

THE EFFECTIVENESS OF USING HANDPHONE TECHNOLOGY IN TRANSLATION SOURCE LANGUAGE TO TARGET LANGUAGE

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Abstract

The objective of this research was to identify how extent the effectiveness of using handphone technology in translation English text. Actually, translation is a noun form of 'translate' used for all tasks. It refers to the meaning of expressions in one language (the source language) is turned into the meaning of another (the target language), whether the medium is spoken, written, or signed. When people are faced with a foreign language barrier, the usual way round it is to find someone to translate or interpret for them. If he or she has a dictionary or handphone of android, of course, will open or search it to find the meaning of that word. One of problems is university students tend to use handphone than dictionary when he or she want to translate an English text. The researcher used case study approach in this research. Case study is one of approach in qualitative paradigm. It aims at describing or knowing about the effectiveness of using handphone technology in translation words from source language to target language, as well as the factors that make the students used it. There were three methods to get the data used for this research, namely classroom observation, interview, and questionnaire methods. The research sample took from the second semester of English Department Students, and it was consists of 100 students, academic year 2021-2022. The research finding indibated that students seldom bring English dictionary when they have translation lesson. One of the reasons was having handphone technology. It is easy to use and comfortable and just put it in pocket. If students find difficult word for meaning, they just type in their handphone that word by accessing google translator. Students also believed the accuracy of meaning from the handphone access. This is why, they always use it when they find difficult word for meaning. The method that they use is still word for word translation method. It is also about the structure of the language. In the other words, they tended to follow the structure of source language. In the digital era, most students used handphone for translating English word into Indonesia language. So they have changed from bringing English dictionary to the class with handphone. From the data indicated that 90% respondents used handphone to translate English into Indonesia language.

Keywords: Handphone, Technology, Translation, Language.

A. INTRODUCTION

Language functions as a means of communication used many people in the world. So communication plays an important role and very closely related to language. Communication is reciprocal relationship between the sender of the message and the receiver of the message. Message in form of words can be conveyed through symbols of sound, writing and images to the recipient of the message. The ability of someone's language shows a person's ability to communicate, that a person can express in using the language in speak, write, read or understand the language.

Nowaday, people can communicate with different modes, one of them is using handphone technology. This is a sophisticated means to communicate with long distance. Besides that, handphone is small and comfortable to bring anywhere. The handphone can also be used to search words for its translation from word to word. Translation is an activity that requires knowledge and skills of the translator, because what is translated is not only words, phrases, as well as sentences at the language level only but also at the level outside the language which refers to its function. There are two types of translation, namely oral and written translation.

In specific professional contexts, however, a distinction is drawn between people who work with the spoken or signed language (interpreters), and those who work with the written language (translators). There are certain tasks that blur this distinction, as when source speech is turned into target writing (for example, in monitoring foreign language broadcasts, or in writing sub-titles for foreign films). But usually the two roles are seen as quite distinct, and it is unusual to find one person who is equally happy with both occupations.

Some writers on translation, indeed, consider the interpreting task to be more suitable for extrovert personalities, and the translating task for introverts. It is sometimes said that there is no task more complex than translation. A claim that can be readily believed when all the variables involved are taken into account. Translators not only need to know their source language well, but they must also have a thorough understanding of the field of knowledge covered by the source text, and of any social, cultural, emotional connotations that need to be specified in the target language if the intended effect is to be conveyed.

The same special awareness needs to be present for the target language, so that points of special phrasing, contemporary fashions or taboos in expression, local (e.g. regional) expectations, and so on, can all be taken into account. On the whole, translators work into their mother tongue (or language of habitual use), to ensure a result that sounds as natural as possible though some translators have argued that, for certain types of text (e.g. scientific material) where translation accuracy is more crucial than naturalness, it makes sense for translator to be fluent in the source language.

The aim of translation is to provide semantic equivalence between source and target language. This is what makes translation different from other kinds of linguistic activity, such as adapting, précis writing, and abstracting. However, there are many problems hidden within this apparently simple statement, all to do with what standards of 'equivalence' should be expected and accepted.

Exact equivalence is of course impossible: no translator could provide a translation that was a perfect parallel to the source text, in such respects as rhythm, sound symbolism, puns, and cultural allusions. Such a parallel is not even possible when paraphrasing within a single language: there is always some loss of information.

On the other hand, there are many kinds of inexact equivalence, any of which can be successful as a certain level of practical functioning. It therefore follows that there is no such thing as best translation. The success of a translation depends on the purpose for which it was made, which in turn reflects the needs of the people for whom it was made. An inelegant, rough and ready translation of a letter can suffice to inform a firm of the nature of an enquiry.

A translation of a scientific article requires careful attention to meaning. But little attention to aesthetic form. The provision of a dubbed film script will warrant scrupulous care over the synchronization of lip movements, often at the expense of content. Literary work requires a sensitive consideration of form as well as content, and may prompt several translations. Each of which emphasizes a different aspect of the original. It is easy to see that what might be best for one set of circumstances may be entirely unsuitable for another.

Research Question

1. To what extent the effectiveness of using handphone technology in translation English text?
2. What factors affect the university students use handphone in translating a text?

Research Objectives

The objectives of th research:

1. To indentify and describe the effectiveness of using handphone technology in translation English text.
2. To find the factors affect the university students use handphone technology in translation English text.

B. REVIEW OF RELATED LITERATURE

Translation can be defined as the replacement of textual material in one language (source language) by equivalence textual material in another (target language). There are languages involve in this process, namely: source and target language. The main issue is textual material equivalence to the forms and meanings. In teaching translation involves theories and practice, and also combines many factors, namely: one's habit, skills, contextualized intuition, and linguistics. These factors made someone find difficulties in translation English text).

Newmark (1988) defines translation as a rendering the meaning of a text into another language in the way the author intended the text. In translation code of ethics emphasizes the rules toward the original text. In the other words, the user or reader will have the same impression with the original text when reads the text.

Translation as transferring the meaning of a source language into the receptor language. Translation then consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

Several different kinds of translation have been proposed to allow for this range of possibilities. In a pragmatic translation, the emphasis is entirely on accuracy and knowledge of the subject, as required for instructional manuals and much scientific research. In an aesthetic translation, important for literary material, the focus is on preserving the emotional as well as the cognitive content of the work, and on maintaining some level of stylistic equivalence.

Ethnographic or sociolinguistics translations aim to pay full attention to the cultural backgrounds of the authors and the recipient, and to take into account differences between source and target language, for example Islam religious tradition based in the middle east are translated into the cultural norms. And there are various kinds of linguistic translation, where the aim is to convey the structural flavor of the original text, often in a quite literal manner, emphasizing such features as archaisms, dialectisms, and level of formality.

Most traditions, of course, are mixtures of these theoretical types, reflecting the complex reality of language in use, where 'pure' varieties are conspicuously absent.

Translators aim to produce a text that is as faithful to the original as circumstances require or permit, and yet that reads as if it were written originally in the target language. They aim to be 'invisible people' transferring content without drawing attention to the considerable artistic and technical skills involved in the process. The complexity of the task is apparent, but its importance is often underestimated, and its practitioners' social status and legal rights undervalued.

Some countries view translation as menial, clerical task, and pay their translators accordingly. Others (such as the Japanese) regard it as a major intellectual discipline in its own right. The question of status is currently much debated, especially in Europe, where demand for translators is rocketing in relation to the EU.

Since the 19th century the important role of the professional translator has come increasingly to be recognized. Some hold full time jobs in translation agencies or in government to commercial organization, where they provide an in house service: but there is also a large cadre of free-lance translators, usually working from home.

The field now has its own training courses, examinations, career structure, and professional organizations, such as the American Translators' Association, the Translators' Guild of the British Institute of Linguists, and the Federation Internationale des Traducteurs. The European Union of Associations of Translation Companies was formed in 1994.

The number of translations made is certainly on the increase, fuelled by a growing number of specialized multilingual publications (such as journals that publish editions in more than one language or provide issues specially devoted to translations of a foreign scientific material). As a consequence, several central organizations have now developed to coordinate information about the availability of translations and to facilitate their accessibility, once they are made notably the international Translations Center at Delft (The Netherlands) and the National Translations Center in Chicago.

In this domain, of course, the advent of computational techniques of information storage and retrieval has been a blessing although one that is not yet as widely shared as it might be. In a 1971 study over 90% of a sample of academic staff had never used any translation indexes; and other reports indicates that perhaps as many 80% of scientists are not even aware of their existence (J.A. Large, 1983).

Great claims have been made for translation. It has been called the key to international understanding. The Japanese see it as a key to learning. Western Europe, it has been said, owes its civilization to translators (L.G. Kelly, 1979). It is all probably so.

When the source language is written in a different scrip from the target language, it is often necessary to provide a transliteration of an original word, rather than a translation something commonly done with the names of people, places, institutions, and inventions.

Translation as an activity leading to a product has a tradition reaching far back to the beginnings for recorded history and beyond that to the oral. It has always been essential for trading and also a fundamental component of classical education. The movements and trends dominating this activity through the ages, particularly in Europe, are well documented.

Newmark (1988) provides the key points about the translation methods as following:

The central problem of translating has always been whether to translate literally or freely. The argument has been going on since at least the first century BC. At the turn of 19 century, it is believed linguistic barriers were insuperable and that language was entirely the product of culture.

Crystal (1997) divided translation methods into three categories, namely:

1. Word for word translation method. Each word in the source language is translated by a word in the target language. The result often makes no sense, especially when idiomatic construction is used. For example: "never say die" can be translated in bahasa Indonesia "tak pernah mengatakan mati".
2. Literal translation method. The linguistic structure of the source text or language is followed, but is normalized according to the rules of the target language. For example "never say die" can be translated as "tidak pernah mengatakan mati".
3. Free translation method. The linguistic structure of the source language is ignored, and an equivalent is found based on the meaning it conveys. For example "never say die" can be translated as "jangan putus asa".

Skills/ Competence Needed In Translation Process

Competence is often linked to other concepts and qualities seen to be requisite for the task of translation, most prominently to the following terms: knowledge, skills, awareness, and expertise. The term competence, thus, acts as a superordinate, a cover term and summative concepts for the overall performance ability which seems to be so difficult to define.

Knowledge is applied on the basis of an evaluation of various factors affecting the translation situation. The ability to make use of this knowledge and to apply it is linked to awareness, which could also be described as conscious decision making or transfer competence. Translation competence is most effectively developed at an academic institution. Different types of academic institutions provide courses leading to professional qualifications. Their curriculum and syllabus may focus on translation theory, practical translation skills and more often than not, a combination of the two.

The most important skills for a translator are (1) the ability to analyze a variety of translation situations, (2) the ability to decide on a strategy for resource research which is adapted to the translation situation. A training method should be based on the imitates real life situations or in a real life environment.

Translation competence is clearly seen as demanded expertise in various areas: these will include at least knowledge of the language, knowledge of the cultures, and domain specific knowledge. There are five parameters, or sub-competences of translation competence, namely: language competence, textual competence, subject competence, cultural competence, and transfer competence. Translation is not an easy job for teachers and students because they have limited knowledge about vocabulary, knowledge of their native languages, cultural issues, and grammatical context. So these factors could not produce a good translated version (Pham Vu Phi Ho, 2015).

Many people assume that translating requires considerable training in linguistics. But this is not true. Some of the best translators have no training whatsoever in linguistics, although some introduction to linguistics can make translating a much more meaningful activity. The essential skill of translators is being able to understand correctly the meaning of a source text.

Knowledge of linguistics is, of course, not a handicap, but a distinct asset in clearly distinguishing between the structures of a text and the understanding of a text. Linguists analyze texts, but translators must understand texts. Translators need to know the meanings of words in particular texts, but not necessarily all the meanings that are listed in comprehensive dictionaries.

Similarly, translators do not need to analyze all the layers of grammatical structures if they can comprehend accurately the ways in which they relate to one another. The comprehension of a text as a whole is much more important to a translator than outlining the structural levels, although in some cases identification of the literary structures can provide insight for the correct understanding of a text.

Approaches to the Teaching and the study of translation

There are three kinds of approaches in translation, namely: functional, process oriented, and linguistic equivalence approaches. Functional approach was the main concern of the “stylistique comparee”, process oriented refers to the top-down procedure, and linguistic equivalence approach deals with inadequate to translate texts. Choosing the functional approach for translation practice will have considerable impact on translation teaching or translator training.

- a. The linguistic features of any text are determined by the situation the text used. In formal intralingual communication, people know the situation when and where they produce an utterance or a text. In translation class, lecturers often have or ask their students to translate the source text without specifying the situation. So the consequence of this action is students make mistakes in grammatical commit. One of ways to overcome this problem, is giving definition clearly about the communicative situation.
- b. By contrasting the target situation (especially with regard to the prospective recipients and the intended text function or functions) described in the translation assignment with the functional analysis of the source text in its own communicative situation, translation problems can be detected in advance. This procedure makes it easier for the trainee translator to develop translation strategies for the solution of a particular translation problem which are designed for the translation of the whole text and not for individual unit such as words or phrases.
- c. Translation strategies should follow a to-down procedure. Traditional translation training is based on translation assignments which are corrected in class, with teachers criticizing or approving the students’ choices and presenting their own solutions. Although the method is operational, it is less than optimal on two points: (1) it focuses on the product rather than on the processes, which means that inferences for the correct processes are to a large extent made by the students themselves, with little possibility of control by the teachers, (2) very often, students reject the teacher’s criticism and solutions because of diverging linguistic norms and because they feel attacked. The process oriented approach also has potential limitations: (1) because its focus on the process, it may not be a powerful tool for product fine-tuning, (2) in order to be able to operate on the processes, teachers need to learn or develop explicit process rules, and they are sometimes reluctant to do so, (3) in order to use the rules efficiently, teachers need to be able to convince the students that they are correct.
- d. The functional approach is consistent: unlike the equivalence model, it does not suggest different norms for literary and non-literary translation. Therefore, it can be applied to the translation of every kind of text and between every pair of languages and cultures. Thus, it is more appropriate as a framework for methodological principles and strategies and would make translator training more

rational and even more economical as well as more independent of language and culture specific peculiarities.

- e. The functional approach is an inclusive model: unlike the equivalence model, which considers certain forms of intercultural text transfer as non-translations, the functional approach includes all forms as long as they are functional and based on the loyalty principle.
- f. The functional model accounts for all translation tasks a translator will be confronted with in the professional practice of translation. Realistic translation assignments, which prepare the students for what expects them in real life, provide a good motivation for teaching and learning.

Hutchinson and Waters (1987:65) defined a course as “integrated series of teaching learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge”. The distinction between a curriculum and a course is nevertheless important because some of the areas of concern in curriculum development may be out of the hands of lecturers who are developing course, for example: societal needs analysis, testing for placement purposes, or program wide evaluation. Course development includes: planning a course, teaching it, and modifying the plan, both which the course is in progress and after the course is over. The significance of the course is to give direction about the target that will be gained in teaching learning process. Every lecturer is expected to make and prepare a course before teaching, and usually shown it to the head of (for example) English program studies. So translation issue in academic term is still popular because of its role and significance to the applied activities. In Indonesia it is very hard to find an institution that has a translation department. One of the reasons is the issue of translation itself whether it is a science or not. Many people assume that translating requires considerable training in linguistics. But this not true. Some of the best translators have no training whatsoever in linguistics, although some introduction to linguistics can make translating a much more meaningful activity. The essential skill of translators is being able to understand correctly the meaning of a source text. Knowledge of linguistics is, of course, not a handicap, but a distinct asset in clearly distinguishing between the structures of a text and understanding of a text. Linguists analyze texts, but translators must understand texts.

Ration of Varying Components

1. Direct teaching of concepts and skills will comprise 25 percent of class time (twenty to thirty minutes daily);
2. Half of class time will be spent in individual and small group activities involving information sharing, problem solving in translation, and peer evaluation and correction. Students are expected to use in either bahasa Indonesia and English at all times and to participate actively during this time. The lecturer should circulate and function as coordinator advisor;
3. Approximately 5 percent of class time will be spent in formal evaluation.

Subjects offered

Interpreting

The students in this course are expected to understand about the difference between oral and written languages; the fundamentals of consecutive interpreting; the role of linguistic and intralinguistic factors in the interpreting process; the rationale for note taking; and the role of contextualized and noncontextualized information. The end of this course is to raise the participants to a professional level in interpreting.

Machine Translation System

This course signals the shift away from a situation where a handful of isolated developers were working producing system. In fact that translators often have their reservations about using computers in the translation process and are less than totally accepting of the idea of computer based translation. Hutchins and Somers (1992:3) defined machine translation as a computerized system which produces translation from one natural language to another, with or without human assistance.

C. METHOD OF THE RESEARCH

The researcher used **case study** approach in this study. To gather the data, the researcher used three methods used for this research, namely classroom observation, interview, and questionnaire methods. Observation method in this context is non-participant. While interview method is used to get the information or data about the use of handphone technology in translating English text.

The researcher observed directly in the classroom when teaching learning process took place. The data to be observed were students' attention toward their subject, students' dictionary and handphone used for translate word, and the material presented by the lecturer in the classroom. The last instrument of the research is questionnaire focuses on finding the factors make the university students tend to use handphone technology to translate English text. In the other words, the questionnaire was used to know about the students' reasons why they chose handphone than dictionary for translating words. After accumulating it, analyzed by using percentage. The research sample took from the second semester of English Department Students, and it was consists of 100 students, academic year 2021-2022.

D. RESEARCH FINDING

The most important skills for a translator are (1) the ability to analyze a variety of translation situation, (2) the ability to decide on a strategy for resource research which is adapted to the translation situation. A training method should be based on the imitates real life situations or in a real life environment. There are five parameters, or sub-competences of translation competence: language competence, textual competence, subject competence, cultural competence, and transfer competence. There are four levels of translation presented with their respective orthographic conventions, explained,

and illustrated they are: lexical translation, literal translation, free translation, and figurative translation. A course as “integrated series of teaching learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge”. Course development includes: planning a course, teaching it, and modifying the plan, both which the course is in progress and after the course is over.

Teaching translation using tradition method was still dominant. Traditional method in this case means focusing on word for word translation method. There were 70% students used this method. When I asked to one of them why did you use this method? His answer I use word for word translation method because lack of knowledge about how to translate well. It is very hard to find the equevalence meaning and sometimes followed structure of source language.

Students also not sufficient and not have prior knowledge about translation method. They sometimes translate it directly. For example: I have spoiled girl. This sentence can be translated “ Saya punya gadis basi”. Another example: “I saw a girl yesterday”. It can be translated “Saya menggggaji seorang gadis kemarin”.

Two examples above showed that students did not have prior knowledge and also followed source language style. To have a good translation of course, needs one’s balance of understanding between source language and target language. Lecturer of English used variety of methods in teaching translation to the students,one of those method was direct method, namely having students translate a text using target language. This is the example of English text to be translated by students in the classroom.

Mostly students have difficulties to understand about the concept about prior knowledge.

Learning English means one learns about word and meaning.

Never say die is a motto for us.

Students have problem about the equivalent meaning for phrase ‘prior knowledge, one, and never say die. For example the meaning ‘one’. Most of students translated it with ‘satu’. While phrase ‘never say die’ is translated ‘tidak pernah mengatakan mati’. They found the meaning of them based on dictionary. Doing translation well needs focusing on the meaning of the target language. The difference between source language sentence structure and target language sentence structure added problem faced by students. Students tended to follow source language structure than target language structure. Sometimes they have not paid attention to this point. So the results of translation can be understood by the reader. Based on my classroom observation found that a lecturer gave material teaching about basic concept of translation for five meetings. On the other words, the topic provides theoretical background about the rules of translation and developing the principles including competence, faithfulness, and accuracy of the source language to the target language. Translator/interpreter are demanded to have them in translation as a guarantee of high quality service. The following materials were discussed by their lecturer in the classroom:

Competence: one of the requirements to be a translator/interpreter is to have a competence in many aspects of translation. Knowing about the values, criteria, and standards of the language both source and target languages. Competence will include at least knowledge of the language, knowledge of the cultures, and domain specific knowledge.

Faithfulness: refers to the original text. A translator/interpreter efforts to provide the user or reader to have the same impression from the translation. In the other hand, the user or reader will not know the text is a result of its translation.

Precision and Accuracy: A translator/interpreter provides in good faith (true and fair translation based on the original text).

Bilingualism: Bilingualism is usually described as using two languages in daily life, but not necessary in the same context. Therefore, one can be bilingualism but not have command of both languages in the same subject matter.

Discourse: People engage in spoken and written forms for their daily interaction and communication, including conversations, stories, gossips, and jokes that consist of succession of sentences in highly organized social activity. It is common knowledge that many kinds of books and articles have structure, but so do even the most trivial writing. Indeed, writing and thematic structure make no sense except within the larger framework of discourse. The nature of the discourse determines with forms and meanings are appropriate, and what should be given information, subject, and frame in each word.

Semantics: The end of language is the communication of meaning. People talk and write in order to express the meaning of their thought, and they listen and read to discover the meaning of what others say. Without meaning there would be no real point in language.

When I interviewed one of the lecturers of translation around the issue in teaching translation in Indonesia. With a long discussion, he says that mostly, teaching translation in Indonesia use classical or traditional model. There are four levels of translation presented with their respective orthographic conventions, explained, and illustrated as follows:

1. Lexical Translation refers to the lexical item, it aims at an approximate conceptual equivalence of the source language text, through the use of appropriate target language symbols.
2. Literal Translation refers to a rough rendition translation, at this level, the overall propositional equivalence of the source language text, as suggested by the conceptual units of the corresponding lexical level translation, is now conveyed with some judicious concatenation of the target language symbols.
3. Free Translation refers to a smooth flowing translation, at this level both the semantic and symbolic aspects of the chosen target language seek the thematic equivalence of the source language text.

4. Figurative Translation refers to a special effects translation, here the translator makes every effort to choose that target language text which over and above expressing directly the information conveyed with the source language target, also capture the contextual equivalence of the source language text by manifesting as far as possible the peculiar, culture specific and contextual factors which are only communicated indirectly.

After explaining the factors above, next meeting he gave exercises based on the text without having the students to find a new model and make a regular assignment for improving their skills. On the other words, a lecturer should teach students not only to translate a text, but also to discuss it (correction) and give the other examples as their assignments. So the students will have an experience in comparing with what they have done in class and a new real life environment.

In university level, translation subject is provided for foreign language departments, and it studies in the second semesters (once a week in which about 90 minutes). A short time for enriching the quality of translation. More than 30 students with a big class, once a week to have material, of course, it is hard to get the target. A lecturer should provide an accurate strategies, for example: give them extra practice and problem solving for every meeting, and corrects their mistakes.

Translation and interpretation are applied knowledge, and demand people to have bilingual ability. That is why, translation nowadays to become trend issue whether it is as a science or as profession is still debated. In Indonesia, lecturer of English has many problems in teaching translation. One of those problems is lack of time for translation provided by the university.

In the digital era, most students used handphone for translating English word into Indonesia language. So they have changed from bringing English dictionary to the class with handphone. From 100 respondents indicated that:

- A. 10% respondents used dictionary.
- B. 90% respondents used handphone.
- C. 0% respondents asked friends or other people.

Students used handphone because it is easy to use. And they also believe the meaning found in their handphone is correct. The data indicated that:

- A. 80% respondents used handphone because it is easy.
- B. 0% respondent used handphone because they like it.
- C. 20% respondents used handphone because they believe it.

Students did not bring dictionary when they have English subject. From the data indicated that:

- A. 70% respondents did not bring dictionary because there was handphone.

- B. 20% respondents did not bring dictionary because there was lecturer of English.
- C. 10% respondents did not bring dictionary because there was friend for asking the meaning of the word.

Students believed that dictionary was more accuracy for meaning than handphone. The data indicated that:

- A. 60% respondents believed dictionary was more accuracy for meaning.
- B. 40% respondents believed handphone was more accuracy for meaning.
- C. 0% respondent believed for friend or other people.

Students not always translate a text everyday. The data indicated that:

- A. 20% respondents always translate a text.
- B. 60% respondents sometimes translate a text.
- C. 0% respondent never translate a text.

E. CONCLUSION

Translation is one of obligatory subjects for English Department Students. This subject demanded students to have a good competence in translating English text to Indonesia language. So translation is an activity refers to the replacement of textual material in one language (source language) by equivalence textual material in another languages. There are languages involve in this process, namely: source and target language. The main issue is textual material equivalence to the forms and meanings.

Students seldom bring English dictionary when they have translation lesson. One of the reasons was having handphone technology. It is easy to use and comfortable and just put it in pocket. If students find difficult word for meaning, they just type in their handphone that word by accessing google translator. Students also believed the accuracy of meaning from the handphone access. This is why, they always use it when they find difficult word for meaning. The method that they use is still word for word translation method. It is also about the structure of the language. On the other words, they tended to follow the structure of source language.

University students seldom use free translation method. They have limited English vocabulary to make equivalence meaning with the source language. That is why, the results of their translations can not be understood for its meaning. They realized about the different structure between English and Indonesia language. This is one of factor make them difficult to translate well.

Mostly university students believed that the dictionary is more accurate for its meaning that handphone in translating English text. Both dictionary and handphone has word for word translation way, and sometimes it also give part of speech. But for this case, handphone is eassier to bring anywhere and not spend much time for finding the meaning of the words than dictionary if someone want to know the meaning or those words.

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