as the classifying phase. During the classification process, data is broken down and sorted into smaller parts. Tables and charts are used to clearly classify data. In the last phase, the data was interpreted in accordance with the research's focus. It relates to the goal of the research, which is to determine the translation procedures and the readability level of review text translated by students of the English Study Programme of the Islamic University of Majapahit.

The data on this research was validated by the experts. Researcher used the expert judgment as the tool for content validity. (Escobar-Pérez & Cuervo-Martínez, 2008) defines content validation by expert judgment as an informed view from individuals with a track record in the subject who are recognized as competent experts and can provide information, evidence, judgments, and assessments. Evaluation by expert judgment is asking a large number of people to make a decision on an instrument or to express their thoughts on a certain feature (Cabero Almenara & Llorente-Cejudo, 2013). Content validations are typically performed during the design phase of a test or to validate the translation and standardization of an instrument for usage in another culture. In both circumstances, specialists play a critical role in explaining, adding, and/or altering the required aspects (Robles Garrote & Rojas, 2015). The validated data here was the readability measurement by Nababan's theory. Although the validity of this idea remains debatable, measuring a text based on linguistic and scientific features is nothing more than a tool for a writer to customize the text's readability level to the readers' abilities.

4. FINDINGS AND DISCUSSION

As previously stated in the previous chapter, the data were acquired from the translation works of students enrolled in the fourth semester of the Islamic University of Mojopahit's translation course. The lecturer tasked them with translating a review text for the Harry Potter film series. The researcher then collected the data and analyzed it. After identifying the students' translation procedures, the researcher discovered thirteen of the eighteen translation approaches based on (Molina & Albir, 2002) thesis that the students utilized throughout the fourth semester:

Translation Technique

Based on the analysis of translation techniques, it was found that the English Language Learner (ELL) used 13 techniques to translate this passage. They were discursive creation, transposition, adaptation, reduction, literal translation, amplification, pure/naturalized borrowing, modulation, calque, establish equivalent, description, particularization, and compensation. Here, 5 techniques were not used by ELLs, i.e. generalization, linguistic compression, substitution, linguistic amplification, and variation technique. The table below shows the calculation of translation techniques used by translation learners and professional translators. The result is provided in the following table:

Table 1. The translation techniques used by English Language Learners

No	Translation Technique	English Language Learner	
		f	Percent
1	Adaptation	4	2.68%
2	Amplification	34	22.81%
3	Borrowing (Naturalized/Pure)	20	13.42%
4	Calque	7	4.69%
5	Compensation	3	2.01%
6	Description	1	0.67%
7	Discursive Creation	8	5.36%
8	Establish Equivalent	13	8.72%
9	Literal Translation	12	8.05%
10	Modulation	6	4.02%
11	Particularization	5	3.35%
12	Reduction	31	20.80%
13	Transposition	5	3.35%
		149	100%

The table above demonstrates that English Language Learners (ELL) use the most common translation techniques: amplification (22.81%), reduction (21.80%), and borrowing

(13.42%). Those less commonly used by ELLs are adaptation (2.68%), compensation (2.01%), and description (0.67%).

The most prominent technique used by ELLs (22.81%) was amplification, which involves adding detailed information to the source text. This technique is often used to paraphrase sentences into common words in the target language. Amplification is a technique to translate the source text into the target by adding or replacing it with detailed information, namely explicit explanation (Molina & Albir, 2002). This technique is applied to add new words that are still related to the context. One of the examples came from the words *anyone looking for a fun* became *semua orang yang suka*. The translator changed a bit from the source language where it supposed to be *siapapun yang sedang mencari kesenangan* but the translator chose their own words that is common in their language and is still relatable. The following data is below here:

S10.M5

ST : In conclusion, the Harry Potter film series is a must-see for fans of the books and anyone looking for a fun and captivating fantasy adventure.

TT : *Kesimpulannya, film Harry Potter ini adalah film yang wajib ditonton oleh penggemar bukunya dan semua orang yang suka dengan fantasi petualangan.*

BT : In short, this Harry Potter movie is a must-see for the fans of the book and everyone who loves fantasy adventure.

Reduction, the second most prominent technique used by ELLs (21.80%), compresses the language of the source text into the target language while keeping its source language context. Reduction technique is a technique to compress the language of the source text into the target language. The translator used this technique to reduce some detailed information. For example, in the phrase, *a film series* was reduced to *sebuah film* but that doesn't change the whole meaning of that phrase. To be specific, the one that is reduced is the noun phrase from the source language. So, in the target language, it became a noun.

S5.M6

ST : The special effects and production design is all top-notch score, creating a fully indescribable and immersive magical world.

TT : *Efek dan desain membuat dunia magis yang benar-benar mendalam.*

BT : The effect and design makes an immersive magic world.

Furthermore, the reduction technique being used by the ELLs is because they have the intention to make the sentence from the source text into a simpler sentence. For example, *Efek dan desain membuat dunia magis yang benar-benar mendalam*. Derived from *The special*

effects and production design is all top-notch score, creating a fully indescribable and immersive magical world. Further explanation about the passage in Indonesian is that many words or elements are omitted from the source language so that the sentence became shorter. It is proven in the Back Translation text (BT) which was written *The effect and design makes an immersive magic world.*

Borrowing, the third most prominent technique (13.42%), takes a word or expression directly from the source language, known as pure borrowing or naturalized borrowing. Borrowing technique is a technique to take a word or expression directly from the source language. There were two types of borrowing technique, they were pure borrowing technique and naturalized technique. It can be concluded that it is pure borrowing since the translator did not change the spelling of *Harry Potter* because it is the title of the movie.

S4.M3

ST : The films capture the world of Hogwarts School of Wizardry and Witchcraft and its characters, bringing the books to live in a visually stunning and emotionally in an engaging way.

TT : *Filmnya berlatar belakang di dunia Hogwarts di sekolah ilmu sihir dan penyihir dan karakternya, memberikan suasana visual dan, emosi yang menarik ke dalam bukunya.*

BT : The film is set in the world of Hogwarts, the school of Witchcraft and Wizardry and its characters, providing visual scenes and engaging emotion into the book.

Besides that, the ELLs chose the borrowing technique is because on the dictionary from both source language text and target language text have the same spelling or almost similar one. For instance, the translator translates *Hogwarts as Hogwarts* since it is the name of a school in the movie of Harry Potter. Using this technique in translating the review text is intended as keeping the same meaning from the source language to target language. Not only that, it is also have the similar meaning in dictionary when it is got checked.

On the other side, the least used technique is description (0.67%). Description technique has the purpose of replacing terms or expressions with description of their form and function. This technique was used only three times in the whole text. However, according to the definition of (Molina & Albir, 2002) amplification technique and description have almost the same function but the data showed the opposite. Amplification technique was the most used one while the description technique was the least one. It can be explained in the way the translators translated the text. They used amplification more because they focused on adding the cultural aspect, not describing the word in general like the description technique does.

S4.M3

ST : The films capture the world of Hogwarts School of Wizardry and Witchcraft and its characters, bringing the books to life in a visually stunning and emotionally in an engaging way.

TT : *Filmnya berlatar belakang di dunia Hogwarts di sekolah ilmu sihir dan penyihir dan karakternya, memberikan suasana visual dan, emosi yang menarik ke dalam bukunya.*

BT : The film is set in the world of Hogwarts, the school of Witchcraft and Wizardry and its characters, providing visual scenes and engaging emotion into the book.

The translators described Hogwarts in the target language after writing it in the source language. This may be unimportant because the majority of translators did not translate it to the target language, but being thorough is not a bad idea. Hence, description is not really used by the translators because they didn't meet the requirements to use it. Also this can be referred to why amplification and description have such big gap despite having almost the same purpose. Here's the comparison data of amplification and description technique:

S8.M4 (Amplification)

ST : The films effectively convey the themes of friendship, bravery, and the fight against evil, making them appealing for both children and adults.

TT : *Seri film ini menampilkan tema persahabatan, keberanian dan perjuangan melawan kejahatan, membuatnya menarik bagi anak-anak maupun dewasa.*

BT : This film series shows themes of friendship, bravery and the fight against evil, making them appealing either for kids or adults.

S4.M3 (Description)

ST : The films capture the world of Hogwarts School of Wizardry and Witchcraft and its characters, bringing the books to life in a visually stunning and emotionally in an engaging way.

TT : *Filmnya berlatar belakang di dunia Hogwarts di sekolah ilmu sihir dan penyihir dan karakternya, memberikan suasana visual dan, emosi yang menarik ke dalam bukunya.*

BT : The film is set in the world of Hogwarts, the school of Witchcraft and Wizardry and its characters, providing visual scenes and engaging emotion into the book.

From the data above, the first passage on the underlined words showed the application of amplification technique. The explanation is that amplification focused more on adding little details compared to description technique. We could see it on the example that the translator adding *ini* as conjunction where it is not available in the source language text. Meanwhile in the example of description technique, the underlined words of target text were the description of Hogwarts in Indonesian. The translator chose to describe it and not using the origin words

as the description of Hogwarts. From that, we can tell that amplification and description technique is different although having the same function.

The analysis of translation techniques revealed that English Language Learners (ELL) used 13 techniques to translate a passage, including discursive creation, transposition, adaptation, reduction, literal translation, amplification, pure/naturalized borrowing, modulation, calque, establish equivalent, description, particularization, and compensation. This finding is similar to (Krisdiana, 2017) who conducted translation techniques analysis to the professional translator and learner translated text. It is admitted that those types of translation techniques are commonly used among professional translators and translation learners. Moreover, it is easier for the professional translator to use amplification technique to do the Indonesian version of the sentences. On the other hand, the translation learner mostly used literal translation technique to translate the text.

Another reason, the ELLs used amplification is because of cultural habits. As we know, Indonesian people are usually adding more information that is needed. For instance, when someone is visiting someone else house, they would be asked like *Kamu mau minum apa?* and usually the guests will answer *Aduh, tidak perlu. Jadi, ngerepotin*. Even though they really want it, they just don't want to burden the house owner. It means that they didn't even answer to the offering as a yes or no, instead they make it complicated. Meanwhile, the English speaker or westerner would directly answer it with a yes or no because they tend to be straightforward. In short, since the ELLs are Indonesian so they added more elements or words into their translation as it is their cultural habits.

The table also demonstrates that ELLs did not use generalization, substitution, or variation techniques when translating the text. Generalization is a technique for using more general or neutral terms in the target language; substitution is a technique for replacing some linguistic elements with paralinguistic elements, or vice versa; and variation is a technique for replacing linguistic or paralinguistic elements (intonation, gesture) that influence linguistic variation. They did not employ these strategies since they preferred to translate word for word and add some common words rather than seeking concrete or particular terms.

Furthermore, they did not use language amplification or compression. Linguistic amplification is a technique for adding linguistic components that are commonly employed in sequential oral translation and dubbing. Linguistic compression, on the other hand, is a technique for gathering and creating a single linguistic element in a target language text, and it is frequently employed in spontaneous oral translation and subtitles. The reason ELLs are not

using these approaches is that they are translating a text in a way that does not match the definitions of both procedures, which are about dubbing and subtitles.

Readability

To discover the readability of the English-Indonesian translation of a review text about the Harry Potter film series, the researcher made a table to organize the translation done by the English Language Learners (ELL). The readability is based on the assessment of three raters. The raters read the target language of a review text about the Harry Potter film series that was translated by the ELLs. Then the researcher gave their assessment based on three levels of readability i.e. 3 (high), 2 (moderate), and 1 (low). The data is showed in the table below:

Table 2. Readability in translation techniques used by English Language Learners

No	Translation Technique	fn	Percent	Readability Value					
				3		2		1	
				fn	%	fn	%	fn	%
1	Adaptation	12	2.68%	10	2.96%	2	1.72%	-	-
2	Amplification	102	22.81%	78	23.14%	22	18.96%	2	50%
3	Borrowing (Naturalized/Pure)	60	13.42%	44	13.05%	16	13.79%	-	-
4	Calque	21	4.69%	16	4.74%	5	4.31%	-	-
5	Compensation	9	2.01%	7	2.07%	2	1.72%	-	-
6	Description	3	0.67%	2	0.59%	1	0.86%	-	-
7	Discursive Creation	24	5.36%	19	5.63%	4	3.44%	1	25%
8	Establish Equivalent	39	8.72%	27	8.01%	12	10.34%	-	-
9	Literal Translation	36	8.05%	27	8.01%	8	6.89%	1	25%
10	Modulation	18	4.02%	11	3.26%	17	14.65%	-	-
11	Particularization	15	3.35%	15	4.45%	-	-	-	-
12	Reduction	93	20.8%	68	20.17%	25	21.55%	-	-
13	Transposition	15	3.35%	13	3.85%	2	1.72%	-	-
		447	100%	337	100%	116	100%	4	100%

The ELLs used thirteen translation techniques based on the table above. Every technique shows a different degree of readability. The data showed techniques consisted of amplification (22.81%), reduction (21.80%), borrowing (13.42%), establish equivalent (8.72%), literal translation (8.05%), discursive creation (5.36%), calque (4.69%), modulation (4.02%),

transposition (3.35%), particularization (3.35%), adaptation (2.68%), compensation (2.01%) and description (0.67%).

The translation of the Harry Potter film series is largely influenced by the use of words in the target language that are commonly heard and used in everyday life. Achieving a high degree of readability in the translation text will boost learning interest and reading efficiency. Not only that, a translation text with a high level of readability usually retain the reading habits of the readers since they believe they can easily understand such discourse and the message is provided as intended and needed by the target readers.

The highest readability percentage is score 3 (high readability) was achieved by amplification technique (23.14%). The second (moderate readability) readability score was significant, with reduction technique (21.55%). Lastly, amplification technique also produced the highest degree of score one (low readability) by 50%, followed by both discursive creation and literal translation which had the same degree (25%).

Since score 3 held the highest readability percentage, here is some explanations of why it can produce such high percentage. The first reason is because amplification was the most used techniques among the other 12 techniques of translation techniques. With this alone it is able to boost the percentage. Then, the second one is the readability was high because the readability raters put the most votes on that. The three readers/raters decided that amplification is qualified in producing score 3 (high readability). The third is applying amplification technique is more understandable especially for Indonesian, since they prefer more information provided if possible.

The passage Harry Potter film series review consisted of 10 sentences and 1 sentence that consists of a clause. It caused the student's difficulties in translating the sentence. Many of them chose to change the structure of the sentence even make a whole new sentence out of it. This kind of difficulty makes the students choose the wrong way so that the translation is not readable. The readability score is not rated based on clause by clause but on a whole sentence. In one sentence, there are several techniques used by the ELLs. So, when a sentence is considered less readable, it has an impact on the other techniques that appear in the same sentence.

Some of the raters also put comments on the techniques that have a score of 2 (moderate readability) and a score of 1 (low readability). For example, “*ada pemilihan kata yang membingungkan*” which means “there’s confusing diction being used here”. Another example said “*pemilihan kata sedikit berbelit*” translated as “the diction is slightly complicated” and the last one is “*perlu pengulangan membaca untuk dapat memahami*” translated as “it is needed to

be read several times to understand the context". All of them were intended for the techniques that have a score of 2 or even score 1 in readability while score 3 got zero comments.

The study found that most ELLs performed well in translating the review text, with the highest readability score of three (high) held by amplification. This indicates that ELLs are creative in using their own words that fit with their culture while delivering the actual meaning from the source language text to the target language text. However, there are still many of them that didn't use the amplification technique properly. It can be seen at the percentage of score 2 (23.14%) and score 1 that range from 50% to 25%.

Readability deals with the target language, and the text is readable if the translator chooses normal words, uses common grammar or structure, uses natural language, and can be read fluently by the target reader (Krisdiana, 2017). However, literal translation may not be suitable for all sentences, as it might sound unnatural due to the presence of multiple clauses in the target language. In short, the study highlights the importance of using amplification techniques in English-Indonesian translations, as they can significantly impact the readability of the translated text

5. CONCLUSION AND SUGGESTION

The research findings showed that the translation techniques mostly used by translators are amplification (22.81%), reduction (21.80%), and borrowing (13.42%). Whereas, those less prominently used by ELLs are adaptation (2.68%), compensation (2.01%), and description (0.67%). Amplification technique is the most frequently applied technique. The use of amplification technique showed their courage and creativity in adding, creating, and exploring the translation of source language text into target language text without changing the message from the source language. On the other side, the least used technique is description. The goal of the description technique is to replace words or statements with an explanation of their structure and purpose.

Moreover, the data also showed that the readability score of the target text which was translated by the translator also known as ELLs revealed such significant results. The data in the previous chapter showed that the highest degree of readability is produced by amplification (22.81%), reduction (21.80%), and borrowing (13.42%). However, the three lowest degrees of readability consisted of adaptation (2.68%), compensation (2.01%), and description (0.67%). This meant that the highest degree of readability of score 3 that produced by the translator is amplification (23.14%). The highest degree of score 2 of readability is held by reduction

(21.55). Lastly, amplification as the highest degree of score 1 (low) by 50%, followed by both discursive creation and literal translation which had the same degree (25%).

To put it in short, when a translator utilizes standard language, natural language, standard grammar, and structure, the text is readable and can be read aloud by the intended audience. Readability is closely related to the target language. Nonetheless, not every statement lends itself to a literal translation because the target language's numerous clauses may make the translation sound foreign.

This is a product-oriented translation study. Thus, the reasons behind the translators' decision-making, the role of the editor, and the role of the book author in translating the text were not covered. This study also assessed the translation techniques preferences by the ELLs and the effect of their preferences on the text's readability. The effect of translation technique usage on the other translation qualities such as naturalness, acceptability, and accuracy were not investigated. The limitations of this study, however, lead to suggestion for further research; The researcher hopes that with this research result, students able to differentiate and make good use of translation techniques at another time; The researcher hopes that this research could make good use for further research in the same field even with different media

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