



## Ideologies in English-Indonesian Dissertation Abstracts Translation: An Explanatory Case Study

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### **Abstract**

#### **Purpose**

*The study aimed to reveal how the students applied the ideology of domestication and foreignization in producing Indonesian-English dissertation abstracts on Islamic studies.*

#### **Method**

*Using a qualitative approach with an explanatory case study design, it relied on Indonesian and English abstracts as the primary data sources, taken randomly from the repository of UIN Jakarta. As the main instrument, the researcher compared the English abstracts to Indonesian ones syntactically and lexically to identify the implemented strategies.*

#### **Result/Finding**

*The study revealed that in translating sentences from the SL to the TL, the dominant strategies involving some lexical and grammatical changes were a reader-oriented process; while in translating culture-specific items from the SL to the TL, the dominant strategies were a writer-oriented process with fewer changes or adaptation.*

#### **Conclusion**

*The study concludes that the foreignization ideology dominates translating culture specific items, while the domestication ideology hegemonies translating sentences of the dissertation abstracts.*

#### **Keywords**

*Abstract, Dissertation, translation ideology, translation strategy.*

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### Abstrak

#### Tujuan

Penelitian ini bertujuan untuk menggali bagaimana mahasiswa menerapkan ideologi domestikasi dan foreignisasi dalam menghasilkan abstrak disertasi Indonesia-Inggris dalam bidang kajian keislaman.

#### Metode

Penelitian ini menggunakan pendekatan kualitatif yang memanfaatkan desain studi kasus eksplanatif, dengan abstrak bahasa Indonesia dan Inggris sebagai sumber data primer, yang diambil secara acak dari repositori UIN Jakarta. Sebagai instrumen utama, peneliti membandingkan abstrak bahasa Inggris dengan abstrak bahasa Indonesia pada tataran sintaksis dan leksikal untuk mengidentifikasi strategi penerjemahan yang merefleksikan ideologi domestikasi dan foreignisasi.

#### Hasil/Temuan

Penelitian ini mengungkapkan bahwa dalam menerjemahkan kalimat dari Bsu ke Bsa, strategi dominan yang melibatkan beberapa perubahan leksikal dan gramatikal adalah proses yang berorientasi pada pembaca; sedangkan dalam menerjemahkan item khusus budaya dari Bsu ke Bsa, strategi dominan adalah proses yang berorientasi pada penulis dengan lebih sedikit perubahan atau adaptasi.

#### Kesimpulan

Penelitian ini menyimpulkan bahwa ideologi foreignisasi mendominasi penerjemahan item khusus budaya, sedangkan ideologi domestikasi mendominasi penerjemahan kalimat abstrak disertasi.

#### Kata Kunci

Abstrak, Disertasi, Ideologi Penerjemahan, Strategi Penerjemahan

### المخلص

#### الهدف

يهدف هذا البحث إلى استكشاف كيفية تطبيق الطلاب لأيدولوجية التدجين والتغريب في إنتاج ملخصات الأطروحات الإندونيسية-الإنجليزية في مجال الدراسات الإسلامية.

#### الطريقة

يستخدم هذا البحث منهجاً كيفياً يستخدم تصميم دراسة حالة توضيحية مع ملخصات باللغتين الإندونيسية والإنجليزية كمصادر بيانات أساسية مأخوذة عشوائياً من مستودع UIN Jakarta. ويقارن الباحث الملخصات الإنجليزية مع الملخصات الإندونيسية على المستويين النحوي والمعجمي لتحديد استراتيجيات الترجمة التي تعكس أيدولوجية التدجين والتغريب.

#### النتائج

يكشف هذا البحث إلى أن في ترجمة الجمل من اللغة المصدر إلى اللغة الهدف الإستراتيجية السائدة التي تتضمن العديد من التغييرات المعجمية والنحوية وهي عملية موجهة نحو القارئ. وفي ترجمة العناصر الخاصة بالثقافة من اللغة المصدر إلى اللغة الهدف الإستراتيجية السائدة وهي عملية موجهة نحو الكاتب مع تغييرات أو تعديلات أقل.

#### الخلاصة

ويخلص هذا البحث إلى أن إيدولوجية التغريب تهيمن على ترجمة البنود الخاصة بالثقافة. أما إيدولوجية التدجين على ترجمة فهي الجمل المجردة للأطروحات.

#### الكلمات الرئيسية

المخلص؛ الأطروحة؛ أيدولوجية الترجمة؛ استراتيجية الترجمة

## INTRODUCTION

Translation as the reproducing of an original text, whatever its intention, must mirror a certain ideology (Venuti, 1995). It means a set of beliefs or opinions on how translators transfer meaning or messages from the SL text into the TL text appropriately so that both SL and TL readers have the same experience. Similarly, Guerrero says ideology in translation means ideas, principles, or beliefs translators hold in producing translation products using the appropriate methods or strategies (2021). There are ideologies held by the translators in the process of translation, like a nationalist, patriarchal, racial, leftist, domestication, and foreignization ideology. These ideologies colorize the translation products in the choices of words, language styles, messages, or purposes of the TL language. However, the translators usually select between two translation ideologies: foreignization focusing on maintaining all cultural elements of the original, and domestication modifying or abandoning some of them to make the translation more accessible to the TL readers (Jaleniauskiene & Čičelytė, 2009).

Domestication involves greater changes in the source language (SL) linguistic and cultural contents in the target language (TL) text; while foreignization engages the preservation of the SL linguistic and cultural contents in the TL text. In domestication, the TL readers are facilitated by the utilization of the TL linguistic elements in understanding the intended message in the translation, while the translators ensure to present those elements conveying the message to the TL readers (Sembiring et al., 2022).

Any translation, including academic texts, undergoes the implementation of domestication or foreignization by choosing appropriate strategies to produce a good translation. It is possible that a combination of both ideologies may occur in representing the SL message in the TL though there are cultural differences. As a result, the TL text conveys the same message as the SL text does (Keith & Lee, 2022). Both ideologies can direct the translators to seek the equivalents in the TL text. However, difficulties still arise while translating research papers, especially on Islamic studies from Indonesian to English, because of cultural and Islamic terms. They are linguistic units or terms that convey cultural or religious beliefs that are distinct from others. Such expressions do, in fact, add to the complexity of transferring a message in the SL texts to the TL texts (Lockett, 2017).

To earn a degree in the master or doctoral program on Islamic studies at Islamic university Indonesia, students are required to prepare papers based on their research projects. Necessarily, it is mandatory for them to include an English abstract in their research papers. They struggle hard to write abstracts in English because it is a foreign language; as a result, translation becomes a useful means for expressing their ideas. When translating their Indonesian abstracts into English, they typically use various strategies to convert the message into the SL text into the TL text. However, due to their lack of English proficiency, some of their translations cannot express the same message, which results in unsatisfactory English abstracts. Such issue opens rooms to conduct studies on translation products of research papers. Accordingly, it is still challenging to perform studies on implementing both domestication and foreignization ideologies in the translation of dissertation abstracts from Indonesian to English.

Studies on the ideology of domestication and foreignization have been conducted from a variety of angles or perspectives, such as translation procedure, translation loss, translation shift, text types, or comprehensibility. According to a recent study, there is a different usage between domestication and foreignization in translating any texts. The text about main culture was transferred using domestication, while the text about specific culture was rendered through foreignization because the SL and TL cultural backgrounds were different that affected how the SL and TL users shared ideas or meanings (Zhuo, 2022). Another study noted that foreignization was accepted in the translation process rather than domestication to preserve the linguistic and cultural differences between the texts in the two languages. Foreignization served the most important ideology for transferring both linguistic and cultural content from one language to another (Obaid & Al-Obaydi, 2022).

It was also what a previous study demonstrated that the translators preferred foreignization to domestication in cultural content translation (Li et al., 2021). On the other hand, a recent study revealed that translators liked to mix both ideologies while translating specific cultures, such as literatures, and preferred domestication when transferring the main culture. The primary culture translation was controlled by domestication, whereas the SL specific cultures had a choice between two ideologies or a combination of them (Punga, 2022). Additionally, a different study showed that the context particularly determined the choice to domesticate or foreignize the culture-specific and other religious terms from the SL to the TL. This study also advised on how to apply domestication and foreignization, but it did not offer compelling justifications for choosing one ideology over the other (Gunawan, 2022).

Obviously, the studies investigated how the translators implemented domestication and foreignization in isolation or together in transferring the main and specific cultural contents. However, they did not examine the translation of religious items, like Islamic terminologies available in academic articles. This arouses motivation to investigate how the domestication and foreignization are applied in translating Islamic academic articles, like the dissertation abstracts of the graduate schools of Islamic universities in Indonesia. Therefore, it is necessary and challenging to do research on how the doctoral students of the graduate school of Universitas Islam Negeri Syarif Hidayatullah Jakarta (UIN Jakarta) implemented both domestication and foreignization ideologies in translating their Indonesian dissertation abstracts into English ones.

Different from the previous studies, the new thing or the novelty the current study presents is the bilingual dissertation abstracts as the unit of the analysis, and the Islamic disciplinary as the main topic of the abstracts. Therefore, this study aimed to discover the what extent the Indonesian-English dissertation abstracts accommodated both translation ideologies of domestication or foreignization. The questions the study seeks to answer cover how the doctoral students apply the domestication and foreignization ideology in converting the Indonesian abstracts to English ones; and how the translation ideology determines the equivalence of English to Indonesian abstracts. The study contributes significantly to the advancement of translation theories and studies. It also becomes valuable input for the postgraduate students in applying domestication and foreignization ideology in translating the Indonesian abstracts into English ones.

## METHOD

The study used a qualitative approach (Creswell, 2018) because it depended on the verbal data of Indonesian and English sentences of the dissertation abstracts available in the university repository. Those verbal data did not need any statistics to analyze in finding the answers to the problems being investigated. As it tried to explicate the strategies the students applied in translating their Indonesian dissertation abstracts into English, the study made use of an explanatory research design (Creswell, 2020) that led to uncover their ideology, whether they adopted foreignization or domestication in isolation; or they integrated both ideologies.

The primary data sources of the research were Indonesian-English abstracts accessible in the repository of UIN Jakarta. They belong to the doctoral students of the graduate school who currently work in state Islamic universities under the administration of the Religious Affairs Ministry, Indonesia. As the unit of analysis, the research chose some Indonesian-English abstracts purposively that they discussed Islamic studies; published in 2009-2016 with open access; were at least 250-word length; and were the product of manual translation. Using the criteria, the researcher found 27 Indonesian-English abstracts discussing Islamic law, Islamic education, Islamic economy, Arabic language and literature, Islamic jurisprudence, sharia finance, *Quranic* interpretation, *Hadis*, and Islamic history.

As the abstracts were available in the university repository, the researcher did not construct any instrument. He became the primary instrument supplied with a comprehensive

knowledge of domestication and foreignization ideology, strategies or procedure of translation to count all necessary information or data. The procedure encompassed reading the identified Indonesian-English dissertation abstracts intensively and breaking them into sentences; arranging the English sentences as a target language (TL) and Indonesian sentences as a source language (SL) in a binary column; taking notes on the TL linguistic units, sentence construction, and culture-specific items that were the same as or differed from the SL semantically.

The study analyzed the data qualitatively using the theory of domestication and foreignization ideology through three phases of analysis, namely data reduction, data description, and drawing conclusion (Miles et al., 2014). In data reduction, it compared the TL and SL linguistic units, sentence construction, culture-specific items to identify their meaning and messages. The TL words or sentences that were not derived from the SL were left unanalyzed. In data description, it elaborated on the examination of how the students adjusted linguistic units and sentence construction of the SL in the TL; and determined the applied strategies. In drawing conclusion, it determined the dominant ideology applied in the abstract translation, and the equivalence that was reached to discover the answer to the proposed problems.

## FINDING AND DISCUSSION

Considering the data analysis, the study revealed the strategies the students applied in translating their dissertation abstracts from Indonesian to English that reflect the ideology they hold. Implementing translation ideology at the practical level means using strategies or methods of converting meaning or message in the SL text into the TL text. The students apply direct or oblique methods in their work. The direct methods include borrowing, calque, and literal translation; while oblique methods comprise transposition, modulation, equivalent, and adaptation (Vinay & Darbelnet, 1995). While, for translating culture-specific items, they use seven strategies, namely preservation, addition, omission, globalization, localization, transformation and creation (Davies, 2003). Choosing a method is not only about using it in translation, but the translators should also consider the contents, text kinds, registers, or jargons of the original to have a good translation. Wrong word choice, for example, will make the TL readers catch the meaning or message differently from what the SL readers understand.

In translating the SL text, the students use the direct methods or strategies: borrowing, calque, and literal translation. They can use borrowing if there is no equivalent meaning in the TL. Borrowing in translation is using the words or expressions from the SL and keeping their linguistic form in the TL text (Villanueva, 2022). Like borrowing, the calque is also using the SL words in the TL text by making some changes in their linguistic forms (Valufi & Noverino, 2022). Literal translation preserves the linguistic contents of the original in the translation without breaking the TL norms, especially maintaining the culture-specific items, like metaphors or idioms (Kang & Yang, 2022).

Besides the direct methods, they also use the oblique methods or strategies: transposition, modulation, equivalence, and adaptation. Transposition is a translation method that engages replacing a part of speech in the SL word with another in the TL without changing the meaning (Alharthi, 2022). If a change in viewpoint occurs in the TL text without altering its messages, a modulation method is more appropriate (Alwazna, 2022). Changes can occur in the TL sentence's components, like its subject (S), predicate (P), object (O), or complement (C). They can involve different word order of the noun phrase (NP), verb phrase (VP), adjective phrase (AP), adverbial phrase (AdvP), prepositional phrase (PP), noun clause (NC), and adjective clause (AC). While the last two methods concern with the situation that underlying both SL and TL text. The students can use equivalence if they are able to preserve the similar context of both texts using a totally different style and construction; or use adaptation if the situation underlying the original message is unfamiliar in the translation (Belie & Tsegaye, 2022).



## Borrowing and Calque

There are various culture-specific items identified in the TL abstracts as products of borrowing and calque as a direct strategy because both involve simple process. The students used borrowing by adopting the original culture-specific items in the translation with no modification; while calque by adopting them with some changes in the pronunciation or orthographic letters. The culture-specific items that the students transferred into English using borrowing strategy include, for examples, the SL words "*songket*" meaning a traditional Indonesian woven fabric originating from Palembang, "*Muhammad Abd al-Aziz al-Khuli*" referring to a great Moslem Scholar of Hadis, "*usul-fiqh*" meaning Islamic legal theories, and "*Fath al-Mun'im*" referring to a method of Hadis interpretation book by Musa Shahin Lashin as available in a dissertation (Firdaus, 2012). They left them untranslated, as they are culture-specific items that are difficult to find their equivalent in the TL words. This finding is consistent with the previous study pointing out that borrowing was utilized in the translation if there was not any equivalent in the TL to convey the same message as the SL did. Borrowing, which sometimes makes the meaning to widen or narrow, is often used in transferring the SL culture-specific items that are usually complicated to find their equivalents in the TL (Haroon & Daud, 2017).

While the SL words or phrases that the students translated into the TL words or phrases using calque strategy include some culture-specific items. The SL word "*syariah*" meaning under the Islamic rules or teaching, was translated into the TL word "*shariah*" by changing the letter sequence <sy> into <sh> (Hejazziey, 2010). The SL word "*khalifa*" meaning a Muslim person who leads the state/kingdom was translated into the TL word "*caliph*" by changing the letter sequence <kh> into <c>, and the letter sequence <fa> into <fh>. The SL word "*haji*" meaning annual pilgrimage to Mecca was translated into the TL word "*hajj*" by changing the letter <i> into the letter <j> (Hamid, 2015). The SL word "*shadaqah*" meaning voluntary giving of alms or charity was translated into the TL word "*sadaqah*" by changing the letter sequence <sh> into the letter <s>. The SL word "*waqaf*" meaning the endowment of property for charitable or religious purposes that is held in trust by Muslims was translated into the TL word "*waqf*" by deleting the letter <a> (Nur, 2012). The students used such a procedure to get around linguistic obstacles that, for example, allowed the TL readers to utter the words properly. While, to facilitate the TL readers to get the meaning of the culture-specific items, they insert a description in the text. Hence, the communicating of ideas or opinion occurs effectively. The current finding confirms another previous study pointing out that calque was a strategy that allowed the translators to represent what the SL text conveyed in the TL by preserving certain the SL linguistic elements, and changing some components of spelling or phone to minimize the barriers for the TL readers (Farkhan, 2017).

## Transposition

Transposition is a frequently used strategy because it provides the students with more flexibility to handle the syntactical and stylistic discrepancies between the SL and TL sentences. It enables them to change the grammars and words so that the TL texts contain the same message as the SL texts. They applied grammatical and lexical adjustments because the SL and TL had different sentence constructions and styles. If they preserved the SL sentence construction in the TL texts, they could share the different message. For example, as the students converted the nominal sentences into the verbal sentences; or the passive voice sentences into the active voice sentences the TL readers could get the same message as the SL readers could do. How the students translated their Indonesian abstracts into English using transposition strategy is available in Sample 1.

### Sample 1

"*Kepentingan kekuasaan politik ini dibuktikan dengan hubungan antara tokoh-tokoh nahwu Kufah dengan penguasa Abbasiyah, dapat kita lihat adanya hubungan timbal balik*" is translated into "The interest of a political power is evidenced by the relation-

ship between *Kufa Nahwu* figures and the Abbasid ruler as a reciprocal relation." (Hamid, 2011).

In Sample 1, the Indonesian sentence and its English version are passive voice based construction; but some changes occur in the TL phrasal construction. Some phrasal construction of the SL sentence is transposed into some TL phrases as a part of a transposition strategy. The subject of the TL sentence is made of a PP [preposition + noun] "the interest of political power" converted from the SL NP [head + modifier] "*Kepentingan kekuasaan politik ini*" and is acknowledged as grammatically valid. Both SL and TL subjects mean the same thing. The TL predicate filled by a VP [auxiliary verb + past participle] "is evidenced" is transformed from the SL predicate made of a VP [prefix + verb] "*dibuktikan*." Although both SL and TL verb phrase have different construction, they still have the same meaning. The agent of the TL sentence uses a noun phrase [modifier + noun] "the relation" substitutes the SL NP [-modifier + noun] "*hubungan*." The TL agent is followed by the PP [preposition + noun phrase + conjunction + noun phrase] "between *Kufa Nahwu* figures and the Abbasid ruler" substitutes the SL NP [noun + modifier + conjunction + noun phrase] "*tokoh-tokoh nahwu Kufah dan penguasa Abbasiyah*." While the TL compliment filled by conjunction and a NP [modifier + noun] "as reciprocal relation" replaces the SL dependent clause [subject + predicate] "*dapat kita lihat adanya hubungan timbal balik*." Both TL and SL complements have the same meaning, though their constructions are different. This comparative analysis indicates the TL and SL sentences deliver the same message, although their sentence elements use different phrasal constructions. This supports an earlier study that found modifying lexical or structural aspects of the SL sentence in the TL sentence helps translators create the same intended message and impact for TL readers (Fauziah, 2022).

### Modulation

Translating their dissertation abstract from Indonesian to English, they used also modulation. It requires using a phrase different from the SL text to convey the same message in the TL text. It is intended to alter the viewpoint to maintain the message while adapting its linguistic forms. Such a strategy does not jar the TL readers with a phrase that is subtly or obviously different from the original (Pérez-Ortiz et al., 2022). Modulation enables the translator to achieve equivalence in the TL without sacrificing any SL derived accuracy or meaning. Sample 2 and 3 indicate how it works in translating their abstracts.

#### Sample 2

"*Dalam piagam tersebut dijelaskan seluruh penduduk Madinah harus saling melindungi apapun latar belakang etnis dan agamanya*" is translated into "The charter described that the entire population of Medina should protect each other regardless of the different ethnic and religion." (Qorib, 2012).

Sample 2 comprises the SL inverted passive voice-based sentence [an adverb of place + predicate + subject]. The PP [preposition + noun + determiner] "*Dalam piagam tersebut*" occupies the adverb of place. The inverted verb in the passive voice [transitive verb] "*dijelaskan*" fills the predicate. The NC [S + P + C] "*seluruh penduduk Madinah harus saling melindungi apapun latar belakang etnis dan agamanya*" functions as the subject of the sentence. The NP [determiner + N + modifier] "*seluruh penduduk Madinah*" functions as the subject of the NC; and the VP [auxiliary + verb] "*harus saling melindungi*" occupies the predicate of the NC. While the C [connector + NP + conjunction + NP] "*apapun latar belakang etnis dan agamanya*."

Differently, in the TL text, an active voice-based sentence using a complex sentence construction [S + P + O(NC)] substitutes the TL passive voice-based sentence. The NP [determiner + N] "the charter" functions as the subject followed by a VP [ordinary verb + past tense] "described" as the predicate. The NC [connector + S + P + O + C] "that the

entire population of Medina should protect each other" facilitated by a connector [that] functioning as a noun fills the object of the sentence. The NP [article + modifier + noun + preposition + noun] "the entire population of Medina" takes the subject of the NC; and the VP [auxiliary + verb] "should protect" occupies the predicate of the NC. The indefinite pronoun "each other" fills the object of the NC. The NC ends with complement [Adv + P + NP] "regardless of the different ethnic and religion" functioning as the adverb of manner. Changes in the translation not only happen to the phrasal constructions of the sentence elements but also to its viewpoint, from the passive voice construction in the SL to the active voice construction in the TL. However, both SL and TL readers still catch the same messages, although some changes occur. This indicates that modulation as a strategy has been implemented in transferring the dissertation abstracts from Indonesian to English. This finding agrees with another research claiming that modulation helped translator present the message with a different viewpoint between the TL text and the SL text (Alwazna, 2022).

### Sample 3

"*Melalui sudut pandang kritik sastra feminis, puisi Arab Jahiliyah sebagai dokumen sekaligus fakta sejarah bangsa Arab yang paling otentik, memberikan gambaran yang nyata tentang citra perempuan pada masa itu*" is translated into "Using the viewpoint of feminist literary criticism, the dissertation that studies the pre-Islamic poetry as the authentic document of Arabic history, reveals various illustrations of the image of Arabian women in that time." (Buana, 2010)

The SL complex sentences in Sample 3 is active voice-based construction [C + S + P + O + C], but their viewpoint differs from each other. The complement is filled by a PP [P + NP] "*Melalui sudut pandang kritik sastra feminis;*" the subject is filled by NP [N + modifier] "*puisi Arab Jahiliyah;*" the complement is filled by the PP [P + NP + conjunction + NP] "*sebagai dokumen sekaligus fakta sejarah bangsa Arab yang paling otentik.*" The VP [ordinary verb] "*memberikan*" occupies the predicate; and the NP [N + modifier + adverb of time] "*gambaran yang nyata tentang citra perempuan pada masa itu.*"

Similarly, the English sentence has the active voice based construction as the Indonesian one has. It begins with the complement [active participle + NP + P + NP + PP] where the active participle is filled by [verb + ing] "using;" the NP is filled by [determiner + N] "the viewpoint" followed by the PP [P + article + determiner + N] "of a feminist literary criticism." The subject of the sentence is filled by a NC [S + P + C], where the subject of the NC is filled by a NP [determiner + N] "the dissertation" followed by its connector "that;" the VP [verb + present tense] "studies" functions as the predicate of the NC; its object is filled by a NP [article + determiner + N] "the pre-Islamic poetry" followed by the complement [P + NP + P + NP] "as the authentic document of Arabic history." The predicate of the sentence is filled by the VP [verb + present tense] "reveals" followed by its object NP [modifier + N] "various illustrations" and PP [P + NP + P + NP] "of the image of Arabian women" and ends with an adverb of time [P + determiner + N] "in that time."

Besides having differences in the phrasal construction, the subject of TL sentence differs in meaning from the subject of the SL sentence. The former refers to the pre-Islamic poetry functioning to amuse the readers; while the latter denotes an academic work functioning as a part of the requirement for the doctoral degree. Such a translation process means modulation that enables the TL readers to understand the original message with a different meaning nuance. What the current study reveals is in line with the previous study highlighting that modulation can be thorough conveying a similar syntactical construction with different subjects (Aristei et al., 2022).

### Adaptation

Adaptation is another strategy used in translating the students' abstracts from Indone-



sia to English. It refers to a group of translational interventions acknowledged as the SL text's representation but are not approved as translations. To ensure that the TL text produced is consistent with the SL text's characteristics, it needs to undergo several adjustments that come in a variety of forms, such as deletion, addition, justification, illustration, and exemplification (Greenall et al., 2021). Although the TL readers go through distinct linguistic and semantic processes than the SL readers, almost all TL sentences translated from the SL texts deliver the same meanings. It indicates the construction and context of the SL and TL sentences vary. Such a procedure appears in Sample 4.

#### Sample 4

"*Hasil studi ini menjelaskan bahwa efisiensi berkeadilan memiliki nilai-nilai kekuatan ekonomi berbasis pemberdayaan dalam meningkatkan kesejahteraan bersama*" is translated into "Equitable efficiency was one of the basic values to build social welfare in Indonesia." (Junaidi, 2011)

Structurally, the Indonesian and English sentence use different construction. The original is made of a complex sentence with one independent and dependent clause that adheres to the construction [S + P + NC]. The NP [N + modifier + determiner] "*Hasil studi ini*" functions as the subject; the VP [ordinary verb] "*menjelaskan*" fills the predicate; and the object comprises a NC [connector + S + P + O + C]. The connector is filled by "*bahwa*" and followed by the NP [N + determiner] "*efisiensi berkeadilan*" functions as the subject. The VP [verb] "*memiliki*" occupies the predicate; while the NP [N + determiner + determiner] "*nilai-nilai kekuatan ekonomi berbasis pemberdayaan*" functions as the object; and followed by the PP [P + N + adverb of manner] "*dalam meningkatkan kesejahteraan bersama.*" Its English version is composed by an independent clause using the construction [S + P + C + adverb of manner]. The NP [modifier + N] "equitable efficiency" fills the subject. The VP [auxiliary verb + past] "was" occupies the predicate. The NP [indefinite pronoun] "one;" and the PP [P + NP] "of the basic values" and VP [infinitive + verb + O + adverb of place] "to build social welfare in Indonesia" functions as the complement. Each sentence makes its readers to experience different process linguistically and cognitively in building the meaning; however, they can still catch the similar message.

The strategy that the students used in their translation supports the finding of the earlier study, which found that adaptation was seeking the similar message by creating a different context in the TL, such as by modifying the TL sentence construction (Yau, 2016). Such strategy needs the translators to master the linguistic and cultural knowledge of TL, and to be familiar with their readers. Therefore, the TL text demands significant adaptation to make it more appropriate so that its readers get the same message as the original readers (Guo, 2021).

#### Literal

A literal translation is less frequently used in translating the students' dissertation abstracts. It involves representing each word in a text separately without taking into consideration how they are constructed as a phrase or sentence (Kenny, 2022). In Sample 5, they transferred Indonesian sentence into English using a literal translation.

#### Sample 5

"*Tentu saja, literatur para ahli yang membahas tentang fatwa tidak lepas dari disertasi ini*" is translated into "Of course, literature experts studying about fatwa is not separated from this dissertation." (Ali, 2009).

The original and its translation use a complex construction. The SL sentence is made of one independent and dependent clause with the construction [adverb of manner + S (NC) + P + O]. The PP [P + N] "*tentu saja*" occupies the adverb of manner; the subject is

filled by NC [NP + connector + VP + P + N] "*literatur para ahli*" yang membahas tentang fatwa" fills the subject; and the VP [not + intransitive verb] "*tidak lepas*" functions as the predicate; and the PP [P + NP] "*dari disertasi ini*" functions as the complement. While, the TL sentence uses the construction [adverb of manner + S + P + O]. The PP [P + N] "of course" functions as the adverb of manner; its subject comprises the possessive with of [N + P + N] \*"literature experts;" and the complement with a participle phrase [present participle + PP] "studying about fatwa." Its predicate utilizes the VP [linking verb + not + V] "is not separated;" and the PP [P + determiner + N] "from this dissertation" functions as its object. The process illustrates how the original syntactical elements are lexically and grammatically converted to the translation using the word-for-word translation. The TL sentence's subject, however, is written incorrectly because the preposition "of" is absent. It must be "literature of the experts." As a result, the same message cannot be understood by both TL and SL audiences. Even though there is just one variation between the SL and TL syntactical parts, it produces such a significant impact. Literal translation known also as word-for-word translation, is used when the SL and the TL components are the same. However, to some extent, it often distorts the sense and the syntax of the original (Amenador & Wang, 2022).

### Equivalent

Equivalent strategy means presenting the closest message in the TL with the use of utterance containing different lexical content and syntactical construction. Therefore, translation requires finding the words, phrases, or sentences in the TL which convey the equivalence to those in the SL (Yang, 2022). Because equivalent is not a word-for-word translation, the translators can use a different sentence construction and lexical contents, or other procedures to get the nearest meaning in the TL. For example, to say an exclamation in Indonesian, a speaker can use the expression "*Astaga, apa itu?*" as an interrogative sentence. It is made of an exclamation word "*astaga*," followed by a question tag "*apa itu?*" Its English version is "What in heaven is that?" which has the same message and the same construction. However, the English version uses different lexical contents that have different message if they are translated literally.

At the syntactical level, the students rarely use equivalent with no lexical and grammatical adjustments which they usually do in transposition and modulation. However, in the lexical contents, they translate some culture-specific items using this strategy, as available in the SL word "*dua*" translated into the TL word "prayer;" and the SL word "*zakat*" changed to the TL word "almsgiving" (Lutfi, 2021). The SL word "*dua*" means a solemn prayer or expression of gratitude addressed to Allah. The students use the English word "prayer" that means an earnest hope or wish addressed to God. Both SL and TL words convey the similar message, although each reader experiences different meaning nuance. The SL word "*zakat*" means the giving of a Muslim to others voluntarily without being limited by a certain time and amount. While, the TL word "almsgiving" means the practice of giving money or food to poor people. The original differs from the translation version in the time and amount to give. Moslem should give "*zakat*" after one year of possession with the minimum required amount. If their wealth or property to give do not reach such a requirement, there must be no obligation to do. Such translation products indicates that equivalent can not provide the TL readers with the same message. The students can put a description in the body or bottom of the text to clarify the meaning of the TL words. This finding does not contradict the previous study highlighting the importance of description to the TL words that do not have the closest meaning to the original (Kanan et al., 2022; Sembiring et al., 2022).

### The Dominant Translation Ideology

Considering the strategies the students applied in translating the dissertation abstracts on Islamic studies from Indonesian to English, the study can determine the ideology they

held. It employs the theory of foreignization and domestications supported by a concept of reader or author orientation to which the translation leans to establish which ideology predominately impacts English abstracts. If the translation emphasizes on the author's role, it must accept the foreignization; whereas, if it inclines to the readers, it must adhere to the domestication (Bassnett et al., 2022). In the domestication, the translators remove the SL linguistic and non-linguistic influence to produce a good and accessible translation (Öyken, 2022). Contrarily, under the foreignization, the translators add linguistic and non-linguistic components from the SL to translated works so that the influence of the SL becomes greater.

When translating the Indonesian dissertation abstracts, the students mainly used the strategy of transposition, modulation, adaption, and equivalent by modifying some linguistic units and grammatical structures of the original sentences; and leaving some of them untranslated to develop more acceptable English sentences that result in effective English abstracts. Changes and modification in some words, phrases, clauses, and grammatical structure helping English readers understand the contents as easily as Indonesian audiences is the core of the reader-oriented strategies, so that their translation is a product of the domestication (Mu & Wang, 2019). This result confirms what another study found, that if the changes or modification were possible in the TL words, phrases, and sentences, the translation implements the domestication (Zarezadeh & Yazdanimoghaddam, 2019). In addition, the students also used the strategy of borrowing, calque, and literal translation in rendering the culture-specific items of the dissertation abstracts from Indonesian into English by maintaining its originals or a little change. Maintaining or making a little change of the original to provide the TL readers with the genuine meaning nuance is a part of author-oriented strategies, so that the translation results from foreignization. The current research finding is consistent with the previous study that claimed foreignization made the TL text to incline to the original culture by preserving its terms and conventions to deliver the intended meaning (Yonamine, 2022).

There are studies on implementing both ideologies in translation. A recent study by Zhang and Xu (2022) investigated the New Year's messages from Huawei in English sent in the last five years from the perspective of domestication and foreignization. The study showed a foreignization-oriented method failed to convey the message of the SL text and inevitably caused some trouble for the TL readers, since it kept the expressions that were unique in the SL. While a domestication-oriented method helped the TL readers understand the SL text because the TL features were accommodated in the translation. This is consistent with the previous studies that indicated the same results. Research by Oliya (2021) claimed that the process of domestication was effective at translating cultural words or expressions, like idioms present in the SL text, by providing equivalent idioms in the TL. The translation product through domestication was easier to understand, because it was more in line with the native language features (Xie, 2021). Complementarily, another research by Metwally (2019) pointed out that foreignization was not an effective way to render words or expressions which were strongly tied to culture because they had a negative impact on the semantic content of the SL. It caused both SL and TL readers to get different messages. Although foreignization produced more exotic translation, the huge cultural differences made the native people difficult to understand them (Xie, 2021).

## CONCLUSION

As the translation in the syntactical level of the dissertation abstracts is a reader-oriented process, it inclines strongly to the domestication. Significant changes occur in the SL words, phrases, clauses, and sentence structures purposely to provide the TL readers with a similar experience as the SL readers in understanding the message. Differently, at the lexical level, the translation of culture-specific items of the Indonesian dissertation abstracts is the writer-oriented process, leading to the claim that it tends toward the foreignization. Preservation of the original in the translation is an obligatory choice to keep

the meaning, but a little change is still possible to make. However, sometimes, the strategies of domestication cannot represent the equivalent in the TL, and the strategies of foreignization cannot either. Therefore, applying both ideologies complementarily becomes a good alternative in which each ideology's weaknesses can be effectively handled.

Regarding the discussion and conclusion, the study can also address recommendation for those who are doing the dissertation research. It recommends for the students who are writing their dissertation to be well informed with English for Islamic studies and its linguistic styles to communicate their abstracts in a good English. Of course, the graduate school should also help them with the establishment of a committee responsible for checking the readability and acceptability of their English abstracts. Therefore, the English readers will have the same experience as the Indonesian readers in understanding the abstract contents. For further studies, the study recommends other researchers to conduct studies with different viewpoints, approaches, or designs. A quantitative approach with a correlational or experimental design can be another alternative to conduct in a wider geographical area.

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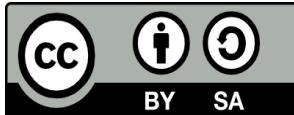


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