EXPLORING TRANSLATION TECHNIQUES AND THEIR TRANSLATION QUALITY:
STUDENT TRANSLATORS PRACTICE CULTURALLY SPECIFIC ITEMS

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Abstract

This study aims to examine translation techniques and the translation quality of the ESL student’s translation products in translating words or phrases of cultural terms. This study was a descriptive qualitative design. The data collection techniques applied content analysis. The subjects of this research were 10 English Literature study program students who have taken the Introduction to Translation course. The instrument used in this research is the text of travel writing published in Colors, an inflight magazine, which was published by the Indonesian national airline. The results of the study depicted some shifting in cultural categories, namely from the ecological category to the concept and material culture, the habit category becomes an activity category and the activity category becomes an organization in the target language. Another one is the blurred distinction between leisure and concept in religion. Implementing translation techniques that are oriented to the source text, such as pure borrowing techniques, literal translation, and established equivalences produces a high translation quality. A method of translation that is characterized as foreignization. In short, the student’s translator should be aware of not only their linguistic competence but also their transfer competence to produce a good translated text.

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INTRODUCTION

Translation agency, one of the partners in an Internship program, expected to have students that skillful in the translation process. Meanwhile, the outcomes of the syllabus enable students to be the scientist to write undergraduate theses in the field of translation studies not become professional translators. To meet the market need, the objective of the course is redesigned to familiarize students not only with the translation theories but also the translation tools. Another partner in the internship program cooperates with ‘Desa Wisata Pandean, Trenggalek, Jawa Timur’ or the Tourism Village Pandean. Therefore cultural knowledge is considered to be prioritized in practicing the translation activities.

Translating culture has always attracted the interest of researchers to gain information on civilization in translated texts. Culture influences many aspects of life, including religion, art, creation, and sports. This shows that the topics in cultural studies are very diverse and dynamic along with the times. Therefore cultural knowledge is a priority for every educated individual to care more about the environment, both socially and demographically. Currently, local wisdom is slowly being replaced by Western cultures due to the lack of awareness of the younger generation about the cultural heritage of their predecessors. For example, they are not fond of eating traditional foods, such as getuk, tiwul, and bledus and foreign foods such as burgers, pizza, and waffles.

Responding to the issue of cultural shift, efforts must be made to maintain language as a form of culture. Holmes (2013) defines 3 main factors supporting the success of language maintenance, namely (1) the number of people who recognize a certain language as their mother tongue, (2) the amount of media that supports certain languages in society, such as schools; broadcasting institution; print media; and social media; and (3) an index of the number of people who support a particular language compared to the total number of supporting media. Sudarma (2018) proposes how to maintain Sundanese languages and cultures in the midst of globalization by improving the learning system as a formal circle by educational institutions. The efforts include revamping the curriculum, recruiting teachers, enriching teaching materials, and updating teaching methods and things that support the sustainability of quality regional language teaching.

The current development of society leads to a multicultural society because of the rapid flow of information via the internet. This is because today's young generation is a digital generation, namely a generation that is skilled in the use of information technology and various internet-based applications. This globalization causes generation Z in Indonesia preferring foreign culture to local culture (Wijaya et al., 2022). To cope with this, translators have roles to grow love Indonesian’s tradition by promote local wisdom in his translation. This reflects in the ideology of foreignisation or domestication orientation (Alvstad, 2014). Research working in on translating cultural-specific items (CSI’s) done by students’ translators on genetic aspects is still limited.

There are three aspects in conducting research in translation. It covers genetic aspect, affective, and objective (Nababan, 2007). The first refers to the translation process, the second is the target reader, and the third concerns with the translation product. The English word ‘translation’ derived from the Latin ‘Translatio’ that means carry across or to bring. Translation theorists have different ways of providing a definition of translation based on their personal experiences. Beekman and Callow (1986) suggest that translation is communicating a message from one language to a different language. Similarly, Newmark
(1998) that translation is the transfer of written messages from the source language text into the target language. Meanwhile, (Larson, 1998) argues that translation is the process of transferring the message of the source language text into the target language text by using reasonable grammatical and lexical forms of the target language. The role of the translator is crucial in transferring knowledge from the source text to the target text to bring new insight to the target readers. This involves the culture of both languages.

Culture comes from Sanskrit, the plural form of buddhi or mind. Geertz (1981) (in Mahdayeni et al., 2019) advocates culture as “a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitude toward life.” In addition, Newmark (1988) separated the term 'cultural' from the terms 'universal' and 'personal', for example, the verbs 'die', 'live', 'swim', 'mirror', and 'table' are groups of words that are 'universal' whereas 'monson' and 'joglo' are cultural terms. When words are used to express personal feelings to establish personal relationships such as "you are half my breath" is a term that is personal. With regard to cultural translation, especially specific cultural terminology, Newmark (1998) classifies cultural categories into 5 domains, namely: ecology, material culture, social culture, organizational culture, and gesture & habit. Ecology includes flora, fauna, ecosystems, and landscapes. The second domain is material culture consisting of entities of food, clothing, buildings, and transportation. While social culture includes the names of professions and entertainment. The fourth category, namely organizational culture consists of political and administrative systems, religious systems, and art objects. The fifth is personal culture consisting of gestures and habits.

To analyze how cultural references work in the translation process, translation techniques are ways utilized by translators in producing a good translation product. The translation process is a series of activities carried out by the translator to render an original text to the target text that follows three phases. They encompass analyzing the source language (SL) text followed by the activity of transferring messages from the SL text into the target language (TL) text and ending with restructuring. Among them, the third stage is taken the important phase in producing a good translation product, the translator as the decision maker makes stylistic equivalence of the TL text by considering the audience of the translated product. The translation techniques can be identified as the realization of this decision-making process systematically in the translated product. Translation experts have advocated various translation techniques. Different scholar names different terms. Nevertheless, they are divided into SL and TL. Translation techniques that are oriented towards SL are pure borrowing, natural borrowing, and Calque. While the orientation toward TL includes adaptation, generalization, particularization, addition, reduction, compensation, description, modulation, transposition, amplification, linguistic compression, discursive creation, and variation (Fernandes, 2006; Molina & Albir, 2002; Newmark, 1987).

Not only involving the techniques mentioned above, other translation techniques such as description are translation techniques that are applied by replacing terms or expressions including a description of their form and function, for example: Bsa: panettone Bsa, a traditional Italian cake eaten at New Year's. Discursive creation is a translation technique that looks different from SL. This translation technique is done by using a different equivalent from SL. Equivalents out of context. Equivalence often comes out of context that does not match the lexical meaning (non-lexical equivalence). This is done to attract the attention of potential readers. Example; ST: Mengadang Pusaran TT: Only a Girl.

Another group of techniques that prioritize aesthetic functions are compensation techniques, linguistic amplification, linguistic compression, and variations. where is the compensation, a translation technique that is done by conveying a message to another part of
the translated text. This is done because the Message is another part of the subtitle text. This is related to the stylistics of SL cannot be applied to TL. Example: ST: a pair of scissors becomes a pair of scissors in TT. Linguistic amplification. This technique adds linguistic elements to the target language text. This technique is commonly applied in consecutive translations or in dubbing. Linguistic compression (linguistic compression). This translation technique is a technique that can be applied in simultaneous translation or in translation of film texts by synthesizing linguistic elements in the target language text. Substitution (substitution). Translation techniques by replacing linguistic and paralinguistic elements (intonation or gestures). Indonesian sign language by nodding your head is translated into okay in English. Variations. The application of this technique is a change in linguistic or paralinguistic elements that affect linguistic variations: changes in textual tone, style of language, and social dialect). This technique is usually realized in drama scripts.

Several relevant previous studies have provided a road map both theoretically and methodologically for this research. First, research conducted by (Rosa & Sofyan, 2019) regarding problem-solving strategies for student translator equivalence in the translation process. This study explores information from student translators when carrying out translation activities by utilizing computer track record tools in the form of translogs and camtasia house as data collection instruments. The results of the research show that the most difficult problem in translation is the culture of the source language as shown by Camtasia. Student translators used three online sources before deciding to use a descriptive translation strategy in rendering cultural specific items from ST to the TT.

Second study conducted by Kuncara (2017) which advocates that travel writing texts are full of cultural specific items and translation activities are not limited to transferring the meaning of words but also to matching the cultural values of the source language into target language and produce a form of cultural convergence communication. Thus the translation techniques found in translating CSI are literal, calque, pure borrowing, amplification, transposition, reduction, modulation, and adaptation.

The next research was taken by Indiarti & Wangi (2015) who examine three bilingual tourism publications in Banyuwangi district from the perspective of ideology and strategies for translating the term using culture. This study uses a data collection instrument in the form of a questionnaire to obtain data on the translation quality related to the level of readability. To validate the responses of the target readers, researchers used questionnaires and in-depth interviews. From the readability level, 46.19% of the translated products have a high readability level and 53.81% have a medium readability level. The most widely used translation techniques are pure borrowing and transposition.

Based on the previous studies above, this study may different from them for some respects. The first is the research method that conducting survey to select the three favorite texts out of seven Indonesian texts in in-flight Color magazine. The second concerns with Newmark’s cultural categories that previous studies have not applied it. Finally the parameter of grading the quality students’ text use Nababan’s theory on accuracy, acceptability, and readability.

METHODS

This study uses qualitative methods to describe, explain, and interpret translation strategies in rendering CSI’s from Indonesian into English. The examination of the translated product is then intertwined with the translation quality assessment (Saldanha & O’Brien, 2014). The subjects were 10 students from the English Literature Study Program who were taking the Introduction to Translation course at a university in Surabaya. The data in this study are in the form of words, phrases, clauses, or sentences which are included in cultural
Exploring Translation Techniques and Their Translation Quality:......

terms whose grouping is based on Newmark's (1998) proposal because it has a universal category. The data sources are several articles from the Indonesian language version of the Garuda Indonesia airline's Color magazine for 2021. This study used three research instruments, namely short Indonesian texts published in Color magazine, the SmartCat application, screen recorders, and video recording devices.

The translation research paradigm evaluate the translation quality in which the translation techniques, translation methods, and the translator’s ideology were determined. This assessing the quality of translation becomes very important. The quality of translation has a standard measure as a parameter of whether or not the translation work is good. These parameters include accuracy, acceptability, and readability. Accuracy measures the matching between ST and TT in term of the message through the sound, the word formation, semantic and pragmatic aspects (Setyaningsih & Machali, 2007). The second parameter is acceptability works on fairness (Brownlie, 2003), on compliance with the linguistic rules and textual norms of the target language. (JuzelLnienL et al., 2016). The last is readability of the text refers to how easy a text can be read or understood by the (Nababan, 2012). According to Nababan (2012), the factors that determine the readability of translation product, are (1) the average length of sentences, (2) the number of new words, and (3) the grammatical complexity of the language used.

Data collection was carried out on May 2 2022 in a the classroom on the campus of one of the English Literature Study Programs with the following procedure: (1) Students received the text that must be translated, (2) Students started work by activating the screen record on the device used, (3) Students opened the SmartCat account that was previously created, (4) Students uploaded the text that must be translated to their SmartCat, (5) Students did the translation with CAT SmartCat within the allocated time, (6) After finishing the students downloaded their work, (7) Students collected translated files along with video recordings of the work (from screen records, (8) Data obtained were the translation results in the form of words or phrases classified based on the translation techniques. The last procedure was assessing the students translators’ translation quality by two raters and a researcher scoring under three components, namely accuracy, acceptability, and readability (Nababan et al., 2012).

RESULTS AND DISCUSSION

1. Translation Techniques applied for Translating CSI's by Students’ Translators

This study examined three texts from different countries, namely Indonesia, India, and Japan. These texts were the favorite texts out of seven texts from the polling. Cultural domains that were found in the ST classified into 4 categories. The translated CSI’s which produced by the students’ translators grouping based on translation techniques After CSI’s of the source texts were grouped based on the cultural categories proposed by Newmark (1988) and the translated CSI’s that were composed by students’ translators were analyzed using the knowledge of translation techniques. By doing so, how to cope with the difficulties in translating cultures is solved by applying a particular translation technique. The translation techniques were advocated by (Molina & Albin, 2002) which have the most complete translation techniques which has 18 translation techniques. The number in brackets following the data informing the subject, the text, and the data respectively. The translation techniques which were applied by the subjects are as follows:
Ecology

In translating cultural terms in the ecological category, the students’ translators applied Pure borrowing, literal translation, establish equivalence, and reduction techniques. The subjects who applied the calque technique + literal translation, gain good translation texts as in the example (1), *i.e.* the phrase 'Taman Gandrung Terakota' becomes 'The Gandrung Terracotta Garden'

(1)

ST: *Dengan berlatar waktu masa colonial Belanda dan digelar di Amfiteater terbuka 'Taman Gandrung Terakota’ di kaki Gunung Ijen, …*
TT: Set during the Dutch colonial and held in the Gandrung Terracotta Garden amphitheater at the foot of Mount Ijen,…(9.3.22)

Material culture

Translations of material culture terminology are found in the texts 2 and 3. The translation techniques adaptation, literal translation and pure borrowing. The last two translation techniques were the result of accurate, acceptable, and readable translated texts. The Example (2) is word-for-word equivalent from *manisan* becomes *sweets*. While the example (3) the clothing item of *yukata* is taken overly into English without any changes.

(2)

ST: *…juga pertunjukan kembang api, pesta kuliner, manisan, hadiah, parade, serta pertunjukan tari.*
TT: … there are also fireworks shows, food festivals, sweets , gifts, parades and also a dance show .

(3)

ST: *Tiap sudut festival dipenuhi kemeriahan dan pengunjung lokal biasanya datang dengan mengenakan yukata (kimono musim panas)…*
TT: In every side of this festival is full of joy and you will see the local visitors wearing yukata (the summer kimono)…

Social Culture

The next category of cultural terms is social culture. Translations in the social bound in the three texts dominated with the world of entertainment and the arts. Some of the translation techniques used in this translation are a combination of two techniques, namely pure borrowing + literal translation, established equivalence + pure borrowing, established equivalence + discursive creation, and linguistic amplification. The last technique produced qualified translated text, as in data (4) and (5). The adding of articles ‘the’ and ‘a’ preceding the phrases sound accurate and accepted in the English as the target text. Thus they become *the Lembah Ijen Festival* and *a Meras Gandrung*.

(4)

ST: *Dilaksanakan sebulan sekali, Festival lembah Ijen menampilkan sendratari Meras Gandrung sebagai sajian utama.*
TT: Celebrated once in a month, the Lembah Ijen Festival will perform Sendratari (the combination of dance, drama, and music) of Meres Gunung as the main show. (7.3.11)
Exploring Translation Techniques and Their Translation Quality: 

(5) 
ST: Dilaksanakan sebulan sekali, Festival lembah Ijen menampilkan sendratari Meras Gandrung sebagai sajian utama. 
TT: Held once a month, the Ijen Valley festival exhibits a Meras Gandrung dance as a main show. (6.3.26) 

Social organization – political and administrative, religion, and artistic 

Some translation techniques were used in translating social organization, namely pure borrowing + literal translation, established equivalence + literal translation + reduction, and established equivalence + literal translation. Among these techniques, implementing established equivalence + literal translation produced accurate translated phrases as in the data (6) and (7). Since the English translation of lexemes ‘Belanda’ is ‘Dutch’, and ‘Dewi’ is ‘Goddess’. In addition, with regard to the CSI’s items under religion, borrowing is applied, such as Lakhsmi is Laksmsi. However, the translated phrase was less accurate when it applied generalization techniques as in datum (8). Since the source phrase ‘Umat Hindu’ was translated by ‘Hindunese’ in the target phrase shifting into demography not the followers of particular religion, ‘Hindu’. 

(6) 
ST: Dengan berlatar waktu masa colonial Belanda dan digelar di Amfiteater terbuka ‘Taman Gandrung Terakota’ di kaki Gunung Ijen, pertunjukan selama satu jam ini diiringi musik gamelan tradisional serta melibatkan puluhan penari berusia antara enam hingga 60 tahun. 
TT: Being set at the timeline of the Dutch colonial period and being held in an open amphitheater at Gandrung Terracotta in the foot of Mount Ijen, this one hour show was accompanied by a traditional gamelan music and involving dozens of dancers between 6 to 60 years old. (10.3.65) 

(7) 
ST: Festival ini didedikasikan untuk Dewi Lakshmi, dewi kekayaan dan kemakmuran Hindu. 
TT: This festival is dedicated to Goddess Lakhsmi, the Hindu goddess of wealth and prosperity. (1.1.79) 

(8) 
ST: Umat Hindu, Jain, Sikh, dan sebagian umat Buddha menyambut Diwali dengan membersihkan dan mendekorasi rumah serta tempat kerja mereka. 
TT: Hindunese, Jain, Sikh, and the other Buddhists welcomes Diwali by cleaning and decorate their houses and workplaces. (10.1.55) 

Student’s translators utilize the bilingual competence both linguistically and culturally in translating CSI. For the former, a translator enable to do translating as well as the expected. He may has a role as the agent for affecting a symbiosis of the source culture and target culture at the linguistic level (Mohanty, 1994). For the latter the translator should bring across the nuances of the source texts into the target text correspondently. Thus, a student’s translator should have a cultural competence both languages.

2. Translation Quality of CSI’s Translation Produced by Student’s Translators 

The translation quality is depending on the translator’s competence. Subsequently, if a student’s translator has the ability to apply knowledge of both cultural knowledge of the source text and target text adequately, he produces accurate, acceptable, and readable
translated text. Otherwise, if the translation competence is poor, the translation product will have a low translation quality. Nababan et al (2002) advocate the criteria to assess the translation quality, namely accuracy, acceptability, and readability to analyze translated products in order to reveal the student’s translator competence. Thus it can be said that the translation competence has the implication to the translation quality. As in the Table 1 is depicted the relationship between translation techniques employed by students translators in translating CSI’s.

### Table 1.
The Relationship of CSI’s Translation Techniques in the Garuda Airlines Color Magazine and The Accuracy of The Translated Text

<table>
<thead>
<tr>
<th>No.</th>
<th>Students Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A1 2.71</td>
<td>2.50</td>
<td>2.67</td>
</tr>
<tr>
<td>2</td>
<td>B1 2.57</td>
<td>3.00</td>
<td>2.29</td>
</tr>
<tr>
<td>3</td>
<td>B2 1.86</td>
<td>2.75</td>
<td>2.67</td>
</tr>
<tr>
<td>4</td>
<td>A2 2.57</td>
<td>2.25</td>
<td>2.86</td>
</tr>
<tr>
<td>5</td>
<td>A3 2.60</td>
<td>2.38</td>
<td>2.57</td>
</tr>
<tr>
<td>6</td>
<td>B3 2.43</td>
<td>2.50</td>
<td>2.71</td>
</tr>
<tr>
<td>7</td>
<td>B4 2.43</td>
<td>2.75</td>
<td>2.57</td>
</tr>
<tr>
<td>8</td>
<td>B5 2.43</td>
<td>2.75</td>
<td>2.57</td>
</tr>
<tr>
<td>9</td>
<td>B6 2.862</td>
<td>2.88</td>
<td>2.57</td>
</tr>
<tr>
<td>10</td>
<td>B7 4.44</td>
<td>2.38</td>
<td>2.57</td>
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</tbody>
</table>

Table 1 figured out the first component of translation quality, i.e. accuracy. There were three texts that were examined. Dealing with accuracy, the average score was 2.49. It consisted of 5 student’s translators with high level (A1, A2, A3, B1, and B6), three of other students were medium (B3, B4, and B5), and one is low (B2). Text 1 describes one of the festival from Banyuwangi. A cultural initiative presented by the people of the Ijen Valley area which aims to preserve the traditional cultural arts of the city in Banyuwangi that is located near Bali, Indonesia. The CSI’s consists of ecology, social culture, and social organization. Then, the mean of the accuracy of text 2 was 2.61, where 1 gained 3.00 point (B1), 7 results have good translation quality (A1, B2, B3, B4, B5, and B6) and 2 translated products were below 2.50 (A2, A3, and B7). Similarly, the second text delineated the mass gathering festival in India. A celebration in India that symbolizes the triumph of good over evil. CSI that built up the celebration were same as the preceding text except ecology replacing by material culture. Similarly, the translation products of text 3 graded by 2.61. It derived from 9 are good (A1, A2, A3, B2, B3, B4, B5, B6, and B7) and one is below 2.30 (B1). The latter is claimed as less accurate. This text sets out the festival in Japan. It is an annual event held on the last Saturday of July in Tokyo. The cultural categories encompasses ecology, material culture, social culture, and organization. The translation techniques which are applied were pure borrowing, established equivalence + literal translation, established equivalence + modulation, literal translation, reduction, and transposition.

Furthermore, table 2 depicted acceptability aspect. It corresponded the target grammar that sound naturalized. The mean score was 2.81. All students translators produced accurate translated CSI’s lexemes. Text 1 has two translated texts scoring 3.00 point (A1 and B6). Text 2 has 4 results obtaining 3.00 point, namely A1, A3, B1, and B4. And translated CSI’s in text 3 achieved 3.00 point in B3.
Table 2.
The Relationship of CSI's Translation Techniques in the Garuda Airlines Color Magazine and The Acceptability of The Translated Text

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
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<tbody>
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<td>3.00</td>
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<td>B1</td>
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<td>3</td>
<td>B2</td>
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<td>B7</td>
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<td>2.86</td>
<td>2.57</td>
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</tbody>
</table>

2.78 2.88 2.77

Table 3.
The Relationship of CSI's Translation Techniques in the Garuda Airlines Color Magazine and The Readability of The Translated Text

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
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<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
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<td>3.00</td>
<td>2.83</td>
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<td>B1</td>
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<td>3</td>
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<td>B3</td>
<td>2.43</td>
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<td>7</td>
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<td>B7</td>
<td>2.57</td>
<td>2.86</td>
<td>2.80</td>
</tr>
</tbody>
</table>

2.78 2.85 2.83

Subsequently, the third element is readability depicted in table 3. The parameter of readability depends on the reader act. If the reader read the target text easily and enable to catch the message. The average score was 2.81. Source text 1 was rendered by the target text, obtained 2.74. Two out of ten students’ translators translated them readable (A1 and B5). Text 2 has three high quality translation products, namely A1, B1, and B7). Furthermore, text 3 has more perfect 3,99 email, namely A2, B3, and B4). The translation competence showed that only one student which is graded 2.43 out of ten students. The second aspect has been graded 2.88. The student’s translators followed the norm of the culture and language of target text, i.e. English. Meanwhile the average score for the last aspect obtained 2.85. Three documents out of ten gained 3.00 points as the highest point. Don’t hide data, it could be that novelty comes from data that is omitted.

Cultural specific items under festival theme in Colours -inflight magazine Garuda Indonesia- became the favorite theme for students out of other themes, such as ‘Trivia sejarah’ ‘Historical Trivial’, ‘Ampo’ “traditional food from Tuban Residence’, and Perjalanan Haji “ Pilgrim to Mecca’. Furthermore, the student’s translators produced a higher translation quality for foreign cultural knowledge (see table 2, table 3, and table 4). It is to be noted that local cultural knowledge of generation Z is low in digital era (Wijaya et al., 2022). When the cultural categorization proposed by (Newmark, 1988) is applied in Indonesian, the practices...
of social culture and organization are confusing, i.e. practices of religion and entertainment. There are several categories that have changed after being given meaning to specific cultural terms, including the change in the category from ecology to material culture, as in 'Taman Gandrung Terakota', the ecological category becomes a concept, as in the cultural term 'lunar month'. Likewise, the shift in the category of activity to the organization in the 'Dutch colonial period' and the shift from the category of habit to activity are found in the term 'overflowing' in the source text. The mix between culture and entertainment found in the term 'Ijen Valley Festival' makes deep thought in determining the category.

The various translation techniques implemented in translating CSI show that students’ translator’s Transfer competence is good (Kuncara, 2017). This competence exposes students’ translators to match the precision of translated lexemes and their original words or phrases compared with one or two translation techniques in translating CSI (Indiarti & Wangi, 2015; Rosa & Sofyan, 2019). Likewise, the application of the translation technique used in transferring cultural terminology from the text of the travel writing of the Garuda airline colors magazine from Indonesian into English produces a qualified translation using pure borrowing techniques, literal translation, established equivalence and literal, established equivalent and modulation, reduction, and transposition. The translation techniques which were applied by student translators of Colours magazine Garuda Indonesia from Indonesian into English oriented towards the ST to promote local wisdom.

CONCLUSION

Based on the results and discussion, student translators applied not all translation techniques. The translation techniques are pure borrowing, literal translation, generalization, reduction, transposition, modulation, adaptation, and discursive creation. Besides, the accuracy of translation products is 2.57. Meanwhile, the average acceptability is 2.81. And the readability achieves 2.81. Among three aspects, the accuracy should be improved in the future. Regarding this, the student’s translators should be used to consult dictionaries for proper meaning invoking the message from the source text into the target text. Ironically, Local traditions and festivals in Indonesia are less popularized by digital youth or Gen Z, such as ‘Gandrung’ compare with ‘Yukata’ from Japan. Cultural terms are not as easy as technical terms, they are relative. Precision is an important aspect out of three aspects. So it is recommended that student translators should enhance their transfer competence to produce a qualified translated text

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