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Haru Deliana Dewi

Faculty of Humanities, Universitas Indonesia, harudd.dewi7@gmail.com

Muhammad Ersan Pamungkas

Sekretariat Kabinet RI, ersanpamungkas83@gmail.com

Rahayu Surtiati Hidayat

Faculty of Humanities, Universitas Indonesia, rahayu.surtiati@gmail.com

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THE 2006–2016 TRANSLATION THEORY DEVELOPMENT IN INDONESIAN UNIVERSITIES: A CORPUS-BASED STUDY

Haru Deliana Dewi¹, Ersan Pamungkas², Rahayu Surtiati Hidayat¹

¹Fakultas Ilmu Pengetahuan Budaya, Universitas Indonesia, ²Sekretariat Negara;
harudd.dewi7@gmail.com, ersanpamungkas83@gmail.com, rahayu.surtiati@gmail.com

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ABSTRACT

This paper reviews the theories used by new scholars in Translation Studies (TS) in Indonesia, to determine whether TS or translation theory there has followed the development of TS throughout the world. The study investigated the terms and authors/scholars of TS found in the final papers of students at Universitas Indonesia and Universitas Negeri Jakarta between 2006 and 2016. Using a corpus tool, WordSmith Tools 6.0, keyword and cluster analyses were applied to search for terms and authors. Results show no significant progress in attainment of knowledge on TS. Indonesian students' knowledge of translation theory seems to come primarily from the 1960s–1990s era.

KEYWORDS

Translation Studies (TS); corpus tool; translation theory; development of TS; Indonesian universities

ABSTRAK

Artikel ini meninjau berbagai teori yang digunakan oleh akademisi baru dalam Kajian Penerjemahan (*Translation Studies*, TS) di Indonesia, untuk menelusuri apakah TS atau teori penerjemahan mengikuti perkembangan TS di seluruh dunia. Penelitian ini menyelidiki berbagai istilah dan penulis/akademisi TS yang ditemukan dalam tugas akhir mahasiswa Universitas Indonesia dan Universitas Negeri Jakarta antara 2006 dan 2018. Dengan menggunakan perangkat korpora WordSmith Tools 6.5 untuk menganalisis kata kunci dan klaster, peneliti mengumpulkan istilah dan penulis. Hasilnya memperlihatkan progres yang tidak signifikan dalam pengembangan pengetahuan mengenai TS. Pengetahuan mahasiswa mengenai teori penerjemahan tampaknya hanya yang dikembangkan pada periode 1960–1990.

KATA KUNCI

Translation Studies (TS); perangkat korpora; teori penerjemahan; perkembangan TS; universitas di Indonesia.

INTRODUCTION

Although translation practice has long been conducted, knowledge on translation is a newly developed science in the academic world, and it has become an independent discipline (called Translation Studies; TS), which has drawn on many other fields since the 1970s. In Indonesia, translation is still part of the linguistics department or the literature department at several universities. There is no translation studies department or acknowledgement that this discipline is an independent one. In one of the oldest and best universities in the country, Universitas Indonesia (UI), in Jakarta, translation is part of the Applied Linguistics Master's Degree Program that was established in 2004, and it is taught as one or two subjects in each language study program of the Faculty of Humanities (FIB). Another state university in Jakarta, Universitas Negeri Jakarta (UNJ), also has a graduate translation program within the Applied Linguistics Program, and their translation program was established in 2010. Moreover, translation programs in other universities in Indonesia have also been set up recently (within less than the past 10 years); however, these institutions have not considered this discipline an independent multidiscipline.

Given the aforementioned facts, a question arises as to whether the subject of translation or translation programs in Indonesia has followed the development of TS throughout the world today. To answer this question, we used keyword and cluster analyses with the help of a corpus tool, WordSmith Tools 6.0, to identify the expressions or terms used in translation theory that were found in the final papers of students of the Faculty of Humanities (FIB) of UI and the Applied Linguistics Program of UNJ. The final papers comprised undergraduate theses, master's theses, dissertations, and annotated translations. This study seeks to determine whether translation theory as taught in these two universities, and as reflected in these final papers, has followed the recent development of TS throughout the world.

There are not many studies exploring the trends of translation theory, and in Indonesia, this type of research could be considered non-existent. A few studies focus more on translation studies research than on the trends of translation theory. One of the oldest studies on translation theory trends was written by Crystal (1976) that aimed to outline the trends in translation theory in those years. Of course, this research is outdated now, as translation theory has flourished since the 1970s. However, after Crystal's work, no research seems to have been conducted to discover the translation theory trends in the last 30 years or more. Then, there is a book discussing translation theory by Marais published in 2014, which is more on a conceptual and philosophical level, instead of an empirical one. There are several studies on TS research trends, such as Tymoczko (2005), Yu-su Lan et al. (2009), and Nouraey & Karimnia (2013). Tymoczko (2005) talks about the trajectories of TS research and her paper is a conceptual study. Yusu Lan et al. (2009) discusses TS research trends in Taiwan using an empirical study. Moreover, Nouraey & Karimnia (2013) investigated the orientations of Iranian M.A. students of TS in their research. The last three studies, however, do not discuss the development of translation theory.

TRANSLATION THEORY TRENDS

The first known translation theory was derived from Cicero in the first century BCE, who discussed whether translation should be word for word or sense for sense (Robinson 1997, 6–11). Translation theory continued to be a primary topic of discussion by Jerome in the late fourth century CE, and Luther in 1530 (Robinson 1997, 22–29 and 83–89). Later, translation scholars made several attempts at proposing a systematic translation theory. Dolet, in 1540 (Robinson 1997, 95–97), created five principles for translating well, for reproducing the sense and for avoiding word-for-word translation. In 1680, Dryden (Robinson 1997, 171–175) discussed metaphrase, literal translation, word-for-word translation, paraphrase, faithful translation, sense-for-sense

translation, imitation, and free translation. In 1797, Tytler (Robinson 1997, 208–212) proposed three general “laws” or rules for having “perfect knowledge,” for identifying “the true character” and “correct taste,” and for having “all the ease of composition.” In the nineteenth century, the most significant theory concerned methods of translating, and was proposed by Schleiermacher in 1813 (Robinson 1997, 225–238), who asserted there were two types of methods in translation, namely (1) moving the reader toward the writer and (2) moving the writer toward the reader. Then, Newman and Arnold offered opposite theories of translation between the nineteenth and the early twentieth century, with the former emphasizing the foreignness of a work through deliberately archaic translation, and the latter advocating a transparent translation method (Robinson 1997, 250–255 and 255–258).

In the early twentieth century, the notion of equivalence theory in translation was advanced. In 1959, Jakobson discussed the nature of linguistic meaning and equivalence (1959/2000), and Nida, in his book *Toward a Science of Translating* (1964), attempted to move translation into a more scientific era by incorporating work in linguistics and borrowing theoretical concepts and terminology from semantics and pragmatics, and from Chomsky’s work on syntactic structure forming the theory of generative-transformational grammar. Koller (1979) describes five types of equivalence: denotative equivalence, connotative equivalence, text-normative equivalence, pragmatic equivalence, and formal equivalence. In German, Will (1982) also discusses the science of translation. Newmark (1981; 1988) talks about semantic and communicative translation, with semantic translation being similar to formal equivalence, and communicative translation being identical to dynamic equivalence. Bassnett (1980) believes that translation involves more than the replacement of lexical and grammatical items between languages. Baker, in her book *In Other Words* (2009), discusses types of equivalence from the level of word, phrase, grammar, text and pragmatics, and finds that equivalence is influenced by a variety of linguistic and cultural factors and is therefore always “relative.” However, this theory of equivalence in translation is criticized by Kenny (1997), who states there is circularity in the definitions of equivalence because equivalence should define what translation is, but translation also defines what equivalence is.

Along with the development of the equivalence theory, there was also a shift in the approach to translation, starting with Vinay and Darbelnet’s model in their book *Comparative Stylistic* (1958/1995), which discusses a comparative stylistic analysis of French and English and two general translation strategies: (1) direct translation (borrowing, calque, literal translation) and (2) oblique translation (transposition, modulation, equivalence, adaptation). Catford presented the notion of the translation “shift” in his book *A Linguistic Theory of Translation* (1965), which makes an important distinction between formal correspondence and textual equivalence, and considers two kinds of shifts: a level shift and a category shift. The category shift consists of structural shift, class shift, unit shift/rank shift, and intra-system shift. Levy (1967/2000) proposed a minimax strategy, where the translator resolves for one of the possible solutions which promises maximum effect with minimum effort. Leuven-Zwart (1989; 1990) talks about a comparative-descriptive model of translation shifts.

Another theory in TS, first suggested by Vermeer in 1978/2000, is the *Skopos* (purpose) theory, which breaks with the equivalence paradigm by prioritizing the target-side purpose to be fulfilled by a translation. This theory was expanded by Reiss and Vermeer (1984/2013), with the aim of providing a general translation theory for all texts. Earlier, Reiss (1977/1989) had discussed the stressing of equivalence at the text level, linking language functions to text types, and translation strategy. Hönig and Kussmaul developed the principle of the necessary degree of precision (the “good enough” theory; 1982), which states that the translator should provide the details that the reader needs, which may be more, or fewer, than those in the source text. The theory of translation action offered by Holz-Mänttari (1984) discusses a communicative process involving a

series of players (the initiator, the commissioner, the source text [ST] producer, the target text [TT] producer, the TT user, the TT receiver). Nord developed a translation-oriented text analysis methodology (1991), a functional approach that places more attention on the ST, and she summarized the *Skopos* rule as “the ends justify the means” (1997). Later, Gouadec’s approach to project analysis (2007) was similarly based on the purpose as defined by the client, but it assumes that complete information in the pre-translation phase will solve most translation problems.

In 1970, Holmes first introduced a new way of discussing translation to Western Europe, and he was considered one of the founding fathers of TS since he proposed the Holmes map, which elaborates what TS covers. Then, Lefevere (1977) sought to thematize texts without smoothing over the “literariness” of them. He discussed preserving distortions; however, his effort seemed awkward in the original and set it off from the existing tradition of a particular time and place. Another TS scholar, Broeck (1978), addressed the problem of equivalence in translation from the perspective of TS. From the 1970s to the 1990s, there was a growing interest in discourse analysis in applied linguistics, and in TS, House proposed a model for assessing translation quality (1977/1997) based on Hallidayan-influenced register analysis (systemic functional grammar). Baker, in her influential textbook, *In Other Words* (1992, first edition; 2009, second edition), presents discourse and pragmatic analysis for practicing translators. Hatim and Mason (1997) added pragmatic and semiotic levels to register analysis. Thus, theories in early translation studies developed not only from literature but also applied linguistics.

In the 1970s, Even-Zohar (1978/2000) established the poly-system theory, which sees translated literature as part of the cultural, literary, and historical system of the target language (TL). Then, based on the Holmes map (1970), Toury (1995) developed and put forward a methodology for descriptive translation studies (DTS) as a non-prescriptive means of understanding the “norms” at work in the translation process and discovering the general “laws” of translation. In DTS, equivalence is functional-historical and related to the continuum of “acceptability” and “adequacy.” Chesterman (1997) proposed translation norms which exert a prescriptive pressure. His norms are (1) product or expectancy norms and (2) professional norms (accountability norm, communicative norm, relation norm). Another system approach is the Manipulation School (Lambert and van Gorp 1985), which proceeded on the basis of “a continual interplay between theoretical models and practical case studies.” All these theories are categorized as system theories.

Theories in TS also include those related to deconstruction, postcolonial studies and cultural studies and cultural translation. Deconstruction is an indeterministic approach which resolves the problem of uncertainty by accepting that all translation involves transformation. Derrida (1972/1982) in an essay calls into question any definition of translation as transporting, reproducing, representing, or communicating the “meaning” of the original, and he suggests translation might better be viewed as one instance in which language can be seen as always in the process of modifying the original text, of deferring and displacing any possibility of grasping that which the original text desired to name. Cultural translation refers to a process in which there is no ST and usually no fixed TT. Lefevere (1992) examined translation as “rewriting” and the ideological tensions around the text. Simon (1996) criticized TS for often using the term “culture” as if it referred to an obvious and unproblematic reality. Regarding deconstruction and postcolonial translation, two of the most influential scholars advocating both are Niranjana and Spivak. Niranjana (1992) draws on Derrida to render a complex critique of translators, ethnographers, and historians in their treatment of colonial cultures. Spivak (1993/2000) asserts that translation has played an active role in the colonization process and the image of the colonized. Related to postcolonial studies, Cronin (1996) concentrates on the role of translation in the linguistic and political battle between the Irish and English languages, examining how Irish translators

throughout history have discussed and presented their work in prefaces, commentaries, and other writings. Tymoczko (1999) also focuses on translation in a postcolonial context.

Other theories include Berman's more positive evaluation and deformation of translation (1984/1992) and Venuti's notion of the translator's invisibility (1995), which describes the translator's situation and activity in his or her contemporary Anglo-American culture in the modern publishing world. There are also philosophical theories of translation offered by Pound (1929/2000), who discussed the energy of language, using archaism to overturn the literary poetics of the time, an early foreignization; Benjamin (1923/2000), who explained the "pure" language of interlinear translation; and Derrida (2001), who discussed deconstruction and the undermining of basic premises of linguistics translation theory. More theories in TS that will be relevant for future translation trends involve localization, proposed by Pym (2010), whose theory may be seen as a partial return to equivalence in that it uses fixed glossaries and promotes decontextualized translation. In relation to cognitive studies, Baddeley and Hitch devised a model in 1974 that could be used to examine cognitive processes applied to translation. Krings (2001) was the first to look at the translator's mind using the method of think-aloud protocols.

Some theories have also developed from corpus-based studies. For example, Sinclair (1991) examines the main terminology and main features of corpora, and Bowker (2002) shows that in the past, texts contained in corpora tended to be in hard copy, whereas recently, thanks to advances in technology, they are most of the time in electronic format. Baker (2000) applied corpus studies to the style of two different translators: Peter Bush and Peter Clark, to demonstrate patterns or habits that are different between them. Olan (2004) affirms that a possible future direction in the TS field is to expand the range of languages and cultures. In the end, it is undeniable that translation really draws on many disciplines, as seen in Bassnett's (1980) announcement of the era of interdisciplinary research, and Gentzler's (2001) argument in favor of the implementation of multiple theories of translation from a variety of disciplines and discourses to better analyze the variety of meanings and functions produced.

METHOD

This study adopts a mixed research method by combining quantitative and qualitative approaches. A quantitative approach is required to quantify the data in terms of how many expressions in TS appear or are adopted, and we utilized the frequency of the terms for this, whereas a qualitative approach is used to interpret data that come from the corpus and keyword analysis. Keyword analysis was applied to identify terms related to TS that were used in the research and the papers. Considering the terms are not always in single words, the words generated by the keyword analysis are then studied by cluster analysis to identify terms in multi-word units (Yuliawati, Suhardijanto, and Hidayat, 2018). By using the keyword cluster feature in WordSmith Tools, the n-gram method, with $n = 2$ to 3 words, was utilized to identify the terms of TS. For this research, we use a specialized corpus of TS research consisting of 316,661 words and a reference corpus built from several dissertations from various fields which consists of 6.597.975 words. In addition, we searched for the names of authors or scholars in TS found in the papers to identify the theories that the writers of the papers applied. From the keyword analysis, the frequency was also generated in the corpus processing results. "Frequency" refers to how often a word or a phrase or an expression occurs in a text.

The specialized corpus constructed for this research is undergraduate theses, master's theses, dissertations, and annotated translation final projects at UI and UNJ from 2006 to 2016. This 10-year period is quite a long time to expect some changes to occur, in this case, in the translation programs at these particular two universities. The papers were randomly selected. Papers from the two universities were chosen because

they were relatively more accessible (from open access or being available to the public) to the researchers, and it was not necessary to obtain permission to use them. Moreover, the authors of the papers are anonymous, and it will never be discovered who wrote which paper in this study. The two universities were selected because they offer translation programs. Source data were taken from either chapter 2 or chapter 3 of the papers because only those chapters mostly discuss translation theories. More specifically, the data obtained for the present study are from 13 theses and annotated translation final projects, eight undergraduate theses, and one dissertation from UI and UNJ, written in the Indonesian language and concerning research on translation. The corpus analysis was processed with Wordsmith Tools 6.0.

TRENDS ON TRANSLATION THEORY IN INDONESIAN STUDENT FINAL PAPERS

In this part, we discuss the results from the corpus tools by looking at the keyword analysis, the frequency of a number of words/expressions related to translation and the names of authors/scholars prominent in TS. First, the word *penerjemahan* (translation) is used as the keyword because theories in translation studies mostly start with or involve the word 'translation'. Based on the results from this keyword search, we will be able to analyze the theories applied in the data we gathered based on the final papers written from 2006 to 2016. Table 1 below provides the list of terms/expressions found.

No	Terms	Frequency
1.	Strategi Penerjemahan (Translation Strategy)	479
2.	Penerjemahan Metafor (Translation of Metaphors)	323
3.	Teknik Penerjemahan (Translation Techniques)	231
4.	Metode Penerjemahan (Translation Methods)	194
5.	Prosedur Penerjemahan (Translation Procedures)	119
6.	Penerjemahan Semantik (Semantic Translation)	105
7.	Penerjemahan Mesin (Machine Translation)	62
8.	Metode Komunikatif (Communicative [Translation] Method)	52
9.	Metode Setia (Faithful [Translation] Method)	50
10.	Kajian Penerjemahan (Translation Studies)	49
11.	Kritik Penerjemahan (Translation Criticism)	47
12.	Penerjemahan Harfiah (Literal Translation)	42
13.	Faktor Ekstratekstual (Extra Textual Factor [of Translation])	44
14.	Penerjemahan Komunikatif (Communicative Translation)	40
15.	Penerjemahan Idiomatis (Idiomatic Translation)	28
16.	Penerjemahan Setia (Faithful Translation)	24
17.	Penerjemahan Deskriptif (Descriptive Translation)	23
18.	Penerjemahan Karya Sastra (Literary Translation)	13
19.	Penerjemahan Bebas (Free Translation)	16
20.	Penerjemahan Teks Sastra (Literary Text Translation)	9
21.	Penerjemahan Kata Budaya (Cultural Word Translation)	6
22.	Penerjemahan Fonologis (Phonological Translation)	4
23.	Penerjemahan Idiom (Idiom Translation)	4
24.	Penerjemahan (Metode) Adaptasi (Adaptation)	3

No	Terms	Frequency
25.	Penerjemahan Dengan Pengurangan (Omission)	3
26.	Penerjemahan Fungsional (Functional Translation)	3
27.	Penerjemahan Transferensi (Transference Translation)	3
28.	Penerjemahan Baku (Recognized Translation)	2
29.	Penerjemahan Beranotasi (Annotated Translation)	2
30.	Metode Calque (Calque)	2
31.	Metode Tambahan (Addition)	2
32.	Skopos	1

Table 1. List of Terms/Expressions Based on The Keyword *Penerjemahan*.

As the table above shows, the six most frequent expressions (between 105 and 479 times of frequency) that appear in the researched final papers are Translation Strategy, Translation of Metaphors, Translation Techniques, Translation Methods, Translation Procedures, and Semantic Translation. This suggests that in those papers, these terms are related to translation theory that is mostly taught and learned in the translation programs of the two universities in Jakarta. In addition, it can be concluded that the popular translation theory taught in UI and UNJ concerns translation strategy, methods, techniques, and procedures that can be found mostly in Catford's (1965) and Newmark (1988)'s works. Other popular subjects in translation research for Indonesian students are the translation of metaphors, usually involving analyzing literary works, and semantic translation, which is related to linguistics. Although TS is actually a broad discipline that draws on many fields, such as psychology, law, economics, computer science, sociology, and many others (see the Holmes map in Figure 1), translation theory as taught in the two universities has not included those many areas of study. The only disciplines appearing in the research for the papers are linguistics and literature. In addition, we can probably assume that those terms that are used can be regarded as the "basic" aspects in research on TS at the two universities. This is an eye-opener because some other subjects within TS might still be under-researched in Indonesia. In other words, subjects like translation pedagogy, translation training, translation assessment, interpreting, computer-assisted translation (CAT) tools, translation of different text types, and others remain unexplored by Indonesian researchers or translation academicians. This is not in line with the nature of TS itself, which is a multidisciplinary field of study that continues to evolve.

Terms with a frequency between 40 and 63 times include Communicative Translation, Extra Textual Factor (of Translation), Literal Translation, Translation Criticism, Translation Studies, Faithful (Translation) Method, Idiomatic Translation, and Machine Translation. This finding indicates that these translation theories within TS are also commonly used in the papers, although the frequency is not as high as in the first group of terms. It should be noted that most of the terms belonging to this category still concern the "practical" aspect of translation, which is how translation is practiced, or in other words, theories that may be used to facilitate the translation process. Moreover, most terms are still related to translation methods, such as communicative translation, literal translation, the faithful translation method, and idiomatic translation. Translation criticism, which usually discusses literary works, is also quite common in Indonesian students' research. Nevertheless, it is not clear what the term "translation studies" covers in these final papers that were investigated because the search based on the applied corpus tools does not show the broad disciplines covered in TS found in the Holmes map (Figure 1), in spite of the mention of the term "TS."

Moreover, concerning this finding, Machine Translation is an interesting phenomenon to be discussed. It can be argued that in the current era where more and more people, including translators, are turning to

computers and the Internet, the use of machine translation is receiving increasing interest. Consequently, the subject of machine translation has started to draw the attention of researchers, or at least some studies are beginning to discuss machine translation. Another term that frequently appears in the papers is “Extra Textual Factor.” It is widely known that translation is a process that does not involve only language or linguistics. It is now also considered a communicative process. Therefore, in the process of communication itself, other factors influence the communicator, such as psychological factors, environmental factors, and many others. For example, a translator who works under intense pressure might not produce as satisfactory translation as a translator who works in a relaxed atmosphere. In this case, that pressure can be said to be an extra textual factor. Based on the findings of the present study, “extra textual” belongs to the second category, meaning that its usage frequency is quite high. This might suggest that there is a tendency among researchers, at least those writing theses, to start considering other aspects in the translation process, instead of seeing the process as merely a linguistic or language activity.

Terms with a frequency of 9 to 28 times include Free Translation, Literary (Text) Translation, Descriptive Translation, Faithful Translation, and Idiomatic Translation. Again, the dominant subjects of the research conducted by the Indonesian students concern translation methods looking at the results at this frequency, such as free translation, faithful translation, and idiomatic translation. The topic of literary translation is also highly popular among the authors of these Indonesian translation research papers, since the term shows up consistently and is in line with the translation of metaphors and translation criticism, which are mentioned more often. What is interesting is the appearance of the term “descriptive translation,” which might come from Toury’s 1995 theory on DTS, as mentioned in the Holmes map (see Figure 1). Nonetheless, there is no mention of the terms “product-oriented translation,” “process-oriented translation,” and “function-oriented translation,” which are part of DTS. It is possible that the term “descriptive translation” might refer to something else and not specifically to Holmes’s or Toury’s DTS.

Finally, the terms that are the least frequently mentioned in these papers (with a frequency between 1 and 6 times) include *skopos*, addition, omission, cultural word translation, phonological translation, recognized translation, functional translation, annotated translation, calque, transference translation, and adaptation. In this frequency category, the dominant terms are still related to translation procedures, such as addition, omission, phonological translation, functional translation, recognized translation, calque, and transference translation. One translation method is still mentioned, which is adaptation. Cultural word translation is definitely part of literary translation, as it mostly discusses literary works. An annotated translation is a type of the final project paper written by Master’s degree students in a translation program if they choose not to write a thesis. The reason this term is mentioned in one of the papers is probably because it refers to the type of the final paper written, rather than the theory related to annotated translation. *Skopos*, which derives from Vermeer’s work in 1978, is also found to be mentioned just one time in one of the papers, which indicates that very few students are familiar with and interested in this theory in spite of its popular standing in TS all over the world.

THE MOST FREQUENTLY CITED TS SCHOLARS IN INDONESIAN STUDENT FINAL PAPERS

If we consider the development of translation theory, most terms discovered in the gathered data focus on translation theories related to linguistics, such as those proposed by Newmark (1988), Vinay and Darbelnet (1958), and Roman (1959). Furthermore, some terms are related to literary translation. However, many theories developed in TS, such as *skopos* theories, poly-system theories, those proposed by House (1977/1997), or others are still not much investigated. Several factors might contribute to a number of theories by certain

experts being used more frequently than those by other authors. We can argue that the accessibility of those papers or books from the “less frequently mentioned” authors might be the reason. Books or papers by “more popular” authors such as Newmark or Vinay might be more accessible in libraries in those two universities, for example. In addition, when many students use certain theories from particular authors, it is possible that others will follow them, and that those whose research covers a similar topic might refer to the same theories or authors.

The results shown in Table 2 below are related to those in Table 1, because Table 2 indicates the authors who proposed the theories listed in Table 1. Below is the list of authors mentioned in the papers investigated:

No	Author	Frequency
1.	Nida	180
2.	Newmark	129
3.	Baker	97
4.	Holmes	65
5.	Hatim	42
6.	Mason	42
7.	Venuti	23
8.	Bassnett	14
9.	Pym	14
10.	Reiss	13
11.	Vermeer	11
12.	Vinay	12
13.	House	9
14.	Darbelnet	7
15.	Gentzler	8
16.	Pym	7
17.	Sinclair	3
18.	Lefevere	3
19.	Derrida	3
20.	Dolet	-
21.	Cronin	-
22.	Tymoczko	-
23.	Berman	-
24.	Tyler	-
25.	Newman	-
26.	Arnold	-
27.	Olahan	-
28.	Benjamin	-
29.	Toury	-
30.	Koller	-
31.	Krings	-
32.	Bowker	-

No	Author	Frequency
33	Catford	-
34	Chesterman	-
35	Jacobson	-
36	Even-Zohar	-
37	Larson	-
38	Will	-

Table 2. List of Authors/Scholars in TS found in the Data.

Table 2 shows that six authors frequently mentioned, between 42 and 180 times, are Nida, Newmark, Baker, Holmes, Hatim and Mason. If we consider their “position” within the development of TS, it can be said that these theorists offer practical solutions or methods in translation practice. In other words, translators or interpreters can directly implement most of the theories proposed by these authors. For example, Newmark is famous for presenting concepts related to translation methods, strategies, and other theories that can help with doing a translation. Translators, especially novices, can apply most translation ideas proposed by Newmark. For example, notions about translation strategies can be useful for translators in discussing problems faced in translation practice. In many studies on translation investigated in the current study, his theories are often mentioned and applied. To some extent, we can also say that Newmark’s theories lay the foundation for many translation theories in most of the papers studied here. Another example is Baker, who proposes the notion of equivalence at the word level, phrase level, and so on. In her famous book, *In Other Words*, she gives detailed guidelines for translators and would-be translators on how to deal with equivalence, one of the most important topics in TS. Baker’s book can be regarded as one containing “translation tips” for both translators and would-be translators. As for Holmes, he is considered the founding father of TS, which paved the way for the further development of TS. Holmes also created the TS map shown in Figure 1.

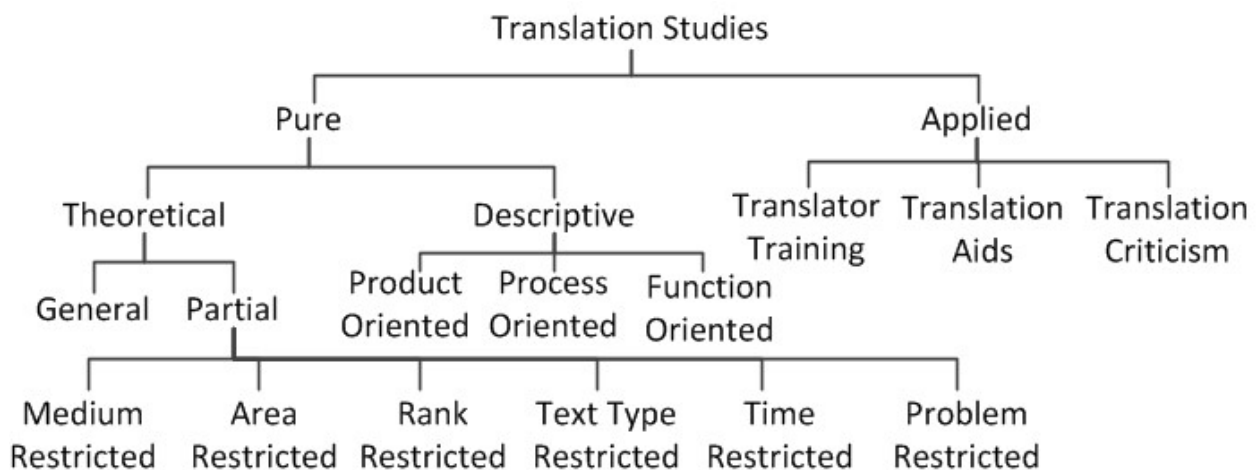


Figure 1. TS Map According to Holmes.

Some other authors, such as Pym, Vermeer, and Genzler, are mentioned in the papers with low frequency. One of the reasons for this may be that their theories are not much used or discussed in these writings. For example, Pym’s theories on natural equivalence and directional equivalence are not applied at all in any of the papers and could not be found in the corpus search; therefore, it is understandable that his

name is also rarely mentioned. Others like Vermeer or Gentzler are also rarely cited in these papers. It is also possible that the research carried out by the students does not directly correlate with the theories proposed by those authors. Another important point to note is that several theorists, who are mentioned in the literature review part of the present study, and who are actually crucial in the development of TS, such as Cronin, Tymoczko, Berman, Toury, Chesterman, Even-Zohar and others, are not mentioned in the papers at all. Some of them, such as Berman, Chesterman, and Even-Zohar, are prominent figures in literary translation, yet their theories are not applied in spite of the fact that some research conducted by the students in those two universities focuses on the translation of metaphors, translation criticism, and cultural word translation, all of which belong to the area of literary translation.

Based on the discussion above, it can be said that Indonesia, as represented by the two leading state universities in the capital city of Jakarta, has not kept up with the development of TS throughout the world. This is supported by the fact that many studies by the students at these two universities who are majoring in translation did not discuss all aspects in TS. In fact, the theories of TS in these two universities appear to be stagnant and are still related to mostly linguistics and some literature. It might be expected that researchers and the studies that are conducted in the country in general, and in the two universities in particular, should be encouraged to carry out research or even experiments more in areas within TS that are still under-researched, such as translation pedagogy and training, translation quality and assessment, interpreting, CAT tools, and others. The roles of teachers, curriculum makers, and education policymakers are also important here because they can assist in providing new directions in the teaching of and research on TS. For example, they can involve translation practitioners in the process of teaching and of making curricula. In that way, the gap between the translation industry and translation theories, between translation practitioners and translation academicians, and between translation studies development in Indonesia and abroad can be minimized, and Indonesia can catch up with the latest developments in TS.

CONCLUSION

Based on the findings here, it can be concluded that no significant translation research development took place in both UI and UNJ from 2006 to 2016. Most of the papers examined mainly discuss the practical aspects of translation, such as translation methods, translation strategies, and translation procedures, most of which are related to linguistics. Some studies focus on literary translation, which is of course connected with literature, such as the translation of metaphors, translation criticism, and cultural word translation. However, there are still many areas in TS that have not been much discussed and are even under-researched in Indonesia in general and in those two universities in particular.

It is expected that the current study can shed light on the fact that research on TS should be more varied, and that researchers and students should be encouraged to start exploring other aspects within TS, such as translation pedagogy, translation assessment, CAT, interpreting, and many others. Furthermore, the findings of this study may encourage researchers and academicians to investigate issues and areas in TS that remain under-researched. Including other areas in translation research will help spur the growth of the discipline itself. For future research, more final papers from other universities in Indonesia which have translation programs should be investigated to confirm this study's findings that TS development in Indonesia has not kept up with what has taken place abroad.

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