
Subtitling Techniques and the Quality of Indonesian Subtitles of *The English Teacher*

Anugrah Cahyo Hudi^{1✉}, Rudi Hartono², Issy Yuliasri²

DOI : <https://doi.org/10.15294/eej.v10i4.39284>

¹ CLT Unika Semarang, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

Article History:
Accepted 20 March
2020
Approved 28 June
2020
Published 23
December 2020

Keywords:
subtitling techniques,
movie subtitles,
translation quality

Abstract

Translation in Indonesia is not only used in literary or scientific texts, but also in an audio visual field such as a movie. Many movies in Indonesia come from other countries and use English language. In this case, movie subtitling is needed to make the audience understand the subtitles more easily. This study analyzed the subtitles of a movie called *The English Teacher*. This study used a descriptive qualitative method and employed documentation and questionnaire to collect data. The English and Indonesian movie scripts were distributed to Indonesian adult target readers to examine the techniques and its quality. In this study, a theory from Molina and Albir (2002) was used to analyze the techniques and the quality assessment was based on a theory from Nababan (2012). There were 12 techniques found in the subtitles. The most dominant technique used by the translator was literal. To analyze the translation quality, 18 respondents participated as the raters; 3 expert readers and 15 adults target readers. The results revealed that there were 1286 data. Based on Nababan, the maximum score of the quality was 3, while the average score of accuracy, acceptability, and readability was 2.67, 2.79, and 2.86. This study also found a relation between types of techniques employed in translation and its quality. It can be concluded that the qualities of the subtitles were accurate, acceptable, and readable.

✉Correspondence Address:
Jl. Mentero Supeno no. 35 Semarang, Indonesia, 50243
E-mail: mr.cahyo92@gmail.com

INTRODUCTION

In human life, language plays an important role. Newmark (1988) argues that “it impacts on the necessity of translation caused by the difference of language human use to communicate” (p.5). Translating texts cannot be translated word by word because the meaning will be different. Naturally, some English movies are translated into different languages including Indonesian. Translating subtitles is not an easy task because each language has its own rules such as structure, phonetics, and words. Dealing with this case, a movie translator is needed because many Indonesians do not have good English proficiency (Renandya et al., 2018).

Allen and Gomery (1993) argue that “movie is a reflection of social values, interests and social phenomena and made within a social context” (p.156). A translation does not consist of one method since it is influenced by several factors. According to Nababan (2003), those factors are the different systems between the source language and the target language, the different types of text, the perception that translation is a communication means, and the different purposes of translating a text. Nida (1982) proposes the process of translation including analyzing the source text, transferring the text into the target language, and restructuring for natural acceptable translated text in the target language. It means translation is defined as a process of delivering meaning from the source language into the target language.

There are many issues about translation. Budiana et al. (2017), Dordevic (2017), Kembaren (2018), Lestiyawati et al. (2014) stated that translating literary works might be challenging for translators because they must translate the source language’s culture as precisely as possible. Other researchers who conducted some studies that are still in line were Yolanda and Yuliasri (2016), Kamil (2004), Lif et al., (2018), Pinheiro (2018). They stated that literary translation allows the audience to get

any information easily without getting confusion.

Regarding classroom research about translation, several studies have also been conducted by Hartono (2011), Hartono (2015), Chishiba and Mvula (2017). They concluded that many students thought that translating text is not an easy task. According to Yuliasri (2015), the minimum requirement of a translator’s skill is the mastery of reading comprehension in the source language and writing in the target language.

According to Molina and Albir (2002), “translation techniques are procedures to analyze and classify how translation equivalence works”. It means that a translator must pay attention with the result of a choice made from the source text to the target text. Thus, translators used various translation techniques.

Besides, that there are some classifications of translation techniques. A borrowing technique is used if some words or idioms from the source language take a word or expression straight from another language. A calque is used if the translator translates the word or the phrase in the source language literally. A literal translation is converting a word or an expression from the source language word by word. A transposition refers to an adjustment to the word structures or shifts in the word classes. An adaptation means replacing the element of source language culture with the same element in the target language culture. An amplification allows a translator to paraphrase implicit information in the source language. An established equivalent is used if the translator uses a specific term or idiom that is familiar for people in a society. The generalization presents more neutral or general terminology in the target language. The particularization acquires more concrete or precision terms. The modulation changes the point of view of the source language. The reduction gives the information in the source text is partially omitted in the target text. The variation is gained if the translator changes the linguistic or paralinguistic elements. The addition will be used in adding more information. The deletion permits the translator

to delete the word or the information in the source language.

A good translation has to transfer the message from the source language to the target language well. The readers or viewers sometimes only read the translation product without paying attention to translation quality. That is why translation quality assessment is very important for translation products. The researchers who conducted some studies that is still in line with translation quality were Anari and Bouali (2009); Azirovi et al., (2016). They stated that translation quality assessment is an activity to give value or to measure the quality of the translation product. Assessing or criticizing a translation product is not an easy task for it needs an extraordinary ability. According to Nababan (2003), three instruments can be used to measure the quality of subtitles such as accuracy, acceptability, and readability. An accuracy test means to check whether the meaning of source text is similar to the target text. The term acceptability refers to whether or not the translation has been revealed according to the target language rules, norms, or cultures. The readability deals with how natural and easy a translation can be read by the target readers.

This research focused on English-Indonesian subtitles of *The English Teacher* movie whose target audience for the subtitle of the movie is not only EFL students but also non-EFL students. It is expected that the subtitle translation is acceptable, accurate, and readable so that the target readers can grasp the source language and culture well.

This study focused on English-Indonesian subtitle translation techniques and its quality. Then, the analysis of translation techniques employed is further assessed in terms of its quality, covering its acceptability, accuracy and readability level. The assessment was carried out by expert readers and target readers.

METHODS

A study is an effort to find, explore, and examine the truth of knowledge, by using a research method (Hadi, 1983). A descriptive

qualitative methodology was used to analyze the data. To collect the data, the researchers used documentation and questionnaire. According to Moleong (2010), “qualitative study was a study which has the goal to understand the subject of the study is a descriptive way (p. 6)”.

We used triangulation to check and compare the data validity. According to Cohen et al., (2007) triangulation is defined as using two or more methods of data collection in doing research. They stated that there are various kinds of triangulation; such as time triangulation, space triangulation, combined levels of triangulation, theoretical triangulation, investigator triangulation, and methodological triangulation. This study employed methodological triangulation for cross-checking the data.

There were two steps to collect the data. Analyzing the content is the first one. English-Indonesian translation of technical terms in *The English Teacher* movie was analyzed and then classified the types of techniques used by the translator in translating the English-Indonesian translation of technical terms. Second, in assessing the translation quality of English-Indonesian translation of technical terms, we distributed three accuracy and acceptability questionnaires to the expert readers. They were English Education lecturers in different universities. Then, we handed out fifteen readability questionnaires to the target readers. They were EFL students in their fifth semester in different universities in Semarang. The respondents were chosen randomly.

RESULTS AND DISCUSSION

This part expands the results and discussion of analyzing translation techniques that were used by the translator in translating the subtitle. A theory by Molina and Albir (2002) formulated some techniques in translation. The techniques found from the data were literal, borrowing, compensation, reduction, adaptation, addition, calque, established equivalence, modulation, generalization, substitution, and linguistic amplification. In this

analysis we used English and Indonesian dictionary, Oxford dictionary fourth edition, digital Indonesian General Dictionary (KBBI), and the Regulation of the Minister of Education

and Culture of the Republic Indonesia Number 50 the Year 2015 about Indonesian General Spelling Guidelines. Table 1 presents the techniques found in the translation.

Table 1. Types of Translation Techniques

No.	Types of Techniques	Frequency	Percentage
1.	Literal	1053	81.88
2.	Borrowing	124	9.64
3.	Compensation	45	3.50
4.	Reduction	25	1.94
5.	Adaptation	18	1.40
6.	Addition	8	0.62
7.	Calque	3	0.23
8.	Established Equivalence	3	0.23
9.	Modulation	2	0.16
10.	Generalization	2	0.16
11.	Substitution	2	0.16
12.	Linguistic Amplification	1	0.08
Total data		1286	100

Based on the data displayed in Table 1, it could be concluded that the literal translation was the most dominant technique used by the translator; there were 1053 occurrences out of 1286 data and the percentage was 81.88%. It was followed by borrowing. There were 124 occurrences out of 1286 data and the percentage was 9.64%. The third dominant occurrences were compensation. There were 45 occurrences out of 1286 data and the percentage was 3.50%. The fourth technique most used by the translator was a reduction, there were 25 occurrences out of the total and the percentage was 1.94%. The next technique was an adaptation. There were 18 occurrences and the percentage was 1.40%. The addition was the sixth technique. There were 8 occurrences out of the total and the percentage was 0.62%. The calque and the established equivalence techniques were the seventh and the eighth techniques used by the translator. The total of both techniques were the same; there were 3 with the percentage was 0.23%. The next positions were the modulation, the generalization, and the substitution techniques. There were 2 occurrences for each technique and the percentage was 0.16%. The least used technique was the linguistic

amplification with 1 occurrence with the percentage was 0.08%. Every translation technique found in this movie is explained in detail in the following section along with the evidence.

Literal

The literal translation was the first most dominant technique used by the translator. There were 1053 occurrences out of a total of 1286 and the percentage was 81.88%. The literal technique refers to translate the source text into the target text word-by-word. It could be seen that the use of the source text and the target text are similar to structure and grammar. Not to mention that there is an appropriate equivalence between the source text and the target text. All of the data were available in the appendices, but in each sub-section, examples are provided.

Example :

- (1) ST : Linda Sinclair had reached her 45th year, (no. 1)
TT : *Linda Sinclair telah memasuki usia yang ke-45 nya*, (no. 1)
- (2) ST : What do you mean? (no. 128)
TT : *Apamaksudmu?* (no. 128)

The first example from the subtitles was Linda Sinclair had reached her 45th year translated to Linda Sinclair *telah memasuki usia yang ke-45 nya*. The second example was what do you mean translated to *apa maksudmu*. It could be seen from both of the examples above, that the source text was translated literally and focused on the form and structure without any addition or reduction into the target text.

Borrowing

The borrowing was the second dominant technique. There were 124 occurrences out of 1286 data and the percentage was 9.64%.

Example :

- (1) ST : One of *discipline* ... (no. 5)
TT :*Salah satu orang yang disiplin* ... (no. 5)
- (2) ST :Do you really need to make 35-40.000 *dollars* a year (no. 65)
TT :*Apakah kamu benar-benar perlu membuat 35-40,000 dolar per tahun* (no. 65)

A borrowing is used by the translator if there are no equivalent of the source language that can be found in the target language. From the first example above, it could be seen that word *discipline* in source text was translated to *disiplin*. The second example was word *dollars* translated to *dolar*. The translator omitted the last letter of -e and -s because in the target text, those words are also almost similar.

Compensation

The third most used technique was a compensation. The translator used this technique 45 times and the percentage was 3.50%.

Example :

- (1) ST : And you know what... (*BLOWS RASPBERRY*) (no. 73)
TT :*Dan kautahuapa...* (*MENJULURKAN LIDAH*) (no. 73)
- (2) ST :And must ever be on guard (no. 91)
TT :*Dan harus selalu waspada* (no. 91)

The first example showed that the idiom *blows raspberry* was not translated in to *tiupan buah raspberry*. This is understandable because that does not make sense in Indonesian and would confuse the viewers. The translator translated the idiom into *menjulkan lidah* as an implicit message. The second example found

from the data was *to be on guard* translated to *waspada* although in target text dictionary the meaning of *guard* should be translated as *penjaga*.

Reduction

The fourth most used technique was a reduction. The translator used a reduction technique in 25 occurrences and the percentage was 1.94%.

Example :

- (1) ST : And her little interest in the banal activities of youth, (no. 31)
TT :*Dan kesenangannya berada di kegiatan pemuda*, (no. 31)
- (2) ST :I was just *making* a joke. (no. 53)
TT :*Aku hanya bercanda*. (no. 53)

This technique is the opposite of addition. When using addition technique, the translator adds the meaning from the source text to the target text. Meanwhile, in a reduction, the translator reduces the meaning from the source text to the target text. The example was her little interest translated to be *kesenangannya* not *sedikit kesenangannya*. The word *little* was deleted in the target text by the translator. The next example was *making a joke* directly translated to *bercanda* without adding the meaning of the word *making*.

Adaptation

The fifth technique found in this subtitle was an adaptation. There were 18 bits or 14% translated using this technique.

Example :

- (1) ST : that made the mundane world seem all the more bleak. (no.27)
TT :*Yang membuat segala sesuatu di dunia fana tampak lebih suram*. (no. 27)
- (2) ST :Can you, uh, excuse us, *nurse*? (no. 902)
TT : *Bisakah kamu, uh, mengijinkan kita, suster?*(no. 902)

The adaptation technique is a type of translation that involves some changes to be made so that the target text produced is in harmony with the spirit or the culture of the source text. The word *mundane world* was translated as *dunia fana* while the word *nurse* was translated to *suster* even though in the English-Indonesian dictionary these words were translated as *sangat biasa* and *perawat* respectively.

Addition

The sixth technique was an addition. The translator used this particular technique in 8 occurrences out of total and the percentage was 0.62%.

Example :

- (1) ST : and I love(no. 727)
TT :*Dan aku menyukainya.* (no. 727)
- (2) ST :They do. (no. 741)
TT :*Mereka melakukannya.* (no. 741)

This technique was an effort to make the subtitle sounds natural and easy to be understood by the audience. The first and second examples above were the same, for both of them added by word *-nya* in the target text.

Calque

The seventh technique on the list was the calque. The translator used calque technique 3 times or 0.23%.

Example :

- (1) ST : She lived alone in Kingston, Pennsylvania, (no. 13)
TT :*Dia tinggal sendirian di Kingston, Pennsylvania,* (no. 13)

The translator translated each of the words or phrases in source language literally. It can be lexical or structural. In the example above the target text was translated the same as the source text; *Kingston, Pennsylvania* because the name of the place could not be translated in any target text.

Established Equivalence

The eighth technique was an established equivalence. This technique was used 3 times (0.23%).

Example :

- (1) ST : Today we've lost touch with *classica virtues*, (no. 179)
TT :*Hari ini kita telah kehilangan sentuhan dengan kebajikanklasik,* (no. 179)

Classical *virtues* were translated into *kebajikan klasik*. According to the dictionary, the word *virtues* is translated to *nilai* in the target text. But in this particular example, the translator changed the meaning to be *kebajikan*.

Modulation

The modulation was the ninth most used technique. The translator used the modulation in 2 occurrences or 0.16%.

Example :

- (1) ST : She enjoyed no great luxuries. (no. 15)
TT :*Dia tidak hidup dalam kemewahan.* (no. 15)

The translator changed the point of view, focus or cognitive category in relevance with the source language. It could be a lexical or a structural. From the example provided above, the translator translated the source text *no great luxuries* into *tidak hidup dalam kemewahan* in the target text. It could be seen that the modulation helped the readers to understand the source language to the target language easier.

Generalization

The tenth technique was a generalization. This technique was used twice and comprised 0.16% of the total data.

Example :

- (1) ST : You have? (no. 230)
TT :*Benarkah?* (no. 230)

From the data found in the subtitles above, the translator translated the interrogative sentence *you have to benarkah*. The translator translated the source text to the target text in a way that makes the meaning more neutral.

Substitution

The eleventh technique was a substitution. The translator used the substitution in 2 occurrences or 0.16% from the total data.

Example :

- (1) ST :
It's got language, it's got violence... (no. 329)
TT :*Naskah ini punya bahasa, naskah ini ada kekerasannya...* (no. 329)

This translation technique changed linguistic elements from the source text to the target text. In the example above, it could be seen that *it's got language* translated to be *naskah ini punya bahasa*. The translator used more neutral or general terminology in the target language (from subordinate to superordinate).

Linguistic Amplification

Example :

- (1) ST : an irrepressible thrill. (no. 26)
 TT : *Sebuah sensasi yang tak tertahankan.*
 (no. 26)

This translation technique added new linguistic elements in the target text. It was the opposite of the linguistic compression technique. This is usually about using a paraphrase to

explain a word that has no equivalent in the target language. From the example above the word *irrepressible* which means not able to be controlled or restrained was translated in the target text into *tak tertahankan*. The twelfth technique was the linguistic amplification and only 0.08% of the data.

Translation Quality Assessment

This part explained the results and discussion of translation quality assessment. The second aim of this study was to evaluate the translation quality in the English-Indonesian subtitles of The English Teacher movie by using the theory from Nababan (2012). The focus of the analysis was three quality assessments: accuracy, acceptability, and readability. The

questionnaires concerning the accuracy and the acceptability of the translations were distributed to three expert readers. While the readability rubrics were handed out to fifteen target readers. They were EFL students in their fifth semester in different universities in Semarang. The respondents were randomly chosen. The following part showed the results and discussion for each of translation quality assessment.

Accuracy Level

Table 2. The Accuracy Level

Category	Number of Data	Percentage
Accurate	868	67.50
Less Accurate	413	32.11
Inaccurate	5	0.39
Total data	1286	100

Based on table 2, the total number of data was 1286. It was calculated from the total of data analysis with 3 expert readers. There were three indicators: accurate (3), less accurate (2), and inaccurate (1). The first rank was accurately represented with 3 points which were the highest score. There were 866 accurate (67.44%).

The second rank was less accurate that was worth two points. There were 141 partly accurate data (24%) while there were 413 less accurate data (32.16%). The last rank was in accurate that was worth 1 point. There were 5 in accurate data and the percentage was 0.4%. In conclusion, the results of data alysis were mostly accurate.

Acceptability Level

Table 3. The Acceptability Level

Category	Number of Data	Percentage
Acceptable	1017	79.08
Less Acceptable	263	20.45
Not Acceptable	6	0.47
Total data	1286	100

Based on table 3, there were three and not acceptable (1). The total number of data indicators: acceptable (3), less acceptable (2), was 1286. It was calculated from the total of

data with 3 expert readers. The first rank was acceptable. Each acceptable datum was given 3 points which were the highest score. There were 1017 accurate data (79.08%). The second indicator was less acceptable, equivalent to 2

points in the marking. There were 263 less accurate data (20.45%). The last rank was not acceptable that was worth 1 point. There were 6 unacceptable data (0.47%). In conclusion, the results of data analysis were highly acceptable.

Readability Level

Table 4. The Readability Level

Category	Frequency	Percentage
Readable	1104	85.85
Less Readable	177	13.76
Not Readable	5	0.39
Total data	1286	100

Based on Table 4, there were three indicators: readable (3), less readable (2), and not readable (1). The total number of data was 1286. It was calculated from the total of data analysis with 3 expert readers. The readable data were given 3 points each. There were 1108 readable data (85.90%). The second rank was

less readable, represented with 2 points in the marking. There were 177 less readable data (13.72%). And lastly, not readable data were scored one point. There were only 5 unreadable data (0.39%). In conclusion, the results of data analysis were highly readable.

Table 5. The Average of Quality Assessment

Scale	Accuracy			Acceptability			Readability		
	3	2	1	3	2	1	3	2	1
	2598	826	5	3051	526	6	3324	354	5
	868	413	5	1017	263	6	1108	177	5
	3429 : 1286			3583 : 1286			3683 : 1286		
Average	2.67			2.79			2.86		

Based on the data shown in Table 5, the average of the translation's accuracy level was 2.67. It could be concluded that the subtitles of *The English Teacher* movie can be considered as accurate. The data below is an example that showcases the accuracy of this movie's translation.

Example :

ST :She would devote herself to igniting the flames... (36)

TT :*Dia akan mengabdikan dirinya untuk menyalakan api...* (36)

As can be seen from the example above, the translator used the literal technique because there was no changing of the words or structure from the source text to the target text. The accuracy score of that example was 3. This means the literal technique not only influenced

the quality of the accuracy but also made the translation acceptable.

Furthermore, the average of the acceptability level was 2.79. It could be concluded that based on the average score of acceptability; the subtitles of *The English Teacher* movie were considered as acceptable. The data below is an example of the translation's acceptability.

Example :

ST :*Hi, joanna.* (37)

TT :*Hai Joanna.* (37)

The example above used the borrowing techniques and the score of the quality was 3. It could be seen that the techniques toward quality here were important.

The last quality was readability. The average of the readability level was 2.86. It could

be concluded that based on the average score of readability; the subtitles of *The English Teacher* movie were readable. The data below was an example of the readability.

Example :

ST:for the design, I'm picturing a sort of (274)

TT :*untuk desain, aku membayangkan semacam...* (274)

The example of data above could be used as readability toward some techniques. In the datum above, the translator used borrowing techniques because the words from the source text did not change significantly in the target text. This kind of data were scored 3 points for its readability. This means the target readers understood the translation well.

Overall, the decision of choosing translation technique plays a role in translation quality.

CONCLUSIONS

This study focused on analyzing the types of translation techniques and the quality of the subtitle in *The English Teacher* movie that was translated from English to Indonesian. Based on the findings above, the total number of data analysis was 1286. The most dominant technique was a literal translation that comprises 81.88% of the total data. Then it was followed by a borrowing, a compensation, a reduction, an adaptation, an addition, a calque, an established equivalent, a modulation, a generalization, a substitution, and the least technique was a linguistic amplification (0.08%). In terms of the quality of the subtitle, we found that 67.50% of the data was accurate, 32.16% was less accurate, and 0.39% was considered inaccurate. The second aspect of the quality was the acceptability level. As much as 79.08% of the translation was deemed acceptable, while the remaining 20.45% and 0.47% were less acceptable and not acceptable respectively. The last level of the quality was its readability. The results showed that 85.85% of the translation was readable, 13.76% was less readable, and 0.39% was not readable. It could be seen from the data that techniques used in translation were

important in knowing the qualities of subtitle. The rate of accuracy of the translation was 2.67, 2.79 for the acceptability and its readability was 2.86. It can be concluded that the subtitles of *The English Teacher* movie were accurate, acceptable, and readable.

REFERENCES

- Allen, R., & Douglas, G. (1993). *Theory and practice: Film history*. McGraw-Hill, Inc.
- Anari, S., & Bouali, Z. (2009). Naturalness and accuracy in English translation of hafiz. *Journal of Teaching English as a Foreign Language and Literature*, 1(3), 75-85.
- Azirovi, Y., Syafie., & Fitrawati. (2016). An analysis of English Department Students' accuracy in translating natural science text from English into Bahasa Indonesia. *Journal of English Language Teaching Padang State University*, 5(1), 153-162.
- Budiana, A., Sutopo, D., & Rukmini, D. (2017). The use of translation techniques in subtitling the Dhaup Ageng documentary movie. *English Education Journal*, 7(2), 1-5.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge. <https://bit.ly/3bTIqqm>
- Chishiba, G., & Mvula, R. (2017). An analysis of the translation strategies used to translate, from English into Nyanja, Zambia's "a simple guide to the antigender based violence (gbv) act". *International Journal of Applied Linguistics and Translation*, 3(1), 10-15.
- Dordevic, J. (2017). Translation techniques revisited: the applicability of existing solutions in non-literary translation. *International Journal of Linguistic and Literature*, 15(1), 35-47.
- Hadi, S. (1983). *Methodology research I: Untuk paper, skripsi, thesis & disertasi*. Yayasan Penerbit Fakultas Psikologi UGM.
- Hartono, R. (2011). *Teori penerjemahan (a handbook for translators)*. Cipta Prima Nusantara.

- Hartono, R. (2011). Teaching translation by using a cooperative work procedure. *Language Circle: Journal of Language and Literature*, 6(1), 1-11.
- Hartono, R. (2015). Teaching translation through the interactive web. *Language Circle: Journal of Language and Literature*, 9(2), 129-139.
- Kamil, A. (2014). An analysis of English-Indonesian translation quality on twitter web pages. *Journal of English and Education*, 2(1), 27-38.
- Kembaren, F. (2018). An analysis of translation techniques in the English versions of arrahman surah. *ILJRES - International Journal on Language, Research and Education Studies*, 2(1), 56-72.
- Lestyanawati, R., Hartono, R., & Sofwan, Ahmad. (2014). Translation techniques used by students in translating English news items. *English Education Journal*, 2(2), 90-98.
- Lif, A., Hartono, R., & Yuliasri, I. (2018). Translation techniques and grammatical equivalence in Indonesia English translation of central java visitor guide. *English Education Journal*, 8(2), 254-264.
- Molina, L., & Albir, A. (2002). Translation techniques revisited: A dynamic and functionalist approach. *Meta Translators' Journal*, 47(4), 498-512.
- Moleong, L. J. (2010). Metodologi penelitian kualitatif. PT. Remaja Rosdakarya.
- Nababan, M. R. (2003). Teori menerjemah bahasa Inggris. Pustaka Pelajar.
- Nababan, M. R. (2012). Teori menerjemah bahasa Inggris. Pustaka Pelajar.
- Newmark, P. (1988). A textbook of translation. Prentice Hall International.
- Nida, E., & Charles, T. (1982). The theory and practice of translation. E. J. Brill.
- Pinheiro, M. (2018). Translation techniques. *International Journal of Communication and Language at Work*, (4), 121-144.
- Renandya, W., Hamied, F., & Nurkamto, J. (2018). English language proficiency in Indonesia: Issues and prospects. *Journal of Asia TEFL*, 15(3), 618-629.
- Yuliasi, I. (2015). Students' choice of translation techniques and quality of their translations. International Conference Proceedings of the 5th English Language Teaching, Literature and Translation (ELTLT), 389-395. Semarang, Indonesia.
- Yuliasri, I. (2016). Translation techniques and pragmatic equivalence in Indonesian translation of humorous utterances in The Walt Disney's Donald Duck comics. The International Conference Proceedings Prasasti III, 409-414. Surakarta, Indonesia.
- Yolanda, R., & Yuliasri, I. (2016). Techniques and quality of English-Indonesian translation of pun in Tolkien's The Hobbit. *English Education Journal*, 6(1), 87-96.