THE APPLICATION OF TRANSLATION THEORIES IN STUDENTS' PRACTICE IN THE COURSE THEORIES AND PRACTICE OF TRANSLATION: AN ANALYTICAL STUDY

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ABSTRACT

The course Theories and Practice of Translation is a core subject in English Education programs that aims to equip students with theoretical knowledge and practical translation skills. In practice, however, students often encounter difficulties in applying translation theories consistently when translating texts. This study aims to analyze the application of translation theories in students' translation practices in the Theories and Practice of Translation course at Universitas Graha Nusantara. This research employed a qualitative descriptive approach with an analytical orientation. The participants were undergraduate students of the English Education Study Program who had completed the course. Data were collected through analysis of students' translation assignments, classroom observations, and semi-structured interviews. The findings show that students applied several translation theories, such as equivalence theory, semantic and communicative translation, and functional approaches, but the application was not always consistent. Many students tended to rely on intuition when facing complex

translation problems. Nevertheless, guided practice and reflective discussion helped students improve their theoretical awareness and translation quality. This study concludes that continuous integration of translation theories into practical activities is essential to enhance students' analytical skills and overall translation competence.

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A. INTRODUCTION

Translation is an essential activity in cross-linguistic and cross-cultural communication, particularly in academic and professional contexts. Translation history scholars address the "basic questions for beginner historians" of "Who?, What?, Where?, When?, and How?" (Pym 2020, 146–147). attempting to explain the dynamics and effects of past interlingual exchanges that have left textual traces(Rizzi & Lang, 2025). Trustworthiness is antecedent of trust (Mayer, Davis, and Schoorman 1995, 727) and is based on a series of characteristics including reputation, performance, and appearance (Sztompka 1990, 69–93). In today's multicultural and multilingual societies, the ability to mediate between speakers of different languages is an increasingly vital skill . The rapid development of global communication increases the demand for competent translators who are able to transfer meaning accurately and appropriately from a source language into a target language. In response to this demand, higher education institutions include translation courses as part of the English Education curriculum.

One of the compulsory courses offered in English Education programs is Theories and Practice of Translation. This course is designed to introduce students to major translation theories while simultaneously training them to apply these theories in practical translation tasks. Ideally, students are expected to understand translation as a conscious and theory-based decision-making process rather than a mere word-for-word transfer. The education of the nation's more than 5 million English learners (Goldberg, 2008) depends on the delivery of academically rigorous and linguistically appropriate instruction by their teachers.

Previous research finding of translation study was found as Rizzie, Andrea (2024) with the tittle "Translation Performance of Trustworthiness" found that by exploring historical trustworthiness, this article demonstrates the ongoing relevance of trust-signalling strategies to modern translation practices, challenging the notion that such virtues are merely premodern vestiges.

However, in translation classrooms, a gap often exists between students' theoretical knowledge and their translation practice. Students may be able to explain translation theories conceptually but struggle to apply them when translating real texts. The fact that learners often do not share the same L1 and L2 means that traditional notions of directionality in translation pedagogy need to be rethought (Carreres, Á., & Noriega-Sánchez, M. 2021). Conversely, some students produce acceptable translations but cannot justify their translation choices using theoretical frameworks. This condition highlights the importance of examining how translation theories are actually applied in students' translation practices. Therefore, this study aims to analyze the application of translation theories in students' practice in the Theories and Practice of Translation course at Universitas Graha Nusantara.

B. LITERATUR REVIEW

Translation, explicitly or implicitly, has been a constant presence in the teaching and learning of languages throughout the ages. It may therefore seem surprising that it should find a place in a report on innovative pedagogies (Carreres, Á., & Noriega-Sánchez, M. 2021). Nida's theory of equivalence emphasizes the importance of transferring meaning and achieving a similar response from target readers. Newmark distinguishes between semantic and communicative translation, where the former focuses on preserving the meaning of the source text and the latter emphasizes naturalness and readability in the target text. Functionalist theories further highlight the role of purpose and target audience in determining translation strategies. For decades, translation had been identified with the grammar translation method, and decried as incompatible with a communicative approach. In the last two decades, however, we have seen a thorough re-examination of the role of translation in language teaching and learning (Carreres, Á., & Noriega-Sánchez, M. 2021). Shinduja, Anto (2021) It's a complex task that involves not only linguistic skills but also cultural understanding and sensitivity. Here are some key aspects of the nature of translation, such as Language Proficiency, Cultural Understanding, Accuracy, Style and Tone, Subject Matter Expertise, Contextual Understanding, Transcreation, Tools and Technology. In translation education, the integration of theory and practice is considered crucial for developing students' translation competence. Translation competence is a multidimensional concept that includes linguistic competence, cultural competence, textual competence, and strategic competence. Previous studies have shown that students' translation skills improve when they are encouraged to apply theoretical concepts directly to translation tasks and reflect on their translation decisions.

C. RESEARCH METHOD

This study employed a qualitative descriptive research design with an analytical

focus. The participants were undergraduate students... Data were collected through document analysis of students' translation assignments, classroom observations, and semi-structured interviews (Miles, M. B., & Huberman, A. M.1994). The data were analyzed through data reduction, categorization, and interpretation to identify patterns and themes. The participants were undergraduate students of the English Education Study Program at Universitas Graha Nusantara who had completed the Theories and Practice of Translation course. The object of the study was students' translation practices and their application of translation theories. Data were collected through document analysis of students' translation assignments, classroom observations, and semi-structured interviews. Document analysis was conducted to identify the translation strategies and theories applied by students. Classroom observations were used to examine instructional practices, while interviews were conducted to explore students' perceptions of applying translation theories. The data were analyzed through data reduction, categorization, and interpretation to identify patterns and themes.

D. RESULT AND DISCUSSION

The analysis of students' translation assignments indicates that students applied various translation theories in their translation practices. Equivalence-based strategies were the most frequently used, especially when translating academic and informational texts. Some students applied communicative translation to improve readability and naturalness in the target text, while functional approaches were used less frequently. Despite this, the findings also reveal inconsistencies in the application of translation theories. Many students relied on intuition when encountering complex linguistic structures or cultural expressions. Classroom observations and interview results suggest that students' understanding of translation theories gradually improved through guided practice and reflective discussion. These findings support previous studies emphasizing the importance of theory-informed practice in translation education.

E. CONCLUSION

This study concludes that translation theories are applied in students' translation practices in varied and inconsistent ways. Although students demonstrate awareness of major translation theories, their ability to apply these theories effectively requires continuous guidance and reinforcement. The findings highlight the importance of systematically integrating translation theories into practical activities in the Theories and Practice of Translation course. This study contributes to translation pedagogy by providing insights into students' theoretical awareness and practical performance, while

future research is recommended to employ quantitative or mixed-method approaches to obtain more comprehensive results.

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