
Exploring Translation Strategies of Thesis Abstract Written by Non-English Department Students in The University of Mataram

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Article History

Received : September 06th, 2024

Revised : Oktober 17th, 2024

Accepted : Oktober 25th, 2024

Abstract: This study investigates the translation problems, strategies, and the most frequently used strategy in translating Indonesian thesis abstracts into English. The subjects of this research comprised eight thesis abstracts written by non-English department students at the University of Mataram during the 2023 academic year. Utilizing Baker's theory on translation problems and strategies, which encompasses eleven aspects, this study employed a mixed-methods approach, combining quantitative and qualitative analyses. The findings reveal a total of 78 translation problems across the eight Indonesian thesis abstracts. Among Baker's identified problems, only eight were observed, including: culture-specific concepts (31 instances), source language concepts not lexicalized in the target language (4 instances), semantically complex source language words (14 instances), a lack of specific terms in the target language (1 instance), differences in expressive meaning (8 instances), differences in form (2 instances), differences in frequency and purpose of specific forms (6 instances), and the use of loan words in the source text (12 instances). To address these challenges, seven out of eight translation strategies from Baker's theory were employed in the English thesis abstracts. The most utilized strategy was translation using loan words (35 instances, 45%), followed by translation using a more general word (12 instances, 16%), translation using a neutral word (10 instances, 13%), translation by omission (10 instances, 13%), translation by paraphrase using a related word (4 instances, 5%), and the least employed strategies were translation using cultural substitution (3 instances, 4%) and paraphrase using unrelated words (3 instances, 4%). Of the 78 translation problems identified, 77 were resolved using the seven strategies, while one problem remained unsolved due to an unacceptable translation. This thesis aims to serve as a valuable reference for translators, English department students, and researchers in the field of translation. The findings indicate a significant need for enhanced support and resources in the translation process for non-English department students at the University of Mataram.

Keywords: Thesis abstract, Translation problem, Translation strategy, Most used translation strategy

INTRODUCTION

According to Lancaster (1991: 94), an abstract is a concise but accurate representation of the contents of a document. Abstract is known as one of the requirements of undergraduate thesis writing in the University of Mataram. Furthermore, even all the college students in Indonesia are required to write their thesis abstracts in English. Hence, for the non-English department students who write their abstract in Indonesian, they need to translate their Indonesian thesis abstract into English. The process of changing the original text or source

language (SL) into a different text or target language (TL) is called translation (Munday, 2001:3). Newmark (1988: 5) defined translation as rendering the meaning of a text into another language in the way that the author or writers intended the text. The main goal of translation is to conveying the same message accurately from the SL to TL (Baharuddin et al, 2024).

In the translation process, the students may face some difficulties. They may have limited English vocabularies, the differences of grammar, pragmatic and culture between English and Indonesian also cannot be avoided as the problems in the translation process

(Umyati et al., 2022: 53). Baker (1992), in her theory of translation, identified eleven common translation problems at word level that arise in the translation world: 1) culture specific concept, 2) the source language concept is not lexicalized in the target language, 3) the source language word is semantically complex, 4) the source and target languages make different distinction in meaning, 5) the target language lacks a general term (superordinate), 6) the target language lacks a specific term (hyponym), 7) different in physical or interpersonal perspective, 8) differences in expressive meaning, 9) differences in form, 10) differences in frequency and purpose of using specific forms, 11) and the use of loan words in the source text.

To overcome the difficulties, the students may use some tools in helping them translate their abstracts such as dictionaries and even the translation machine. By using machine translation, translators can easily translate anywhere and anytime with their computers, laptops, and even mobile phones (Baharuddin et al., 2021). One of the most popular translation machine is Google Translate, a translation machine provided by Google tech company to translate texts from one language into another (Sumiati et al, 2022). The temporary conclusion is that Google Translate is reliable and has performs with the “good” accuracy or quality level in translating scientific texts (Putera, 2014). Despite that, several shortcomings need to be addressed immediately (Wardana et al., 2022, Wardana et al., 2023). According to Tangpoon-Patanasorn and Griffith (2020: 145), even though Google Translate has potential as a tool for academic translation, it is not perfect and still needs human editor. In this case, the non-English department students as a translator need strategy to help them in translating their Indonesian thesis abstract into English.

Baker (1992: 26) divided translation strategy into eight strategies: translation by a more general word (superordinate), translation by a neutral/ less expressive word, translation by cultural substitution, translation using loan word, translation by paraphrase using related word, translation by paraphrase using unrelated word, translation by omission, and translation by illustration.

Within the background above, some questions are arising. In terms of translation problems, what are the translation problems

found in writing a thesis abstract by non-English department students in the University of Mataram? In terms of translation strategy, what are the translation strategies used in writing a thesis abstract by non-English department students in the University of Mataram? And what is the most/dominant translation strategy used in writing a thesis abstract by non-English department students in the University of Mataram?

METHODS

This study used the mixed method or a combination of qualitative and quantitative approaches for a broader purpose (Johnson et al., 2007). Creswell & Creswell (2018) explained that the mixed method has strength in drawing on both qualitative and quantitative research. The mixed method here consists of two phases, the first is collecting and analyzing the quantitative data, and then the second phase involves the results to explain the qualitative data. The source of the data for this study were 8 Indonesian and English thesis abstracts of non-English department students written in academic year of 2023 so the data can be relevant to the current circumstances. The 8 theses include 4 theses from social and humanity field of study and 4 others from science and technology field of study.

This research used a documentation method to gather data using a stratified sampling technique. Stratified sampling is a commonly used method in educational research (Cohen et al., 2018) and has been effective in selecting a representative. According to Sugiyono (2015) documentation is a method used to obtain data and information in the form of books, archives, documents, writings, numbers and images in the form of reports and information that can support research. The data of this study were gathered in several steps. First, the writers go to the <https://eprints.unram.ac.id> website. Second, the writers choose the thesis/article of 2023 academic year that consists of Indonesian and English thesis abstract. Third, the writers do the double self-checking by translating the Indonesian abstract manually on Google Translate and then checks the AI using Turnitin AI detector. And fourth copied and compiled the abstracts into a docx format file with the title, author name, and year of publication on top of the abstract.

To answer the research questions, the writers used several steps in the data analysis procedure. First, they collected the data from 8 students' thesis abstracts. Second, they identified the translation problems in Indonesian abstracts and strategies in translated English abstracts by using the translation theory proposed by Baker (1992). Third, they put the findings in the table in order to know the total of each data and all data. Fourth, they calculated the percentage of each translation strategy to know the most/dominant strategy used by students. Lastly, they discussed or explained all the data from the table one by one.

FINDINGS AND DISCUSSION

Findings

This part consisted of the qualitative data analysis of translation problem, translation strategy in the table in order to know the total of each data, as well as the most used translation strategy. 8 thesis abstracts of non-English department students were chosen as the subject of this research. 11 translation problems

proposed by Baker were used to analyze these 8 thesis abstracts. The first data in the table number 1 below presents the problems found in the Indonesian thesis abstract based on Baker's translation theory. From the data, we could find that 8 out of 11 translation problems were found and 3 absent. The total of translation problems found in the Indonesian thesis abstract was 78 data.

In order to solve these translation problems above, the translation strategy is needed. 8 translation strategies proposed by Baker were used to analyzed these translation problems. As showed in the table number 2, from 8 translation strategies, 7 strategies applied and 1 strategy unapplied. The total of translation strategy used in the English thesis abstract was 77 out of 78 data, 1 data considered as the unsolved translation case because the English translation was unaccepted. From the data above, we could find the percentage to show the most/dominant used translation strategy in the table number 3.

Table 1. Translation Problems Found in the Thesis Abstracts of Non-English Department Students.

No	Translation Problem	Total
1	Culture specific concept	31
2	The source language concept is not lexicalized in the target language	4
3	The source language word is semantically complex	14
4	The source and target languages make different distinction in meaning	-
5	The target language lacks a general term (superordinate)	-
6	The target language lacks a specific term (hyponym)	1
7	Different in physical or interpersonal perspective	-
8	Differences in expressive meaning	8
9	Differences in form	2
10	Differences in frequency and purpose of using specific forms	6
11	The use of loan words in the source text	12
Total		78

Table 2. Translation Strategies Used in the Thesis Abstracts of Non-English Department Students.

No	Abstract field of study	Translation Strategies								Total
		S1	S2	S3	S4	S5	S6	S7	S8	
1	Sociology (1)	4	1	1	2	-	2	2	-	12
2	Sociology (2)	1	1	-	10	1	-	3	-	16
3	Civics (1)	2	1	1	-	-	-	-	-	4
4	Civics (2)	-	2	1	15	1	-	2	-	21
5	Biology	2	-	-	1	2	-	-	-	5
6	Chemistry	-	2	-	5	-	-	1	-	8
7	Physics	2	3	-	-	-	-	1	-	6
8	Mathematics	1	-	-	2	-	1	1	-	5
Total		12	10	3	35	4	3	10	-	77

Table 3. The Most Translation Strategy Used in Thesis Abstracts of Non-English Department Students.

No	Translation Strategy	Frequency	Percentage
1	Translation using a loan word	35	45%
2	Translation by using a more general word	12	16%
3	Translation by using a more neutral word	10	13%
4	Translation by omission	10	13%
5	Translation by paraphrase using a related word	4	5%
6	Translation by using cultural substitution	3	4%
7	Translation by paraphrase using unrelated word	3	4%
8	Translation by illustration	0	0%
Total		77	100%

1. Translation by a more general word

Culture specific concept

SL: ... kegiatan *Sambut Temoe* ...

TL: ... *welcoming guests* ...

Sambut Temoe is a phrase of sasak language which means ‘*sambut tamu*’ in Indonesian. *Tamu* in Indonesian as noted in *KBBI Kemendikbud* are (1) a person who visits someone’s house or for social call and event and (2) a person who stays in a hotel or shopping at a store. *Guest* as noted in *Oxford Advanced Learner’s Dictionary* are (1) a person that you have invited to your house or to a particular event and (2) a person who is staying at a hotel, etc. The translator applied the translation by a more general word strategy by translating *sambut temoe* into *welcoming guest*. *Sambut temoe* is a local form of ‘*sambut tamu*’ in Indonesian, In English *welcoming guest* is a more general term which is replaces *tamu* without highlighting the local variation or specific term from the Source Language. By using this translation strategy, the translator avoid the specific local nuances for a boarder meaning in the Target Language.

The source language word is semantically complex

SL: ... dengan rincian *Kepala Desa* dan ...

TL: ... with details of the *Village Head* and ...

Kepala Desa in Indonesian as noted in *KBBI Kemendikbud* is a person who leads a village. The word ‘*kepala*’ here means a leader, so *Kepala Desa* can be translated as a leader of a village. In *Oxford Advanced Learner’s Dictionary*, there is a similar terms of it, *Headman*. *Headman* is the leader of a traditional community or tribe. In the translation above, the translator applied the translation by a more general word strategy

by translating *kepala desa* into *village head*. It seems that the translator prefer to translate the phrase *kepala desa* into the general translation of each word.

The target language lacks a specific term (hyponym)

SL: sirkuit Moto GP di *kawasan* ekonomi khusus ...

TL: Moto GP circuit in the special economic *area* ...

Kawasan in Indonesian as noted in *KBBI Kemendikbud* is a certain area that has certain characteristics, such as residential area, shops, industry, etc. Meanwhile *Area*, as noted in *Oxford Advanced Learner’s Dictionary* are (1) part of a place, town, etc., or a region of a country or the word, (2) a part of a room, building or particular space that is used for a special purpose, (3) a particular place on an object, (4) a particular subject or activity, or an aspect of it, (5) the amount of space covered by a flat surface or piece of land, described as a measurement, and (6) the area in front of the goal in football. By considering the definition above, it is clear that *kawasan* is a more specific term of *area*. In Indonesian, there are several hyponyms of *area* such as *wilayah*, *daerah*, *kawasan*, *lahan*, etc. The translator applied the translation by a more general word strategy by translating *kawasan* into *area*. In English *area* is a more general term of *kawasan*. By using this translation strategy, the translator may want to avoid the confusion and to bring a boarder meaning in the Target Language.

Differences in expressive meaning

SL: *kawasan* ekonomi *khusus* Pantai Kuta Lombok

TL: the *special* economic area of Kuta Beach Lombok

Khusus in Indonesian as noted in *KBBI Kemendikbud* is unique, special, uncommon. *Special*, as noted in *Oxford Advanced Learner's Dictionary* are (1) not ordinary or usual; different from what is normal, (2) more important than others; deserving or getting more attention than usual, (3) organized or intended for a particular purpose, (4) used by or intended for one particular person or group of people, (5) better or more than usual. Both *khusus* and *special* mean something that uncommon or not normal. However, there are some differences in the use of the two words in Indonesian, you can simply say someone/something is special but you can not say someone/something is khusus. In the Indonesian sentence above, the context of *khusus* is a specific and exclusive place in Indonesia. As for that, the translator applied the translation by a more general word strategy by translating *khusus* into *special*. By using this translation strategy, the translator may want to bring a boarder meaning in the Target Language.

2. Translation by using a more neutral/less expressive word

The source language word is semantically complex

SL: ... dan toleransi terhadap budaya luar di *junjung* tinggi

TL: ... and tolerant of foreign cultures in high *esteem*

Junjung in Indonesian as noted in *KBBI Kemendikbud* are (1) carry on head, and (2) respect, comply, obey (command, instruction). Meanwhile *Esteem*, as noted in *Oxford Advanced Learner's Dictionary* is great respect and approval; a good opinion of somebody. *Junjung* is a word that is quite difficult to translate into English because the meaning is quite complex to comprehend. Respect, glorify, support, comply, obey, etc are several synonym of *junjung*, but none of them really matches the meaning of *junjung*. *Junjung* is like something that we respect and obey at the same time, and cannot be used in an informal context. In the translation above, the translator applied the translation by a more neutral/less expressive word strategy by translating *junjung* into *esteem*.

The use of loan words in the source text

SL: meliputi *musyawarah* waktu dan tempat pelaksanaan ...

TL: consist of *deliberation* on the time and place ...

Musyawarah in Indonesian as noted in *KBBI Kemendikbud* is joint discussion with the aim of reaching a decision on resolving a problem; negotiate. Meanwhile *Deliberation*, as noted in *Oxford Advanced Learner's Dictionary* are (1) the process of carefully considering or discussing something, and (2) the quality of being slow and careful in what you say or do. *Musyawarah* comes from the Arabic word *shūrā*, it is the term for collective decision-making in Islam. In Indonesia, *Musyawarah* is always associated with politics and democracy. Thus, it is only used in the formal context. The regular discussion between friends can not be said as *musyawarah*. In the English version, the translator applied the translation by a more neutral/less expressive word strategy by translating *musyawarah* into *deliberation*, the less expressive word, it is more specific than *discussion* but less expressive than *musyawarah*, because it is still usable in everyday or informal context.

3. Translation by cultural substitution Culture specific concept

SL: ... dengan aktivitas berjabat tangan sambil mengucapkan *salam* ...

TL: ... involves handshakes and *farewells* ...

Salam in Indonesian as noted in *KBBI Kemendikbud* are (1) peace, (2) respect, and (3) expression "assalamualaikum". *Salam* is an Arabic word, it is commonly used in Muslim cultures and languages including Indonesian. *Farewell*, as noted in *Oxford Advanced Learner's Dictionary* is the act of saying goodbye to somebody. In the Indonesian sentence above, the context of *Salam* is show respect by saying assalamualaikum before leaving, it is like saying goodbye in a formal way. As it is a cultural term, the translator applied the translation by cultural substitution strategy by translating *salam* into *farewell*, because it is brings the same impact to the TL culture, both are saying goodbye in a formal way.

The source language concept is not lexicalized in the target language

SL: ... yang berada di *Kawasan Ekonomi Khusus (KEK)* Mandalika

TL: ... which is in the Mandalika *Special Economic Zone (SEZ)*

Kawasan Ekonomi Khusus (KEK) is an area with certain boundaries that is included in a region or area to carry out economic functions and obtain certain facilities. *Kawasan Ekonomi Khusus (KEK)* is inspired by the success of several countries that had been implemented it and known as *Special Economic Zone (SEZ)* in English.

4. Translation using loan word or loan word plus explanation

Culture specific concept

SL: ... solidaritas sosial dalam *Banjar Begawe Merarik*

TL: ... social solidarity in the *Banjar Begawe Merarik*

The phrase *Banjar Begawe Merarik* is the part of Sasak's culture that related to a culture of marriage. As it is a cultural term, the translator applied the translation using loan word strategy by leave the phrase *Banjar Begawe Merarik* exactly as it is in the Target Language translation, because the original term helps in maintain the cultural context as it in the Source Language.

The source language concept is not lexicalized in the target language

SL: ... di Laboratorium Biologi *FKIP* Universitas Mataram

TL: ... at the Biology Laboratory of *FKIP* University of Mataram

FKIP is an abbreviation of *Fakultas Keguruan dan Ilmu Pendidikan*, which is the faculty of education, one of the faculty in most of the University in Indonesia. The translator applied the translation using loan word strategy by leave the word *FKIP* exactly as it is in the Target Language translation.

The use of loan words in the source text

SL: *minim* terlibat dalam promosi program pemerintah

TL: *minimally* involved in the promotion of government programs

Minim in Indonesian as noted in *KBBI Kemendikbud* are little; less; limited. *Minim* comes from the English word

minimal, as noted in *Oxford Advanced Learner's Dictionary* are very small in size or amount; as small as possible. According to the context in the source text, the word *less* is the most appropriate word to translate *minim*. However, the translator applied the translation using loan word strategy by using the original form of the loan word *minim*.

5. Translation by paraphrase using a related word

The source language concept is not lexicalized in the target language

SL: pemberian *iuran iuran*

TL: then *collecting money*

iuran in Indonesian as noted in *KBBI Kemendikbud* is the amount of money paid by association members to the treasurer each month (for administration costs, member meeting, etc.). Generally, *iuran* means money that must be paid regularly, the concept is similar to *dues* in English, but still different in context. For example, in Indonesian there is usually the amount of money paid to the class treasurer every week called '*iuran kelas*', in English it is called '*class dues*' but the concept is totally different with '*iuran kelas*'. In the Indonesian sentence above, the context of *iuran* is the amount of money that must be collected for the wedding. In this case, the word *dues* can not be used, because the concept is different. As for that, the translator applied the translation by paraphrase using a related word by translated the *iuran* into *collecting money*, so that the concept can be understood by International reader.

The source language word is semantically complex

SL: *dipersilahkan untuk masuk*

TL: *entering their house*

Dipersilakan in Indonesian comes from the root word *sila*, as noted in *KBBI Kemendikbud* are (1) invite, (2) sit with your legs folded and crossed, and (3) the rules that underlie the behavior of a person; politeness; manners; morals. In Indonesian, *dipersilakan* is used to respectfully requested someone to. In English, the word *please* can be used to show mannerism, but in the Indonesian sentence above, the most suitable word to translate *dipersilakan* is *welcomed*. However, the translator applied the translation by

paraphrase using a related word by translated the phrase *dipersilakan untuk masuk into entering their house*, so that the english version can be understood by International reader.

Differences in form

SL: nilai indeks dominansi spesies Fitoplankton Sungai Batu Dendeng berturut-turut sebesar 2,591, 0,66 dan 0,13

TL: dominance indexes of Batu Dendeng River were 2.591, 0.66, and 0.13 respectively

In Indonesian, the hyphen (-) mark has various function in writing. It is commonly used to form reduplicative words. Reduplicative words in Indonesian consist of 4 types, they are full, by affixes, partial and phonological. Full reduplication such as *apel-apel* and *rumah-rumah*, Reduplication by affixes such as *terang-benderang* and *sakit-sakitan*, partial reduplication such as *tetangga* and *leluhur*, and the last phonological reduplication such as *ramah-tamah* and *kaya raya*. In the Indonesian sentence above, the word *berturut-turut* is a reduplicative word by affixes. The root word 'urut' with affixes *ber-*. *Urut* in Indonesian, as noted in *KBBI Kemendikbud* are (1) massage, and (2) in order (one after another). *Berturut-turut* means in a row, continued, connecting without broken off. As for that, the translator applied the translation by paraphrase using a related word by translated the *berturut-turut* into the adverb *respectively*, because the context is similar. *Respectively*, as noted in *Oxford Advanced Learner's Dictionary* is in the same order as the people or things already mentioned or given.

6. Translation by paraphrase using unrelated word

Differences in expressive meaning

SL: perubahan sosial *pada aspek* status, peran dan fungsi

TL: social changes *related to* the status of roles and functions

Aspek in Indonesian as noted in *KBBI Kemendikbud* are (1) sign, (2) point of view, (3) the emergence or interpretation of ideas, problems, situations, and so on as considerations seen from a certain point of view. Meanwhile *Relate*, as noted in *Oxford*

Advanced Learner's Dictionary are (1) show or make a connection between two or more things, (2) to give a spoken or written report of something; to tell a story. *Pada aspek* in Indonesian directly means 'in/aspect of' and is often used to specify or refer to dimensions of something. Meanwhile *related to* in English conveys a more general connection or association, which have a boarder meaning and may not have the same level of specify as *pada aspek*. The translator applied the translation by paraphrase using unrelated word by translating *pada aspek* into *related to*, eventhough it might have less specific focus on certain aspects or dimensions.

Differences in frequency and purpose of using specific forms

SL: *Artinya* terdapat pengaruh model Problem Based Learning terhadap ...

TL: *In other words*, there is an influence of the problem-based learning model on ...

Artinya consist of root word *arti*, as noted in *KBBI Kemendikbud* are (1) meaning; the meaning contained (in words, sentences), and (2) use; function; benefit. *Artinya* in Indonesian commonly used as a conjunction in the beginning of a sentence. The common translation of *artinya* in English is *which means*. However, the translator prefer to applied the translation by paraphrase using unrelated word by translated the conjunction *artinya* into the *in other words*, which is does fit in the beginning of a sentence. *In other words* is an idiom that means to explain something more clearly.

7. Translation by omission

Culture specific concept

SL: ... solidaritas sosial dalam Banjar Begawe Merarik pada Masyarakat *Sasak*.

TL: social solidarity in the Banjar Begawe Merarik.

Sasak is an ethnic group on Lombok Island in Indonesia. *Sasak* has the unique cultural practices and traditions including *Banjar Begawe Merarik*. In this context, the translator applied the translation by omission strategy by leave out the part *pada Masyarakat Sasak* because the translator may feel the information about the *Masyarakat*

Sasak is conveyed enough through the overall context and to make sure the translation remains effective and appropriate to the communication purpose.

Differences in form

SL: Nilai rata-rata SPF dengan konsentrasi (125, 250, 375 dan 500 ppm) berturut-turut adalah ...

TL: The average value of SPF with concentrations (125, 250, 375 and 500 ppm) is ...

In Indonesian, the hyphen (-) mark has various function in writing. It is commonly used to form reduplicative words. Reduplicative words in Indonesian consist of 4 types, they are full, by affixes, partial and phonological. Full reduplication such as *apel-apel* and *rumah-rumah*, Reduplication by affixes such as *terang-benderang* and *sakit-sakitan*, Partial reduplication such as *tetangga* and *leluhur*, and the last Phonological reduplication such as *ramah-tamah* and *kaya-raya*. In the Indonesian sentence above, the word *berturut-turut* is a reduplicative word by affixes, the root word 'urut' with affixes *ber-*. *Urut* in Indonesian, as noted in *KBBI Kemendikbud* are (1) massage, and (2) in order (one after another). *Berturut-turut* means in a row, continued, connecting without broken off. In the English version, the translator applied the translation by omission strategy by leave out the reduplicative word *berturut-turut* because the translator may think the word does not really necessary for the English version.

Differences in frequency and purpose of using specific forms

SL: *Adapun* masyarakat yang diinterview dalam ...

TL: The people interviewed in ...

Adapun in Indonesian as noted in *KBBI Kemendikbud* is about the matter; regarding. It contains the form of *-pun*, which is a part of a conjunction. *Adapun* in Indonesian is a conjunction or introductory word in a sentence. It is used to introduce or mention things related to a particular topic or subject. In English, there are conjunctions too, to connects words, phrases, clauses, or sentences. The English conjunction that have the similar meaning with *adapun* is *as* or *as for*, it is used to join an independent and

complete clause with a dependent clause that relies on the main clause for meaning and relevance. However in the English version, the translator applied the translation by omission strategy by leave out the conjunction *adapun* because the translator may think the conjunction does not really necessary for the English version.

The use of loan words in the source text

SL: nilai, norma dan *adat* Masyarakat ...

TL: values and also community norms ...

Adat in Indonesian as noted in *KBBI Kemendikbud* are (1) rules of action that have been commonly followed or carried out since ancient time, (2) habit; ways of behavior that have become habits, (3) the form of cultural ideas consisting of cultural values, norms, laws and rules which are related to each other to form a system. *Adat* comes from the Arabic word '*ādah*', it is used to describe a variety of local customary practices and traditions. In English, the direct translation of *adat* is *custom*. However, the translator applied the translation by omission strategy by leave out the word *adat* in the English version.

8. Unsolved problem

Differences in expressive meaning

SL: ... yang menunjukkan *perolehan* nilai t-hitung

TL: ... which showed *the acquisition of a t-count score*

Perolehan in Indonesian as noted in *KBBI Kemendikbud* are something obtained; income; results. Meanwhile *acquisition*, as noted in *Oxford Advanced Learner's Dictionary* are (1) the act of getting something, especially knowledge, a skill, etc, (2) that somebody buys to add to what they already own, usually something valuable, and (3) a company, piece of land, etc. Bought by somebody, especially another company; the act of buying it. Both words show the act of getting something, but the context is different. In the Indonesian sentence above, the context of *perolehan* is the result of the test score used for the research. Meanwhile, *acquisition* is only used for getting knowledge or skill such as second language acquisition. In this case, the word *acquisition* can not be used, because the concept is different. Thus, the writer considered this

case as the unsolved problem because the translation of *perolehan* into *the acquisition of* does not fit the Indonesian or original context.

Discussion

The findings of this study align with several previous studies that examined translation strategies. Notably, both this research and Sinara Tonda Vennata's (2019) study on "Translation Strategies Applied to Non-Equivalence at Word Level" utilized Baker's (1992) translation taxonomy to analyze translation strategies. Both studies focused on identifying the strategies employed by translators, demonstrating a consistent application of Baker's framework in different contexts. This parallel suggests that Baker's taxonomy is a reliable tool for analyzing various forms of translation beyond literary texts, including academic abstracts. Similarly, the research by Vatjinda (2021) on translation strategies for LGBTQ slang in the Netflix series "Diary of Tootsie" also used Baker's taxonomy. Both studies emphasize the importance of understanding how context influences the choice of translation strategies. The shared focus on translation strategies across different genres—academic abstracts and creative works—highlights the versatility of Baker's framework in addressing diverse translation challenges.

Furthermore, the findings of this study resonate with those of Hutauruk (2015), who investigated translation techniques applied to thesis abstracts in the Economics Department. While Hutauruk's research focused on translation techniques using Molina and Albir's (2002) theory, the similarity in subject matter (thesis abstracts) underscores a broader trend in academic translation research. Both studies reveal the complexities involved in translating academic texts, suggesting that students face similar challenges regardless of their specific academic discipline. Despite these similarities, there are notable differences that set this study apart from the previous research. One significant divergence is the subjects examined. While Vennata and Vatjinda focused on literary and audiovisual texts, respectively, this study centers on thesis abstracts written by non-English department students. This shift in context may account for the unique translation problems identified in this research, which were not present in the previous studies.

Additionally, the methodology employed in this study—mixed methods—contrasts with the qualitative approaches utilized by Vennata and Vatjinda. This methodological difference may have influenced the breadth of data collected and the depth of analysis performed. By integrating both quantitative and qualitative elements, this study provides a more comprehensive understanding of translation problems and strategies, allowing for a richer analysis of student performance. Moreover, the source languages examined differ among the studies. While Vennata and Vatjinda focused on English and Thai, this research centers on Indonesian, which presents distinct linguistic and cultural challenges. The unique characteristics of the Indonesian language may have led to specific translation issues that were not encountered in the previous studies, highlighting the need for context-specific research in translation studies.

In summary, while this study shares common ground with previous research in its focus on translation strategies and its application of Mona Baker's taxonomy, it also introduces unique elements that reflect the specific challenges faced by non-English department students in translating thesis abstracts. This underscores the necessity of contextualizing translation research to better address the needs of diverse student populations.

CONCLUSION

In summary, this present study highlights significant insights into the translation challenges in translating thesis abstracts faced by non-English department students at the University of Mataram. It identified 8 out of the 11 translation problems present in the Indonesian thesis abstracts of non-English department students at the University of Mataram, encompassing a total of 78 instances. Of these, 77 translation problems were addressed using 7 out of the 8 identified translation strategies, while 1 instance remained unresolved due to an unacceptable English translation. Among the strategies employed, the use of loan words emerged as the most prevalent approach among the students. Overall, the findings indicate a significant need for enhanced support and resources in the translation process for non-English department students at the University of Mataram. For further researchers

interested in analyzing the field of translation, this research is expected to be a reference to learn more about translation problem and strategy and do a deeper analysis of translation problem and strategy of different subjects, especially using theory of translation proposed by Baker (1992).

ACKNOWLEDGMENT

This paper and the study behind it would not have been possible without the exceptional support of my supervisors and examiner, Mr. Baharuddin, Mr. Lalu Ali Wardana, and Mr. Lalu Jaswadi Putera. Their knowledge, enthusiasm, and exacting attention to detail have been an inspiration and kept my work on track. Additionally, special thanks to my parents, sisters, and friends who always give their support to me during my study. All your kindness will always be remembered.

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