

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Translation is the activity of understanding text in one language, or what is commonly called as source language (SL), and expresses understanding about a text into another language, which is called the target language (TL). The result of the activity carried out by a person called translator is a translation or target text that is equivalence with the source text. Translation is an understanding and skill-intensive activity because what is translated includes not just words, phrases, and sentences at the language specification, but also at the level further than language that is relevant to its purpose. Given the importance of an educational video to increase the viewers' knowledge, it is a significant task of a translator in transferring a message from the source language to the target language. Newmark (1988: 5) stated that "translation is rendering the meaning of a text into another language in the way that the writer intended the text." Therefore, the role and knowledge of a translator are vital in communicating scientific works and academic publications. Suryawinata and Hariyanto (2016) mentioned that one of the most important skills required of a translator is the ability to write or express ideas in source language (SL) in writing.

From the previous statement, it can be concluded that this concept contains an understanding that the author's intention of the source text is the most important element that must be considered by a translator when they read the source text

(Hartono, 2017). So that from this translation activity it can be seen the extent to which students understand the information or meaning of technical terms contained in the source language in Indonesian narration in the video of Demulih Village Bird Conservation when translating it into the target language. The result of this translation activity is the translation product of students of Faculty of Foreign Languages. Robinson (2012) states that students should be able to switch from one to the other when the situation requires it, as well as recognize when the situation does require it, in order to perform both subconscious speed translation and conscious analytical problem solving. Aside from that, before starting work on the translation, the cultural background that contributed to the text's creation must be researched (Indra & Setiawan, 2017).

One of the important factors in this translating activity is the students' strategy in translating technical terms in translating Indonesian narration in the video of Demulih Village Bird Conservation. In a recent thesis written by Sofyanti (2019), the researcher identified the translation procedures used in translating abstracts from English into Indonesian on English Education Study Program Faculty students' thesis. This study was designed to examine translation Strategies, the most common type of translation Strategies, and the fewest translation Strategies (Sofyati, 2019). In translating a specific document, students have their own way in determining a translation strategy where these things are used as a reference in carrying out the translation process which then produces an equivalence of meaning between the source language and the target language. This factor should be known because the quality of the translation product produced by

students is closely related to how they understand the meaning of technical terms or text message of the source language so that it can be properly and correctly understood in the target language.

The researcher chose this thesis topic because the researcher's enthusiasm about the strategies used by fourth semester students at the Faculty of Foreign Languages in translating Indonesian narration in the video of Demulih Village Bird Conservation into English, and how they managed to deal with technical terms. On the other hand, the researcher was also a research assistant at scientific research *Merdeka Belajar Kampus Merdeka* (MBKM) program formulated by the Ministry of Education and Culture of the Republic of Indonesia, and the output of that scientific research is that the research assistants are required to write a thesis according to their respective study programs while still being related to this scientific research.



The students involved in this study are eight students from Mahasaraswati Denpasar University who came from three different majors, namely English Study Program, English Language Education Study Program, and Biology Education Study Program. The eight research assistants have to choose the topic of theses and articles related to bird conservation in Demulih village. The researcher finally chose this topic because of a discussion with one of the supervisors of scientific research who is very competent in the field of translation. The strategy in understanding and translating the narration of the video became a reference material for future study in the subject of Indonesian translation studies in general, and for academic references at Faculty of Foreign Languages in particular.

1.2 Problems of the Study

The formulation of the relevant problems based on background of the study above can be stated as follows:

1. What strategies do the fourth semester students of Faculty of Foreign Languages student apply in translating Indonesian narration in the video of Demulih Village Bird Conservation into English?
2. How do the fourth semester students of Faculty of Foreign Languages cope with technical terms that found in translating Indonesian narration in the video of Demulih Village Bird Conservation into English?

1.3 Objectives of the Study

The following are the research objectives related to the formulation of the problem mentioned above:

1. To identify the strategies applied by the fourth semester students of Faculty of Foreign Languages in translating Indonesian narration in the video of Demulih Village Bird Conservation into English.
2. To find out how the fourth semester students of Faculty of Foreign Languages cope with technical terms that found in translating Indonesian narration in the video of Demulih Village Bird Conservation into English.

1.4 Limitation of the Study

The limitation of the study focused on strategies applied by the fourth semester students of Faculty of Foreign Languages at Mahasaraswati Denpasar

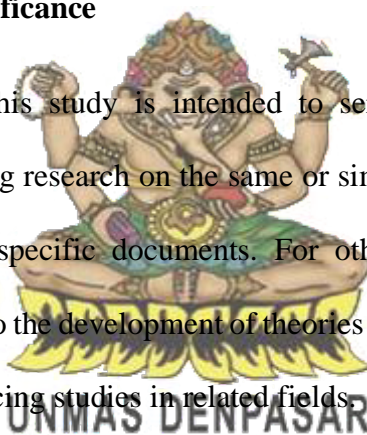
University in academic year of 2021-2022 in translating Indonesian narration in the video of Demulih Village Bird Conservation into English, and how they deal with technical terms in that video narration. Molina and Albir's theory of translation strategy was applied in examining the two problems of the study.

1.5 Significance of the Study

Significance of the study is twofold, namely theoretical and practical significance. Those significances are further presented as follows:

1.5.1 Theoretical Significance

Theoretically, this study is intended to serve as a reference for other colleagues in conducting research on the same or similar topics, namely strategies applied in translating specific documents. For other researchers, this study is expected to contribute to the development of theories regarding to develop the study of translation, or producing studies in related fields.



1.5.2 Practical Significance

Practically, this study will provide new experiences and insights on analyzing translation strategies, and the research results are expected to be used as a reference for developing the study of translation. This translation study is expected to be useful media in implementing the researcher's explanation about translation strategies.

CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

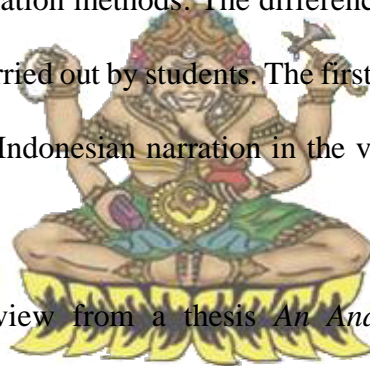
This chapter presents several reviews of related literature from previous researchers, the concepts, and the theoretical reviews related to this research. The review of previous researchers serves as a differentiating tool between research that has been studied previously, and the research performed by the researcher.

2.1 Review of Related Literature

The research on translation strategies has been carried out by previous researchers, and among those researchers has differences in terms of focus or object, the research method used and the content of each research result. Some of these related studies are used as guidelines to conduct this research to differentiate the previous research and the most important thing is to prevent the possibility of duplication. For this review of related literature, the researcher uses two theses and three articles as a comparison material.

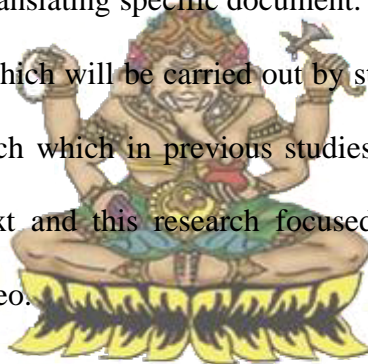
Translation Strategies Found in Thesis Abstract of English Department Students is the thesis written by Sofyanti (2019) focuses on identifying the translation Strategies used by students of the English Education Study Program Faculty of Education and Teacher Training in translating the thesis abstracts from English to Indonesian. It describes occurrences, situations, or events, hence this approach is intended to acquire and accumulate basic data. Ten translations of thesis abstracts from the English Education Study Program at the Faculty of Education and Teacher Training were used to collect data. Recognizing and categorising the translation Strategies employed in the abstract thesis. The translation Strategies

theory of Molina and Albir is applied, and the data in the thesis reveal that there are seven translation Strategies used in the translating the thesis abstracts. The first is Borrowing with 138 data or 76,23%, Transposition or Shift with 18 data or 9,93%, Literal Translation with 15 data or 8,32%, Amplification or Addition with 4 data or 2,21%, Established Equivalence with 4 data or 2,21%, Reduction or Omission with 1 data or 0,54%, and the last is Modulation with 1 data or 0,54%. The similarities between Ening Sofyati's thesis and this research are both discussing the analysis of translation strategies found in students' work. These two studies also used the same theory to analyze translation methods. The difference only lies in the data used in research which were carried out by students. The first research used a thesis abstract and this research used Indonesian narration in the video of Demulih Village Bird Conservation.



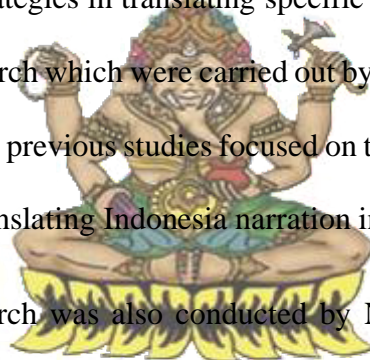
The second review from a thesis *An Analysis of Students' Ability in Translating Idiom on Narrative Text* written by Optaria (2020) focuses to discover the students' strategies and problem in translating English idioms in Indonesia in Narrative text. Descriptive qualitative method used in this research, and the research sample was taken from twenty students of English Education in the fifth semester of the 2019/2020 academic year with a purposive sampling. Documents containing idioms in narrative text and an interview consisting of eight questions about difficulties are used to collect data. Following the data analysis, paraphrasing was the most prevalent strategy, contributing for 72 data points (36%). The second method was to translate by similar meaning and form using 40 data points (20% of the total). The final strategy, with 14 data points or 7%, has a similar meaning but

a different form. The translation difficulties to recognise idiom, on the other hand, have the highest frequency with 18 students, or 90%. The second problem is that 17 students or 85% of them have difficulty finding the closest meaning of an idiom. Then follows with the difficulty of differences the context of idioms used with 16 students or 80%, and the final with the lowest percentage is the difficulty of differences in the frequency of idioms used in the SL and TL with 15 students or 75%. The data were analyzed by using Miles and Huberman's theory. The similarities between Tri Optaria's thesis and this research are both discussing students' strategies in translating specific document. The difference only lies in the data used in research which will be carried out by students. The difference lies in the focus of the research which in previous studies focused more on translating idioms in narrative text and this research focused on how students deal with technical terms in a video.



For the next review of related literature, the researcher used an article with the title *Translation Strategies Applied by the Fifth-Semester Students of English Education Study Program in Translating English Written Texts into Indonesian Language*. This article is from Journal of English Education and Teaching (JEET) written by Astri, Azwandi, and Arasuli (2020). This article analyzes the translation strategies used by fifth semester English Education Study Program students while translating written texts from English to Indonesian. The research method used in this study is descriptive qualitative and quantitative approach. The data subjects of this study were obtained from sixty-one translation assignments collected from lecturers into the translation subjects taught in the courses. The data of this study

were collected from student assignments on explanatory texts given by the lecturer. Suryawinata and Hariyanto's translation strategy theory is used for data analysis in this study. The findings of this study revealed that the frequency with which each translation approach was used differed. The translation strategies employed by the students ranged from the most dominant to the least dominant. The first one is Borrowing with 56.61%, Omission (29.41%), Synonym (6.80%), Addition (3.49%), and the last one is Transposition (3.49%). The similarities between the article from Afaf Astri, Azwandi, and Arasuli and this research were both discussing students' strategies in translating specific document. The difference lies in the data used in research which were carried out by students also, lies in the focus of the research which in previous studies focused on translating written text and this research focused on translating Indonesia narration in a video.



A similar research was also conducted by Novianti and Soerjowardhana (2020). This research is similar to the researcher's study on translating methods. That research entitled *Translation Strategies of Illocutionary Acts in Jack Canfield and Mark Victor Hansen Novel "Chicken Soup for the Mother of Preschooler's Soul"*. The descriptive-qualitative method was used in this study to explore the illocutionary acts and translation methods used in translating quotations (Novianti & Soerjowardhana, 2020). The difference between this research and previous researches is that previous researches used novels as data analysis material, whereas this research used the results of students' assignments in translating Indonesian Narration to English. The researchers found out that there are 15 translation Strategies by Molina Albir. They are Adaptation with 4 data or 4,76%,

Amplification with 7 data or 8,33%, compensation with 6 data or 7,14%, description with 1 data or 1,19%, discursive creation with 5 data or 5,95%, establish equivalent with 9 data or 10,71%, Naturalized Borrowing with 2 data or 2,38%, Pure Borrowing with 1 data or 1,19%, generalization with 1 data or 1,19%, linguistic amplification with 15 data or 17,86%, linguistic compression with 7 data or 8,33%, literal translation with 12 data or 14,29%, modulation with 2 data or 2,38%, particularization with 3 data or 3,57%, reduction with 4 data or 4,76%, transposition with 5 data or 5.95%. Linguistic Amplification strategy records for 17.86% of the discovered translation strategy. Illocutionary acts, which mostly consist of linguistic amplification to make the message perfectly clear to the audience. It is reasonable to conclude that in order to maintain the author's intention, the translator should be knowledgeable with pragmatic, illocutionary speech acts.

The last review of related literature is the research of two lecturers of the Faculty of Foreign Languages, Mahasaraswati Denpasar University entitled *Designing a Model of Translating Culture-Bound Texts in Translation Classroom: Strategies and Procedures*. This research from Jayantini and Juniarta (2019) efforts are made to identify strategies and procedures for translating culturally bound texts in translation subject. The research was conducted in a translation class with four credits divided into English-Indonesian translation and vice versa with two credits each in the English Department, College of Foreign Languages (STIBA) Saraswati Denpasar Bali which has now changed its name to the Faculty of Foreign Languages (FBA) because it has joined Mahasaraswati Denpasar University. The theory used in such a research contains translation procedures and methods that

merge the concept, categorization, and definition supported by examples. The results of the identification are assumed to be used as a model for translation practice and to help students improve their skills. In relation to the culture in which this study is being conducted, terms indicating Balinese culture, tradition, and rituals such as *ngayah* (mutual help), *menyama braya* (brotherhood), *metatah* (tooth filing), *ngaben* (cremation ceremony), *setra* (cemetery). Aside from that, it may present a challenge to students in figuring out the proper expression and meaning of cultural terms by utilizing appropriate strategies and sequencing the steps. Finally, this research produced a strategy mapping that reflects the Strategies that English majors can use to translate culturally bound texts. While the procedure refers to the appropriate method for transferring the meaning of cultural terms that appear in the text. The similarities between Jayantini and Juniarta research and this research are both discussing students' strategies in translating specific document. The difference lies in the data used in research which were carried out by students, and in the focus of the research which in previous research focused more on translating cultural terms.

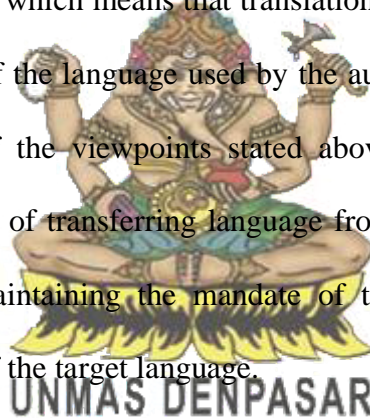
2.2 Concepts

The basic concepts are intended to provide some ideas related to the statement of this research. There are three basic concepts that relates with this research as follows:

2.2.1 Translation

Many experts in the field of translation have different perspectives regarding the meaning of the translation itself, therefore there are many opinions

regarding different theories of translation. As stated by Catford (1965:20), translation is "The replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". Referring to the previous statement, translation is a means of diverting discourse in the source language (SL) with discourse in the target language (TL). From Newmark's (1988:5) perspective "translation is rendering the meaning of a text into another language in the way that the author intended the text". Translation, according to previous statement, is changing the meaning of a discourse into another language such as the discourse intended by the author, which means that translation according to Newmark is re-expressing the intent of the language used by the author into the target language. According to some of the viewpoints stated above, it can be concluded that translation is a process of transferring language from the source language to the target language by maintaining the mandate of the source language but still adjusting to the rules of the target language.



2.2.2 Narration

The use of written or spoken commentary to present a story to an audience is known as narration. Narration delivered by the narrator is a certain person developed by the creator of the story to convey information about the plot or series of events. Keraf (2010) stated that a narrative is a type of discussion that attempts to precisely explain a situation to the reader (as cited in Istiningdias & Argenti, 2019). This means, the narrative attempts to answer a question "what happened", and it tries to narrate an event or events as if the reader could perceive and feel the event. The act or action, as well as the time sequence of events, are important

elements in narration. The goal of narration is to inform the reader or audience about what happened. As a result, the key concern in the narration is action. Based on the definitions of narrative above, narrative is a work that describes the chronology of events in a certain time series.

2.2.3 Video

Video is a type of electronic media that combines audio and visual technologies to create a dynamic and fascinating performance. The utilization of video as a medium for spreading invention can be packaged in a variety of ways, including combining face-to-face interaction with group communication, as well as using text, audio, and music. Multiple studies have demonstrated that applying short video clips enables for more effective memory retention and processing recall, and the visual and verbal aspects of videos appeal to a broad audience and help each user metabolise information in a way that feels natural to them (Bevan, 2020). From some of the explanations above, the role of video is very important in daily basis, because it can provide more sophisticated and faster information. In this research, the researcher will use the video of Demulih Village Bird Conservation as material to obtain data in the form of narration. The video is the work of the groups of youth or *Sekaa Truna* Murdha Citta with researchers of bird conservation of Mahasaraswati Denpasar University.

2.3 Theories

The existence of the theory is extremely crucial in a scientific research because the theory is a device from the statement that has proven true. Theoretical frameworks are largely viewed as a capital base to be able to examine. In this

research, the researcher used one main theory of translation procedure by Molina and Albir (2002) from the journal entitled *Translation Strategies Revisited: A Dynamic and Functionalist Approach*.

2.3.1 Translation Procedure

Experts have proposed some translation procedures. Molina and Albir's translation procedures are used by the researcher. Translation procedure, according to them, describes the result and can be used to classify various translation solutions. Besides that, they described translation procedure as a procedure used to analyze and categorize the way equivalent work is done. In order to get the equivalent work, the translation result must be acceptable. Larson (1984) determines the acceptable translation as one that:

- a. Uses the target language's normal language forms
- b. Communicates as much as possible to target language speakers the same meaning that source language speakers understood.
- c. Maintains the dynamics of the original source language text.

Based on this explanation, translation procedures refer to the same concept. Molina and Albir (2002) states that the following procedures can be used to translate source text into target text:

2.3.1.1 Adaptation

Molina and Albir (2002) indicated the adaptation translation strategy is to replace a cultural aspect from the source text with one from the target culture. According to them, adaptation is a translation strategy that adapts cultural elements

contained in the source language with cultural elements of the target language. The application of adaptation procedure is shown below:

SL	TL
Baseball (E)	<i>Fútbol</i> (Sp)

(Molina & Albir, 2002:511)

This could be done because the source language's cultural elements are not encountered in the target language, or because the cultural elements in the source language are more closely associated and easily recognized or absorbed by the target reader.

2.3.1.2 Amplification

Molina and Albir (2002:510) stated that amplification is “To introduce details that are not formulated in the ST: information, explicative paraphrasing.” According to them, amplification is one of the most effective translation Strategies introduce or add more detailed information about something that not contained in the source language or in an explicit paraphrase. The application of amplification procedure is shown as follows:

SL	TL
شهر رمضان (A)	Ramadan, the Muslim month of fasting (E)

(Molina & Albir, 2002:511)

2.3.1.3 Borrowing

The borrowing procedure according to Molina and Albir (2002:510) is “To take a word or expression straight from another language. It can be pure (without any change), or it can be naturalized (to fit the spelling rules in the TL).” It can be concluded that borrowing is a translation strategy that uses the same words as the source language. There are two types of this procedure, namely pure borrowing and

naturalized borrowing. Pure borrowing is a borrowing procedure that does not change anything from the source language and the second is naturalized borrowing, which is a borrowing procedure that is adapted to the spelling of the target language.

The application of pure borrowing procedure is shown as follows:

SL	TL
Lobby (E)	Lobby (Sp)

(Molina & Albir, 2002:511)

The word "*Lobby*" is still translated with the same formation as the source language because the target language has no meaning for the word "*Lobby*", for that reason a borrowing procedure is carried out to translate it. Lastly, the application of naturalized borrowing procedure is shown in the table as follows:

SL	TL
Meeting (E)	<i>Miitin</i> (Sp)

(Molina & Albir, 2002:511)

The word "*Meeting*" is a word borrowed from the source language because the target language does not have a suitable equivalent for it or the lexical translation is in the form of a description, so that in the process of translating the word naturalized or adapted to the spelling of the target language.

2.3.1.4 Calque

The calque procedure according to Molina and Albir (2002:510) is "Literal translation of a foreign word or phrase; it can be lexical or structural." Calque is the literal translation of a word or phrase from the source language into the target language. This strategy is similar to literal translation. The difference is seen in the source language structure that still appears in the target language or lexical items

that are preserved, but follow the source language structure. The application of calque procedure is shown in the table as follows:

SL	TL
École normale (F)	Normal School (E)

(Molina & Albir, 2002:511)

2.3.1.5 Compensation

The compensation translation strategy according to Molina and Albir (2002:510) that the compensation translation strategy is "To introduce a ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in the ST". Because of the influence of style on the source language, which cannot be applied to the target language, compensation is made by conveying the message to another part of the translation, as follows:

SL	TL
I was seeking <i>thee</i> , Flathead (E)	<i>En vérité, c'est bien toi que je cherche, O Tête-Plate</i> (F)

(Molina & Albir, 2002:511)

2.3.1.6 Description

Description is a translation strategy by replacing a term or expression with a description or explaining it in more detail. According to Molina and Albir (2002:510) that the description translation strategy is "To replace a term or expression with a description of its form or/and function." as in the following example:

SL	TL
Panettone (I)	<i>The traditional Italian cake eaten on New Year's Eve</i> (E)

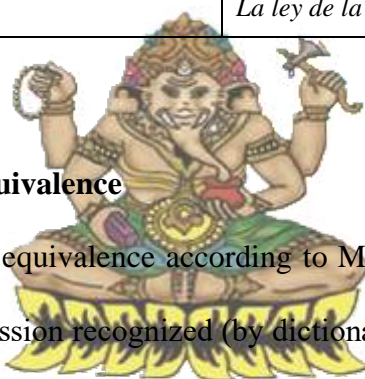
(Molina & Albir, 2002:511)

2.3.1.7 Discursive Creation

The discursive creation according to Molina Albir (2002:510) is “To establish a temporary equivalence that is totally unpredictable out of context.” The point is that this strategy displays an unexpected equivalence or never thought of before or can also be called as out of or different from the existing context. Translators typically use this translation strategy to translate book or movie. The application of discursive creation procedure is shown in the table as follows:

SL	TL
Rumble fish (E)	<i>La ley de la calle</i> (Sp)

(Molina & Albir, 2002:511)



2.3.1.8 Established Equivalence

The established equivalence according to Molina and Albir (2002:510) is “To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL.” Translators use this strategy when the same situation is expressed in different phrases or sentences. This strategy is also called the usual translation strategy, where the translator uses expressions found in the dictionary or that are commonly used in everyday life. This strategy used for common expressions that has been used in a field of science certain or in a certain society as well. The application of discursive creation procedure is shown in the table already has a common equivalent in target language, as follows:

SL	TL
They are as like as two peas (E)	<i>Se parecen como dos gotas de agua</i> (Sp)

(Molina & Albir, 2002:511)

2.3.1.9 Generalization

Generalization according to Molina and Albir (2002:510) is "To use a more general or neutral terms." It is done because the target language has no equivalent specific. This procedure is similar to the acceptance procedure. The application of generalization procedure is shown as follows:

SL	TL
<i>Guichet, fenêtre, devanture</i> (F)	Window (E)

(Molina & Albir, 2002:511)

2.3.1.10 Linguistic Amplification

As stated in the article by Molina and Albir (2002:510) that linguistic amplification is "To add linguistic elements. This is often used in consecutive interpreting and dubbing." According to them, linguistic amplification is a translation strategy that adds linguistic elements to the translation of the target language. This text is usually used in consecutive oral translation or dubbing. The application of linguistic amplification procedure is shown as follows:

SL	TL
No way (E)	<i>De ninguna de las maneras</i> (Sp)

(Molina & Albir, 2002:511)

2.3.1.11 Linguistic Compression

Molina and Albir (2002:510) in their article mentioned that linguistic compression is "To synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in subtitling." This strategy is a strategy that summarizes the meaning of the SL which aims to make a translation effective. This

strategy is generally used in spontaneous translation and subtitling. The application of linguistic compression procedure is shown as follows:

SL	TL
Yes, so what? (E)	Y (Sp)

(Molina & Albir, 2002:511)

2.3.1.12 Literal Translation

Molina and Albir (2002:510) stated that literal translation is “To translate a word or an expression word for word.” This translation strategy involves directly translating the source language text into the target language while mildly modifying it. The implementation of a literal translation procedure is shown as follows:

SL	TL
She is reading (E)	<i>Ella está leyendo</i> (Sp)

(Molina & Albir, 2002:511)

2.3.1.13 Modulation

Modulation according to Molina and Albir (2002:510) is “To change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural.” Modulation is a translation strategy that changes the point of view, focus or cognitive category in the source language text, this strategy can be realized either lexically or structurally. The application of modulation procedure is shown as follows:

SL	TL
ستصير أبا (A)	You are going to have a child (E)

(Molina & Albir, 2002:511)



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2.3.1.14 Particularization

Molina and Albir (2002:510) argue that particularization is “To use a more precise or concrete term, it is in opposition to generalization.” This particularization strategy is a translation strategy that uses more specific terms, and this strategy is contrary to the generalization strategy. The application of particularization procedure is shown as follows:

SL	TL
Window (E)	<i>Guichet, fenêtre, devanture</i> (F)

(Molina & Albir, 2002:511)

2.3.1.15 Reduction

The reduction translation procedure according to Molina and Albir (2002:510) is “To suppress a ST information items in the TT”. This procedure is a strategy translation that compresses the results of the translation into the target language. Reduction is the opposite of strategy amplification. This strategy suppresses or compress the information contained in the source language into the target language. The application of reduction procedure is shown as follows:

SL	TL
Ramadan, the Muslim month of fasting (E)	شهر رمضان (A)

(Molina & Albir, 2002:511)

2.3.1.16 Substitution

Molina and Albir (2002:510) argue that substitution is "To change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa." This

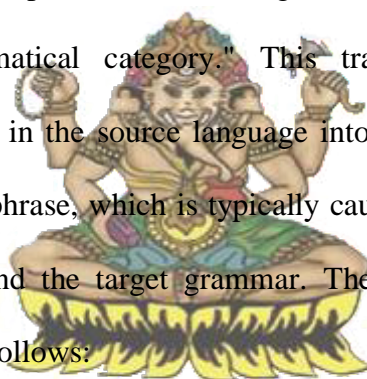
substitution strategy is one of the translation Strategies that replaces linguistic elements into paralinguistic elements such as intonation or high and low tone of voice or gesture. The application of substitution procedure is shown as follows:

SL	TL
Put your hand on your heart (A)	Thank you (E)

(Molina & Albir, 2002:511)

2.3.1.17 Transposition

The transposition procedure according to Molina and Albir (2002:510) is "To change a grammatical category." This translation method alters the grammatical categories in the source language into the target language, such as shifting a word into a phrase, which is typically caused by a differential between the source grammar and the target grammar. The application of transposition procedure is shown as follows:



SL	TL
He will soon be back (E)	<i>No tardará en venir</i> (Sp)

(Molina & Albir, 2002:511)

2.3.1.18 Variation

The variation procedure according to Molina and Albir (2002, p. 511) is "To change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc." This variation procedure is a procedure that changes the linguistic or paralinguistic elements that affect the linguistic variation such as; changes in tone in text, danger style, social dialect, and geographic dialect. In general, this

procedure can be found in the translation of drama or children's literature. Because the theoretical source does not include example for this strategy, the researcher uses examples from previous research, as follows:

SL	TL
Give it to me now (E)	<i>Berikan barang itu ke gue sekarang (Id)</i>

(Rachmawati, 2016:215)

