



# **The Asian EFL Journal**

**May 2019**

**Volume 23, Issue 3.2**



**Senior Editors:**

**Paul Robertson**



Published by the English Language Education Publishing

Asian EFL Journal  
A Division of TESOL Asia Group  
Part of SITE Ltd Australia

<http://www.asian-efl-journal.com>

©Asian EFL Journal 2019

This book is in copyright. Subject to statutory exception no reproduction of any part may take place without the written permission of the Asian EFL Journal Press.

**No unauthorized photocopying**

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior written permission of the Asian EFL Journal.

[editor@asian-efl-journal.com](mailto:editor@asian-efl-journal.com)

Publisher: Dr. Paul Robertson

Chief Editor: Dr. Paul Robertson

Associate Production Editor: Ramon Medriano Jr.

Assistant Copy Editor: Eva Guzman

ISSN 1738-1460

## Table of Contents

### Research Articles

<b>Rohfin Andria Gestanti1, Elok Putri Nimasari, Restu Mufanti</b> .....	5
<i>Re-overviewing Google Translate Results and Its Implication in Language Learning</i>	
<b>Dr. C. Gangalakshmi, Dr. R. Naganathan</b> .....	16
<i>Reflective Teaching – A Source for Reconstituting Teaching Pedagogy</i>	
<b>Yang Rui, Dr. Priyadarshini Muthukrishnan</b> .....	32
<i>Growth Mindset and Students' Perception of their English Language Teachers' Feedback as Predictors of Language Proficiency of the EFL Learners</i>	
<b>Dan Feng, Carmela S. Dizon</b> .....	61
<i>Effects of English Subtitled Video on the Test Performance of Filipino Students Learning Mandarin</i>	
<b>Diana Kartika</b> .....	79
<i>Analysis of the Use of Refusal Strategies in Japanese by Students of Japanese Literature at Bung Hatta University</i>	
<b>Elok Putri Nimasari1, Restu Mufanti, Rohfin Andria Gestanti</b> .....	90
<i>SEKOLAH TOEFL as a Platform to Integrate Technology and Online Learning Resources in ELT</i>	
<b>Jonar T. Martin</b> .....	105
<i>English Speaking Anxiety of Physical Education Major Students</i>	
<b>Jennifer P. Santillan, Michael E. Santos, Jonar T. Martin</b> .....	113
<i>English Aptitude and Multicultural Personality of Foreign Students</i>	
<b>Luis Luigi Eugenio A. Valencia</b> .....	123
<i>Correlates of Grade 11 ESL Students' Reading Ability</i>	
<b>Suwito, Ah. Zakki Fuad, Arif Hidayat, Ida Novianti, Muflihah, Mazaya Conita Widaputri</b> .....	143
<i>Language Acquisition Through Sufism (A Case Study of Sufism Concept and Implementation of Learning English through Subconscious-Installing Method [LET-IM] in Kuantana Indonesia)</i>	
<b>Restu Mufanti, Andi Susilo, Rohfin Andria Gestanti, Elok Putri Nimasari</b> .....	159
<i>A Constructing and Analyzing Model for the Teaching of Grammar</i>	
<b>Dr. Thamer Alharthi</b> .....	170
<i>Formulaic Sequences as Predictors of Listening Comprehension: A Contribution to Research into Incidental Learning of Collocations</i>	
<b>Ida Nuraida, Liliana Muliastuti, Yumna Rasyid</b> .....	190
<i>The Influence of Cooperative Learning Model and Self-Evidence on Students' Speaking Ability</i>	

<b>Ria Arellano - Tamayo</b> .....	204
<i>Spoken Discourse Analysis Along Adjacency Pairs in English as Second Language (ESL) Classrooms</i>	
<b>Marie Claudette M. Calanoga, Ria Arellano - Tamayo</b> .....	220
<i>Error Analysis of Student Interns' Reflective Journals: Basis for a Grammar Remediation Class</i>	
<b>Eladia U. Rivera</b> .....	237
<i>Communication Skills and Caring Behavior of Nurses</i>	
<b>Michael E. Santos</b> .....	249
<i>Utilization of English Language using Role Play in Teaching Filipino Female College Students in their Physical Education Class</i>	
<b>Maria Claudette M. Calanoga</b> .....	256
<i>Productive Vocabulary: A Predictive Variable of Pre-Service Teachers' Competence</i>	
<b>Boyett L. Batang</b> .....	271
<i>Language Learning Strategies and Communicative Competence of Public Elementary Teachers</i>	
<b>Wachirapong Yaemtui, Supakorn Phoocharoensil</b> .....	290
<i>Effectiveness of Data-driven Learning (DDL) on Enhancing High-proficiency and Low-proficiency Thai EFL Undergraduate Students' Collocational Knowledge</i>	
<b>Elena Malushko, Ludmila Bolsunovskaya, Nikita Martyshev</b> .....	315
<i>Development of foreign language listening competence of a master student in authentic professional podcast environment of higher educational institution</i>	



## **Re-overviewing Google Translate Results and Its Implication in Language Learning**

**Rohfin Andria Gestanti<sup>1</sup>, Elok Putri Nimasari<sup>2</sup>, Restu Mufanti<sup>3</sup>**

<sup>1</sup>*Faculty of Social and Political Science, Universitas Muhammadiyah Ponorogo, Indonesia* <sup>2</sup>*Faculty of Engineering, Universitas Muhammadiyah Ponorogo, Indonesia*  
<sup>3</sup>*Faculty of Teacher Training and Education, Universitas Muhammadiyah Ponorogo, Indonesia*

### **Abstract**

Translation is the hardest process among all process in language learning. It requires the application of the advanced level of language aspects, including sentence restructuring, context analysis, meaning interpretation, and so on. It is a time-and-cost consuming process. Despite these difficulties, the requirement of translation, especially in the field of education is constantly increased because students from any major of higher education are expected to provide their paper assignment with adequate sources from credible journal articles that most of them are written in English. Besides, students are also required to have the abstract of their final assignments written in English. This concern becomes a big deal for students who are not majoring in English Department as they definitely find it difficult when it comes to translation. Finding other people or things to get the translation done, perhaps, is the most appropriate way to choose. Considering this situation, Google Translate, the most commonly known translation application, is decidedly used. Google Translate is an automatic cost-free machine translation that provides Multilanguage translation instantly. Having deep overview toward this application, this present article tries to examine the process of translation, how Google Translate works in providing translation results as well as its significance in teaching translation.

**Keywords:** *Google Translate, Teaching Translation, Translation,*

### **INTRODUCTION**

For past few years, the rapid development of internet-based technology has become an inevitable aspect. It becomes a trending topic that internet-based technology, in form of online applications, now becomes part of daily routines. People tend to use the development basically for two general reasons; it eases them and it serves them speed. Buying things, reserving for tickets, paying for tax, searching for information, and chatting with people all around the world are some examples of what online applications serve without having people move from their seats.

Moreover, the services are done within minutes, even real-time service. Thus, people do rely on these kinds of online services.

As for students, using internet is fascinating since they can find any information related to their studies easily. Searching for literature, finding sample of project, reading learning material are the common things they do in terms of using the internet. They can also communicate with their miles-away friends or have real-time chatting with colleagues while keeping abreast of global issues from different countries using the services provided by the internet. This is the very reason that now, it is possible to build relationship with people from different countries who speak different languages. However, communicating using a language which is different from their current language requires another capability instead of merely being able to use the internet. It is “language comprehension.”

Language comprehension is someone’s ability in understanding the language completely so that the message and the information can be completely conveyed. The problem arises when the languages used are different. This condition may lead into misunderstanding since students, especially those whose specialization is not English, cannot get the real meaning. Therefore, doing translation is considered one of the suggested solutions that are offered in this field. As the results, the exact meaning and context of the message in a foreign language can be accurately perceived in English. In this case, translation is a helper that can solve this language barrier. However, finding a person who is available anytime to translate every single language is difficult. In addition, the result of translation is somehow affected and influenced by the translator’s competences (Mehrabiyan & Sharififar, 2015). Thus, once again, translation application becomes the one to rely on.

Recently, plenty of online translation applications are available. One of them is Google Translate. Google Translate is an online machine translation (MT) tools that serves multi-language translation (Li, Graesser, & Cai, 2014). It is said as multi-language translation application because it can translate any text from more than 90 languages. Besides, it can be said that Google Translate is the most popular online translation application that starts getting attention since early 2000s. For students, using Google Translate in their learning is the easiest way to understand information that is written in English. What they have to do is type, even copy and paste the words or sentences in the Google Translate webpage box and a direct translation result is made available in an instant. Google Translate serves the fastest translation and it can be accessed at any time on any electronic

platform for as long as there is internet connectivity. At a glance, it seems so easy to do. However, there are many things to consider about Google Translate.

Broadly speaking, Google Translate is one of machine translation that translates words based on its database. In the other hand, language is a system that is arranged based on particular rules. The problem is sometimes, Google Translate could not meet the grammatical rules of particular language. Several studies have been conducted and proved that the level of its accuracy is still questionable. Even though Google claimed that it has released a new system called as Google Neural Machine Translation system, a system that allows the machine to mimic the function of human brain and provide more accurate translation, it is not merely that it serves a better translation result than what human translation do. One of the reasons is because the different way Google Translate and human translate in working on translation. Therefore, there are possibilities that the Google translation result in target language is significantly different with the source language.

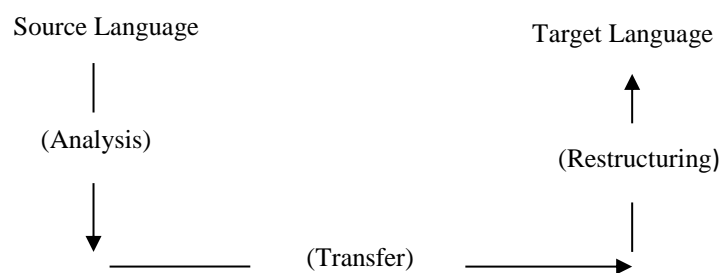
In term of language learning, using Google Translate result is slightly inappropriate, particularly in academic writing since students may convey different meaning that what should be expressed in academic words. In this case, students should be more familiar with the academic words for their academic writing (Sukirman, 2018) since Google Translate tends to translate words in non-academic ways. It is not that students are not allowed at all to use Google Translate, but there must an assistance and editing or adjusting process while using it, so students will not get the wrong idea about the text or information they are reading on.

## **TRANSLATION AND MACHINE TRANSLATION**

Translation can be defined as conducting an activity to mediate the meaning from a source language into a target language (Zainudin & Awal, 2012). Also, translation is a process of transferring the meaning from source language to receptor language on a structurally simple level that is stylistically and semantically done to meet the equivalent expression in the receptor language (Shaheen, 1991). Then broadly speaking, translation means reproducing the most natural, closes equivalent of words from a source language to a target or receptor language by considering the original message and style. Considering this definition, the most important thing to be considered in translation is transferring the same meaning from source language or the original text into the target language by keep adjusting the style to the current target language so that the

result is accurate as well as natural. Therefore, those three aspects; source language text, target language text, and meaning are inseparable aspects in the process of translation.

Generally, the process of translation involves several steps. They are analyzing the source text, transferring the meaning of source text into the target text, and the last is restructuring the text into the target language based on its adjustment. As adopted from Nida and Taber (Nida & Taber, 1969), simply, the process of translation is displayed in figure 1.



**Figure 1** *Process of translation*

Furthermore, in a deeper translation process, there is another step supposed to be conducted that is testing the translation result. Testing the translation result is worthy in order to check and make sure the result of translation is accurate in meaning and style.

Testing, or may be re-analyzing the translation result is significant since getting the meaning that is exactly the same as source language words is quite difficult. This is due to the different system of both languages. Besides, a translator strategy in providing translation also becomes one of the biggest aspect that influence what equivalent word is used. Translator's tendency in using foreignization and domestication in translating certain texts has significant influence in the resulted text (Torghabeh & Salavati, 2015). When this matter occurs, what can be done is trying to find the similar words containing the closest meaning to the original form, and testing it to make sure it is accurate in meaning. Therefore, finding the closest natural equivalent is the most appropriate term to be used in translation.



Equivalence is a condition in which the words chosen in target language can represent the exact meaning of words being translated from source language. Equivalence is not like the exact meaning yet it becomes the best replacement of the translated words. However, translation is not a simple task that everything is done once the equivalence is taken. Every translation result is required to fulfill the requirement of a good translation so that it becomes qualified.

Translation result is ideal when it meets the three requirements, namely accuracy, clearness or readability, and naturalness (Murwantono, 2008). Translation is accurate when the message or idea of source language text is transferred and reproduced as exactly same as possible into the target language text one. Translation is clear when the meaning of source language text is delivered thoroughly, readily and completely understandable by the intended target language text subject. This aspect sometimes is addressed as communicative translation. Lastly, translation is natural when the style or the form used in target language text is the way natural as smooth as possible yet appropriate with the source text. The role of equivalence is considered in this aspect.

Actually speaking, considering these ideal requirements of translation is a complex process for a translator. That is why translation may take some long times to be done. However, the rapid demand of translation results in developing technologies that can assist human translation. It is expected that the technology can ease and simplify the translation process. The current technology in the field of translation is known as Machine Translation (MT, here after). MT is an integrated part of computational linguistic that utilizes specific software to translate text from one language to others (Al-Tuwayrish, 2015). Using MT means handing over the translation activity to be done by machine. For years, MT gain more attention as it increase its availability of computing power, linguistic data, and the growing need for automation after sets of linguistic rules were manually added by linguists and translator for each language pair (Doherty, 2016). As this translation machine is fulfilled by the availability of the human translation data, it results the different style of translation result that influences the current trend in translation. The high demand of translation requirement in any field due to the trading, globalization of communication, worldwide business, etc pursue the development of the machine translation in advanced.

Actually, the general role of machine translation is supposed to assist, possibly fully assist the human translation to provide the target language text to meet the ideal translation. Referring this, MT is great help as it serves a touch of technology that is expected to ease, simplify, and reduce cost of translation. However, when MT is considered as a full translator, it experiences a

great deal of difficulty in adjusting the meaning and finding the equivalence since human language is complex system and involves complex aspects (Azer, 2015). Several previous studies have been conducted concerning evaluations of machine translation and have proven that it is not as appropriate as of human (Al-Tuwayrish, 2015; Azer, 2015; Kadhim, Habeeb, Sapar, Hussin, & Abdullah, 2013). However, some studies also showed that the translation result of MT is worthy, particularly as the first aid in foreign language learning (Lin & Chien, 2009). This debatable condition indicates that a deeper analysis concerning the use of MT is still required. This is also supported by the current situation in which as for recently, the use of MT is significantly increase as it is indicated by the rapid use of several applications that provide instant translation. The advance development of the internet gives strong influence to the development of MT. one of the most developed machine translation out of the time is Google Translate that nowadays, it is known as the most popular machine translation as people prefer looking for it rather than the actual human translation (Bahri, 2016). It proved that machine translation has a big role in the field of translation.

## **GOOGLE TRANSLATE AS A PART OF MACHINE TRANSLATION**

The development of machine translation is in advance. It is proved by the significant development processed by machine translation developer compared to its first encounter in 1930s (Doherty, 2016). Among these, one of the most outstanding machine translation is Google Translate. Google Translate is a web-based free machine translation developed by Google Company that provides text translation from one language to another language in wider range of languages (approximately more than 90 languages) (Bahri, 2016; Ghasemi & Hashemian, 2016). Simply, it can be said that Google Translate has become the easiest way in producing translation text.

As what has been explained in the previous part, translation involves a series of process in decoding and encoding the language. For Google Translate, it also involves some processes of translation. Previously, Google Translate is considered as Statistical Machine Translation in which Google Translate respectively use statistic data from its online database to find the meaning during the process of translation. When this machine is required to translate a text, Google Translate searches any structure of written material found in the internet, and looks for the similar pattern of text being translated. After that, the machine takes one most similar pattern and meaning and put

it in the form of certain sentences based on the source text. It can be said that Google Translate only can translate the same pattern available in the internet (Gestanti, 2012).

Nevertheless, in 2016 Google announced its new system that is called as Google Neural Machine Translation system. It is a new machine translation system that is based on Artificial Neural Networks and Deep Learning. These two bases have been known to be key difference between human and simple machine translation techniques. Shortly afterward, Google announced another new system, Zero-Shot Translation with Google's Multilingual Machine Translation System. This system is said to be able to avoid awkward translation of their supposed meanings. This progress is said a truly great, as it clearly demonstrates an improvement to make computers understand semantics and meanings, not likely just simple syntactic mappings of words and phrases between individual language pairs (Agapiev, 2016).

Despite the advance development and improvement of Google Translate, the result of its translation is quite debatable. It may be the modest machine translation, but in some points, it fails in recognizing several patterns of language, such as subject-verb agreement, special terms of several fields, long, complex sentences, etc. (Azer, 2015; Ghasemi & Hashemian, 2016).

As any other pieces of technology or application, Google Translate also encounter some concerns. First, Google Translate is freely accessed by everyone for any purposes, not merely the language learning. In this case, people are effortless yet useless in absorbing the whole meaning of the language. This concern may become a great deal when students who are not majoring English use this device and the resulted text plainly without any advanced assistance. Moreover, since this technology is freely accessed, anyone who even not majoring in translation field may edit or change the preference in the application. The worse is that the inappropriate translation result edited by anyone may appear when someone types the word and since there is no correction upon the edited words, it is difficult for common people to adjust the meaning. Even, it may lead to a misunderstanding over a language (Editor, 2017).

## **GOOGLE TRANSLATION RESULT AND TEACHING TRANSLATION**

The previous part has fully described concerning the quality of Google Translation result. Even though it is still quite debatable, Google Translation result may still worthy to be included in the field of language learning, particularly teaching translation. Translation is an unavoidable part of language teaching. As a first encounter, there is high possibility of both teacher and student to

involve the use of Google Translate in the teaching and learning process as it is the easiest way in producing translation. Concerning this possibility as well as referring to the description of the quality of Google Translation result, an analysis of Google Translation result and its use in teaching translation is required. In this case, this analysis is limited to overview concerning the Google Translation result and its use in teaching translation that is closely depicted from the aspects of Google Translation result and teaching translation.

In foreign language learning, translation plays an important role since it helps students enhance their language understanding. That is why a proper explanation of translation process should pass over the students so that they can break down the language aspect as they are learning it. Teaching translation requires the teacher to provide certain translation strategies the students may choose to use. Moreover, these strategies should help students to enhance their profile as student-translator. Having good reading ability in a foreign language, having adequate knowledge of the subject, having sensitivity to both source and target language, and having competence to write the target language delicately, clearly, and accurately are some criteria of good translator that particularly become the objectives of teaching translation that should be accomplished by students once it is conducted (Gerding-Salas, 2000).

Teaching translation is not a simple task, even it is more complex than single translation activity. During this process, students are taught several aspects of language in translating text namely condition of text, types of attitude, attitude imprints, modality of discourse, meaning and significances, significant resources, writer's point of view, and tone and attitude. These numerous aspects requires teacher to provide the students appropriate translation strategies so that they can adjust the meaning, find the closest equivalence, and finally produce an accurate translation result.

Keeping this concept in mind, one of most inappropriate use of Google Translate in teaching translation is that it cannot teach students what strategies to use as well as differentiate the language aspects they should focus on. Even though Google Translate is trying to develop a higher technology to make the result as close as the human translation, Google Translate fails in recognizing the feel and attitude of the language. Moreover, Google Translate commonly fails at recognizing the pattern when it comes to special term of specific field. One word may have several equivalences in another language, and the closest equivalence based on the context is one that should be chosen and adjusted in translation. In this case, Google Translate may reproduce the words in a general meaning that leads students to have different interpretation compared to its

original meaning. Thus, the use of Google Translation result in teaching translation may be worthy when it is used as the first encounter in finding one or two unfamiliar words during the lesson. However, when it comes to advance learning, Google Translation result may be no longer appropriate unless it is assisted with human translation after conducting thorough analysis. This result is in line with the result of previous study that found some flaws in machine translation and necessity in assisting the translation's result (Oktaviana, 2018).

## **CONCLUSION**

To sum up the review, it can be concluded that Google Translation result is said to be the most successful machine translation respectively. Its role as the machine translation has provided great contribution in the field of translation. Translation is a complex process that involves complex aspects of language. Therefore, Google Translate as a part of machine translation may have great deal in this case. Google Translate is merely a machine that can never beat human translation in term of translation quality. Thus, it may be beneficial to be involved in teaching translation as the human assistance, not the main source of translation. Since the quality of Google Translation result is still debatable, further, deeper investigation concerning the use of Google Translation result in teaching translation should be made in the future.

Considering the results presented before, there are some implications of this study that are addressed for teachers, students as readers, and further researchers. For the teachers, this study implies that teaching translation is of high significant yet requires high competency. It needs competency in linguistics, grammar, and sentence order. In addition, integrating some learning models of those areas, i.e. constructing and analyzing model in translation may provide a better result in term of sentence construction (Mufanti, Susilo, Gestanti, & Nimasari, 2019). Thus, teachers should be aware of how teaching translation takes places so they could transform the materials in the most significant ways. For the intended readers, they should know that a good translation results go through lots of works in which machine translation may could not cover all of them. Therefore, conducting thorough checking when attempting the result of Google Translation as they know how the quality of the result is. For further researchers, conducting research on the result of machine translation and teaching translation is recommended, particularly examining the application of Google translation result in the process of teaching learning process by using students' need of learning translation as the basis. As what some studies found, students' need is one of the significant bases to be used in providing good quality teaching activities (Gestanti, Nimasari, & Mufanti, 2019; Nimasari, 2016).

## ACKNOWLEDGMENTS

This article was funded and supported by Universitas Muhammadiyah Ponorogo, East Java, Indonesia.

## REFERENCES

- Agapiev, B. (2016). How does Google translate work? Do they have database for all words of a particular language? Retrieved July 8, 2017, from <https://www.quora.com/How-does-Google-translate-work-Do-they-have-database-for-all-words-of-a-particular-language>.
- Al-Tuwayrish, R. K. (2015). An evaluative study of machine translation in the EFL scenario of Saudi Arabia. *Advances in Language and Literary Studies*, 7(1), 5-10.
- Azer, H. S. (2015). An evaluation of output quality of machine translation (Padideh Software vs. Google Translate). *Advances in Language and Literary Studies*, 6(4), 226–237.
- Bahri, H. (2016). Google translate as a supplementary tool for learning Malay: A case study at Universiti Sains Malaysia. *Advances in Language and Literary Studies*, 7(3), 161-167.
- Doherty, S. (2016). The Impact of translation technologies on the process and product of translation. *International Journal of Communication*, 10(2016), 947–969.
- Editor, N. (2017). The good and bad of google translate on language education. Retrieved July 10, 2017, from <http://www.mydaily.news/2017/03/the-good-and-bad-of-google-translate-on-language-education/>
- Gerding-Salas, C. (2000). Teaching Translation Problems and Solutions. *Translation Journal*, 4(3). Retrieved from <http://translationjournal.net/journal/13educ.htm>
- Gestanti, R. A. (2012). *Translation Study on Google Translation Result of Senior High School Selected Texts*. IKIP PGRI Madiun.
- Gestanti, R. A., Nimasari, E. P., & Mufanti, R. (2019). ESP issue in Indonesian tertiary context: What students need in learning English pupil. *International Journal of Teaching, Education and Learning*, 3(1), 98–117.
- Ghasemi, H., & Hashemian, M. (2016). A comparative study of google translate translations: An error analysis of English-to-Persian and Persian-to-English translations. *English Language Teaching*, 9(3), 13–17.
- Kadhim, K. A., Habeeb, L. S., Sapar, A. A., Hussin, Z., & Abdullah, M. M. R. T. L. (2013). An evaluation of online machine translation of arabic into english news headlines: Implications on students' learning purposes. *Turkish Online Journal of Educational Technology*, 12(2), 39–50.

- Li, H., Graesser, A. C., & Cai, Z. (2014). Comparison of Google translation with human translation. In *27th International Florida Artificial Intelligence Research Society Conference (190–195)*. Association for the Advancement of Artificial Intelligence.
- Lin, H. G., & Chien, P. S. C. (2009). Machine Translation for Academic Purposes. *Proceedings of the International Conference on TESOL and Translation*, (December), 133–148.
- Mehrabiyan, F., & Sharififar, M. (2015). The relationship between translation competence and translator's intelligence. *The Iranian EFL Journal*, 11(1), 148–163.
- Mufanti, R., Susilo, A., Gestanti, R. A., & Nimasari, E. P. (2019). The effect of constructing and analyzing model in enhancing tertiary EFL learners ' grammar people. *International Journal of Social Sciences*, 4(3), 1896–1911.
- Murwantono, D. (2008). Applying translation theory and practice in teaching, 73–85. Retrieved from [research.unissula.ac.id/file/publikasi/210806010/3925405-640-1-PB.pdf](http://research.unissula.ac.id/file/publikasi/210806010/3925405-640-1-PB.pdf)
- Nida, E. , & Taber, C. (1969). *The theory and practice of translation*. Netherlands: E. J. Brill, Leiden.
- Nimasari, E. P. (2016). An ESP needs analysis: Addressing the needs of English For Informatics Engineering. *Journal of Educators Society*, 1(2), 1–16.
- Oktaviana, F. (2018). Comparison of translation result from Google-Translator and Bing-Translator (error analysis of translation result from Indonesian text into English text). *The Asian ESP Journal*, 14(5), 17–29.
- Shaheen, M. (1991). *Theories of translation and their applications to the teaching of English/ Arabic-Arabic/ English translating*. University of Glasgow.
- Sukirman. (2018). Designing worksheets of english academic word for English Education Department students at IAIN Palopo. *The Asian EFL Journal*, 20(7), 221-227.
- Torghabeh, R. A., & Salavati, S. (2015). Literature and translation studies: Domestication and foreignization strategies in dealing with culture-specific-items in the translations of two English novels. *The Iranian EFL Journal*, 11(1), 382–391.
- Zainudin, I. S., & Awal, N. M. (2012). Teaching translation techniques in a university setting : problems and solutions. *Procedia - Social and Behavioral Sciences*, 46, 800–804. <https://doi.org/10.1016/j.sbspro.2012.05.202>