

**TRANSLATION STRATEGIES IN TRANSLATING EXPOSITION  
TEXT FROM ENGLISH TO INDONESIAN ON SECOND GRADE  
SMA SWASTA GAJAH MADA  
MEDAN**

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**ABSTRAK**

Penelitian ini mengkaji strategi penerjemahan yang digunakan oleh siswa kelas dua SMA Swasta Gajah Mada Medan dalam menerjemahkan teks eksposisi dari bahasa Inggris ke dalam bahasa Indonesia. Penelitian ini didasarkan pada Baker (2018), yang menyediakan kerangka kerja untuk menangani ketidaksetaraan (non-equivalence) pada tingkat leksikal dan semantik. Teks eksposisi dipilih karena menyajikan kosakata yang kompleks dan konsep abstrak yang memerlukan keputusan penerjemahan yang strategis. Metode deskriptif kualitatif digunakan dalam penelitian ini. Data dikumpulkan dari tugas penerjemahan siswa dan wawancara. Hasil terjemahan dianalisis menggunakan kerangka strategi penerjemahan Baker (2018), sedangkan wawancara digunakan untuk mengidentifikasi alasan siswa dalam memilih strategi tertentu.

Hasil penelitian menunjukkan bahwa siswa menggunakan berbagai strategi penerjemahan, dengan parafrase (24,40%) dan kata serapan (23,17%) sebagai yang paling dominan. Parafrase dipilih oleh 30% siswa karena memungkinkan mereka menyatakan kembali ungkapan bahasa Inggris dalam bentuk bahasa Indonesia yang lebih jelas dan lebih familiar. Sementara itu, 20% siswa menggunakan kata serapan karena beberapa istilah bahasa Inggris sudah umum dan mudah dikenali dalam bahasa Indonesia, sehingga memungkinkan mereka mempertahankan keakuratan ketika tidak tersedia padanan yang sesuai.

Pembahasan menunjukkan bahwa strategi-strategi dominan tersebut efektif dalam membantu siswa mengatasi ketidaksetaraan dan menghasilkan terjemahan yang lebih jelas, lebih alami, dan lebih akurat. Temuan ini juga menunjukkan bahwa siswa cenderung memilih strategi yang menyeimbangkan antara pelestarian makna dan keberterimaan dalam bahasa sasaran.

**Kata kunci: strategi penerjemahan, teks eksposisi, teori Baker, penerjemahan Inggris–Indonesia, studi kualitatif.**

**ABSTRACT**

This study examined the translation strategies used by second-grade students of SMA Swasta Gajah Mada Medan in translating exposition texts from English into Indonesian. The research was based on Baker (2018), which provides a framework for addressing non-equivalence at the lexical and semantic levels. Exposition texts were selected because they present complex vocabulary and abstract concepts that require strategic translation decisions. A qualitative descriptive method was employed. The data were collected from students' translation tasks and interviews. The translation results were analyzed

using Baker's (2018) translation strategy framework, and the interviews were used to identify students' reasons for selecting particular strategies. The results showed that students used a variety of translation strategies, with paraphrasing (24.40%) and loan words (23.17%) being the most dominant. Paraphrasing was preferred by 30% of the students because it allowed them to restate English expressions in clearer and more familiar Indonesian forms. Meanwhile, 20% of the students used loan words because several English terms were already common and easily recognized in Indonesian, allowing them to maintain accuracy when no suitable equivalent was available. The discussion indicates that these dominant strategies were effective in helping students address non-equivalence and produce translations that were clearer, more natural, and more accurate. The findings also suggest that students tended to choose strategies that balanced meaning preservation and target-language acceptability.

**Keywords:** translation strategies, exposition texts, Baker's theory, English–Indonesian translation, qualitative study.

## 1. PENDAHULUAN

### Latar Belakang

#### The Background of the Study

Language was a fundamental aspect of human life that functioned as a primary tool for communication because, through language, people could convey knowledge, ideas, and culture to others (Nasution & Tambunan, 2022). Language also played an important role in transmitting cultural values and shaping social identity within a society. It existed in both spoken and written forms and served as a universal means of communication across different communities. Moreover, language was closely connected to various dimensions of human social and cultural life, making it more than merely a tool for exchanging messages. Through language, individuals could interact, share experiences, and maintain social relationships. Therefore, language held a vital position in human life as the foundation of communication and social interaction.

In relation to this global communicative function of language,

English had emerged as one of the most widely used languages in the era of globalization, enabling communication and the exchange of ideas across linguistic and cultural boundaries (Nur, 2024). Therefore, proficiency in English had become increasingly important in various fields, including education, business, science, technology, and culture. To achieve effective communication in English, learners had to master four main language skills: listening, speaking, reading, and writing, which were interconnected and mutually supportive. These skills allowed individuals to comprehend information accurately and express ideas clearly. Furthermore, in the context of translation, strong English language skills were required to transfer meaning appropriately between languages. Therefore, competence in English language skills was essential to support effective translation and ensure accurate meaning transfer from the source language to the target language.

However, having good English language skills did not always guarantee

successful translation because translation involved not only language ability but also understanding meaning and context. Differences in sentence structure, vocabulary, and cultural background between the source and target languages often made translation difficult. According to Baker (2018), translation was the process of transferring meaning or messages from the source language to the target language by finding the most appropriate equivalence. However, translators still faced difficulties in fully grasping the meaning of the text, misunderstood certain words or phrases, or selected terms that sounded inappropriate or unnatural in the target language. These challenges often led to errors in transferring meaning from the source language to the target language. Therefore, during the translation process, translators might have made errors in transferring meaning from the source language to the target language.

In connection with translation problems, Sipayung (2024) examined how linguistic and cultural differences affected translation accuracy. These difficulties showed that translation problems frequently arose when the source language contained expressions that lacked direct or natural equivalents in the target language. The study also emphasized that such challenges required translators to apply appropriate translation strategies to address non-equivalence and maintain meaning in the target language. Therefore, the translator could convey the meaning from the source language to the target language by using translation strategies to help readers understand the text in the target language. Baker (2018) defined translation strategies as procedures used by translators

to overcome problems of non-equivalence that arose when transferring meaning from the source language to the target language. Baker's translation strategy theory was important because it provided a systematic framework for overcoming nonequivalence problems in translation. These strategies included using a more general term, using a more neutral term, substituting cultural elements, incorporating loanwords with explanations, rephrasing with related or unrelated terms, omission, and illustrations.

From the variation of strategies, appropriate strategies were crucial in translating expository texts, as such texts aimed to present logical arguments and convince readers through clear and accurate information (Nurlatifah, 2022). When translation strategies were not applied properly, students might have failed to convey the writer's intended meaning, causing the message to become unclear or misleading. Inaccurate translation could have confused readers and weakened the persuasive function of expository texts, resulting in misunderstanding of the text's purpose. In reality, learners often faced difficulties when translating exposition texts. These difficulties highlighted the need to examine how students applied translation strategies in practice and identified the challenges they encountered. Understanding these issues could help educators provide better guidance and improve translation learning outcomes. Based on the researcher's observations during a teaching practice program (Magang Kependidikan) at SMA Swasta Gajah Mada Medan, the researcher found some student problems in teaching,

especially in translating exposition texts into Indonesian using strategies.

The results of observation were presented as follows:

#### **Why the English Language Matters**

Learning English is essential in today's globalized world because it helps individuals communicate internationally, access information, and advance in their careers. English is widely spoken around the world and serves as a common language in many countries.

From the exposition text above, there is one example of students' problems in nonequivalence in translating English to Indonesian, namely:

**Source Language:** Learning English is essential in today's globalized world because it helps individuals communicate internationally, access information, and advance in their careers.

**Target Language:** *Belajar bahasa inggris adalah perlu pada sekarang globalisasi dunia karena itu membantu individu komunikasi internasional, akses informasi ,dan kemajuan di karir mereka.*

**Revision:** *Belajar Bahasa Inggris di era globalisasi saat ini sangat diperlukan karna hal itu membantu individu dalam berkomunikasi di dunia internasional, mengakses informasi serta kemajuan dalam karir mereka.*

This phenomenon showed the problem that students used semantically complex words in translating an exposition text, which made the results unnatural in the target language. Students translated the text using words that did not match the intended meaning because the words contained several meanings. For example, in the translation of the word "essential," which contained many meanings, such as "sangat

penting," "krusial," and "tidak dapat diabaikan," students translated it as "perlu," which had a weaker meaning. This caused a problem of non-equivalence between the source and target languages. Usually, this occurred because students were still not familiar with the proper use of translation strategies. In addition, students had limited vocabulary, so they translated the text into simpler words and used word-for-word strategies, resulting in differences in meaning between the source and target languages.

## **2. KAJIAN TEORI**

### **Theoretical Framework**

This research analyzed the translation strategies used by students when translating expository texts from English into Indonesian. To conduct this study effectively, the study drew on several translation theories and concepts to describe the relationships among key terms. These theories helped the researcher understand the interrelation among the key terms involved. These theories were also essential for defining and clarifying the main concepts, ensuring that readers could understand the discussion without confusion or misinterpretation. In this regard, the theoretical framework functioned as the foundation for applying translation theories in this research.

### **Translation**

In the modern era, English is an important language for communication. English has become a new challenge for many people in

Indonesia. According to Putra (2023) foreign languages have a significant influence on Indonesian literature, and there is a connection between them. The goals of the learning process include understanding how students' behavior changes and how teachers respond. According to Ilxomovna (2024) translation has an important role in human life, especially for Indonesians. It is because much information is not available in Indonesian and is therefore presented in foreign languages, particularly in English.

Baker (2018) defined translation as the process of changing a message from one language into another while considering the meaning, context, and culture of the source language. According to House (2015) translation was a linguistic and textual operation in which a text in one language was re-contextualized in another language. This process was influenced not only by linguistic factors but also by cultural and situational contexts. Therefore, translation involved more than transferring words; it required strategic decisions to maintain meaning, function, and naturalness in the target language. In short, translation aimed to convey the original message accurately and clearly in the target language.

The process of transferring meaning from the source language to the target language involved maintaining both the message and the

naturalness of the language. Fisabella (2022) explained that translation served to transfer meaning from the source language to the target language while maintaining naturalness, so that the target audience could easily understand the translation. Meanwhile, Fadilla (2024) emphasized that translators had to convey meaning, concepts, and ideas from the source language naturally in the target language. The success of translation was measured not only by the accuracy of meaning but also by the fluency and naturalness of the target language. Thus, both studies emphasized that the essence of translation was not merely transferring words, but conveying the message accurately and naturally in the target language.

The role of translation in education and intercultural communication was essential, as it connected people across cultures and enhanced the field of education. Hajiyeva (2022) demonstrated that translation was not merely a linguistic process but also a cultural act that enabled interaction between people from different cultural backgrounds. Through translation, the meanings and cultural values of the source language could be accurately conveyed to readers of the target language, thus fostering harmonious cross-cultural understanding. In an educational context, Sadriddinova (2024) explained that translation served to broaden students' horizons, foster cultural sensitivity, and equip

students with critical thinking and cross-cultural communication skills. By studying translated texts, students were exposed to various perspectives and cultures, which led to the development of empathy, openness, and global awareness. Therefore, translation served not only as a means of language transfer but also as an educational medium that promoted cultural understanding and helped build a more diverse and globally aware society.

### **Types of Translation**

According to Anggraeni (2021), based on Nida's translation was divided into two main types: formal equivalence and dynamic equivalence. Formal equivalence focused on maintaining the form and structure of the source text. It was often used in texts that required literal accuracy, such as legal or educational documents. Dynamic equivalence, on the other hand, emphasized conveying the meaning and effect of the original text naturally in the target language. Using these approaches, translators could balance fidelity to the source text with readability for the audience.

### **Formal Equivalence**

Formal equivalence emphasized preserving the exact words, grammar, and structure of the source text. This approach was often applied in texts that required precise adherence to the original, such as legal, religious, or academic materials. By maintaining the original form, readers could closely analyze the source language

and understand its structure. However, this method might have resulted in translations that sounded rigid or unnatural in the target language. Overall, formal equivalence prioritized literal accuracy over readability, making it suitable for texts where form was more important than natural flow (Anggraeni, 2021).

### **Dynamic Equivalence**

Dynamic equivalence focused on conveying the meaning and intended effect of the source text rather than strictly following its form. This method aimed to produce a translation that read naturally and was easily understood by the target audience. Translators using dynamic equivalence adapted expressions, idioms, and sentence structures to match the cultural and linguistic context of the readers. As a result, the translated text evoked a response similar to that of the original audience. In conclusion, dynamic equivalence prioritized comprehension and communication, ensuring that the message was effectively transmitted (Anggraeni, 2021).

### **The Process of Translation**

The translation process referred to a series of interrelated stages that a translator undertook to transfer a text from the original language into a text in the target language that carried the same meaning. This process generally involved several sequential

phases, as developed by Sinulingga (2023).

### 1. Pre-drafting

Pre-drafting was the initial stage of the translation process. In this stage, the translator became familiar with the Source Text (ST). The main activities involved scanning and skimming the text to understand its general meaning, topic, purpose, and context. This stage helped the translator build a basic understanding of the text before starting the actual translation.

### 2. Drafting

Drafting was the main stage of translation where the transfer of meaning took place. During this stage, the translator converted the message from the source language into the Target Text (TT). Several activities occurred in this stage, such as interpreting the meaning of the source text, finding appropriate equivalents in the target language, and using online resources like dictionaries or references. The translator also made decisions about word choice and sentence structure. Revising might have occurred during this stage to improve clarity and accuracy. The result of this stage was a translation draft.

### 3. Post-drafting

Post-drafting was the final stage of the translation process. At this stage, the translator revised the translation

draft carefully. The translator read the translated text to check meaning accuracy, language clarity, and grammatical correctness. This stage ensured that the translation was natural, clear, and suitable for the target readers.

### Translation Problems

In translating texts from English into Indonesian, students often faced various challenges that could affect both accuracy and naturalness. These challenges usually involved linguistic aspects, including grammar and vocabulary. Another common issue was the difference between the source and target languages, which made some expressions difficult to translate directly. Such problems might have caused translations to sound unnatural or lose the intended meaning. The following sections discussed these main translation challenges in more detail.

#### Grammar

In the context of translation, grammar plays a vital role because it connects the structure of the source language (SL) and the target language (TL). Baker (2018) emphasizes that grammatical equivalence refers to the relationship between grammatical forms in both languages that express similar meanings. Differences in grammatical systems often lead translators to modify or restructure sentences to produce natural, accurate translations. For instance, English uses tenses to indicate time (“*She has gone*”), while Indonesian relies on

adverbs (“*Dia pergi*”). Although the forms differ, the meaning must remain equivalent. Therefore, grammatical adaptation is essential to maintain equivalence of meaning across different languages.

### **3. METODOLOGI PENELITIAN**

#### **Research Design**

This study used a qualitative descriptive research design to understand the translation strategies that second-grade students of SMA Swasta Gajah Mada Medan used when translating English exposition texts into Indonesian. According to Creswell (2014) qualitative research focused on exploring and interpreting phenomena in their natural context, emphasizing meaning rather than numbers. A descriptive design is appropriate because this study did not aim to test a hypothesis. The research aimed to describe the types of translation strategies used by the students and to explain the reasons behind their choices. To collect the data, the researcher analyzed students’ translation products and conducted interviews to explore their decision-making processes during translation.

#### **Subject of the Study**

The subject of this research was the second-grade students of SMA Swasta Gajah Mada Medan in the academic year 2025/2026. A total of 20 students will participated in this study. These students were chosen because they had studied English for several

years and have been introduced to various types of texts, including exposition texts. They had enough English proficiency to translate texts into Indonesian. Therefore, they were considered appropriate participants for investigating translation strategies in this study.

#### **Object of The Study**

The object of this research was the students’ written translations of English exposition texts into Indonesian. Exposition texts were selected because they presented factual information, clear arguments, and academic vocabulary. These features allowed the researcher to understand how students handled meaning transfer, organized arguments, and dealt with challenging words when producing their translations. The analysis in this study focused on classifying the translation strategies that the students used when translating the exposition texts. In addition, the researcher also explored the reasons why each student chose a particular strategy to solve nonequivalence. This focus helped the researcher understand not only what strategies were applied, but also why students chose certain strategies to help them translate the text.

#### **Instrument of Collecting Data**

According to Creswell, (2014) a research instrument was a tool that was used by the researcher to collect data. In this study, the researcher used

translation tasks and interviews as the main instruments. The translation tasks served as documentation for data analysis, while the interviews provided direct information from students regarding the reasons behind their choice of translation strategies to solve non-equivalence. These instruments were selected to ensure comprehensive data collection and a clear understanding of students' translation processes. Thus, the combination of translation tasks and interviews enabled the researcher to obtain both the products and the reasoning behind students' translation strategies. In this research, the writer used:

1. Translation Task

The main instrument that was used by the researcher to identify the translation strategies used by the students was a translation task. The researcher provided an exposition text about the importance of literacy that had been prepared. Then, each student was asked to translate the English text into Indonesian within 60 minutes. After the students finished translating, the researcher collected the data in the form of the students' translation papers. These data became the primary source for the researcher to analyze the strategies that were used by the students.

### **Interview**

In conducting the interview, the researcher prepared several guiding questions related to the research question. After that, the researcher

selected a number of students who were considered capable of providing clear and relevant answers. The researcher then conducted a semi-structured interview in the classroom, allowing the students to express their opinions freely while still focusing on the research objectives. During the interview, the researcher listened carefully and created a transcript of the students' statements. Finally, the interview data were analyzed and categorized as interview data, while the results of the translation task were categorized as documentation data.

The interview questions in this study were written in Indonesian to ensure that students could understand and respond comfortably. Using their native language allowed students to provide clearer and more detailed answers. According to (Miles, Huberman, and Saldana, 2014), researchers should adapt instruments to the respondents' language and context to minimize misunderstandings and obtain valid data. By using Indonesian, the data collection process became more accurate and truly reflected the students' original thoughts. Therefore, the use of Indonesian aligned with the principles of accuracy, reliability, and completeness in qualitative research.

### **3.5 Procedure of Collecting the Data**

In this study, the data collection was designed to identify the translation strategies used by second-grade students of SMA Swasta Gajah Mada Medan. Baker's (2018) translation strategy theory was used as a theoretical basis, as it explained how learners

applied different strategies to convey meaning from one language to another. Written translation tasks provided evidence of the strategies students applied in practice. Interviews complemented this by exploring students' reasoning and thought processes behind their translation decisions. By combining these two instruments, the researcher gained a comprehensive understanding of how students approached translation tasks. The procedures of collecting the data were as follows:

1. First, the researcher prepared three English exposition texts with different topics, namely the importance of reading, why students should eat breakfast every day, and why exercise is important. These texts were then given to the second-grade students of SMA Swasta Gajah Mada Medan. Each student was asked to translate the text into Indonesian, and they were allowed to use dictionaries to help them with unfamiliar words.
2. Second, the researcher collected all of the students' written translation results. These documents became the main data for the study and were later analyzed to identify the translation strategies used by the students based on Baker's (2018) framework.
3. Third, the researcher selected 10 students to participate in semi-structured interviews. The students were chosen based on the

variation of translation strategies they used and their ability to respond to the interview questions.

4. Fourth, the researcher conducted the interviews to explore the students' reasons for choosing certain translation strategies to solve the problems of nonequivalence.

#### **4. HASIL DAN PEMBAHASAN**

##### **Interview**

The interview findings revealed that three students (30%) preferred using paraphrase with related words because it made their translations clearer and easier to understand. This finding supported Baker's (2018) explanation that paraphrase is often used when no direct equivalent exists or when translators aim for naturalness. It also matched Sinambela's (2023) study, where students used paraphrase to maintain clarity in idiom translation. In this study, students relied on this strategy to express meaning accurately while still using familiar vocabulary. The consistency between this study and previous research demonstrated that paraphrase remained a preferred strategy among learners with limited vocabulary.

Two students (20%) stated that they used loan words because the English terms were already common in Indonesian. They believed that leaving the term unchanged helped preserve the original meaning more accurately. This reason corresponded with Wiramarta's (2022) findings, where loan words were chosen due to their familiarity and acceptance in the target language. Students who selected more general words explained that this choice helped them avoid choosing an incorrect specific term. This reasoning was similar to Junining's (2020) conclusion that generalization was often used

as a safe alternative when dealing with ambiguous meaning.

One student (10%) used paraphrase with unrelated words because they wanted to ensure the idea remained understandable even when the vocabulary did not match exactly. Students who opted for more neutral or less expressive words aimed to produce simpler and more natural-sounding translations. One student used omission because the omitted word was considered unimportant to the overall meaning. These reasons aligned with Baker's (2018) notion that omission and neutralization are appropriate when details do not significantly affect message clarity. Altogether, these explanations showed that students' choices were shaped by clarity, familiarity with vocabulary, and the need to maintain the main message of the text.

## **5. KESIMPULAN DAN SARAN**

### **Conclusion**

1. Based on the research findings, it can be concluded that the students of SMA Swasta Gajah Mada Medan used six out of eight translation strategies proposed by Baker (2018). The strategies found in this study were translation by paraphrase using related words (20 data or 24.40%), translation using a loan word (19 data or 23.17%), translation by a more general word (16 data or 19.51%), translation by a more neutral or less expressive word (11 data or 13.41%), translation by paraphrase using unrelated words (11 data or 13.41%), and translation by omission (5 data or 6.10%). Meanwhile, translation by cultural substitution and translation by illustration were not found (0%).

This means that not all of Baker's strategies were applied by the students in translating exposition texts.

2. Based on the interview data, it was found that most students (30%) chose paraphrase using related words because they wanted to make the sentence clearer and easier to understand. About 20% of the students chose loan words because the terms were already common and familiar in Indonesian. Another 20% used more general words because they felt safer using common vocabulary and wanted to avoid choosing the wrong specific meaning. Meanwhile, 10% of the students used paraphrase using unrelated words because they wanted to keep the main idea understandable even if the words were different. Another 10% chose more neutral or less expressive words to make the translation simpler and more natural. The remaining 10% used omission because they thought some words were not important to the main meaning. Overall, the interview showed that students selected strategies to ensure that the translation remained clear and

### **Suggestions**

Based on the conclusions above, several suggestions are proposed.

1. English teachers are encouraged to improve students' translation skills by helping them develop

their vocabulary and choose appropriate words when translating texts. Teachers can guide students to express ideas using different words so that the meaning of the text can be conveyed clearly.

2. Future researchers are suggested to conduct similar studies using different text types or participants to gain deeper insights into students' use of translation strategies.

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