



STUDENTS' TECHNIQUES IN TRANSLATING "EUPHEMISM" FROM ENGLISH TO INDONESIAN AT STKIP INSAN MADANI AIR MOLEK

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Abstract: Students in the English Department are being prepared to become future translators. Therefore, they must be capable of translating various types of texts. The source of data involved sixth-year students in the academic year 2023/2024 in STKIP Insan Madani Air Molek. The researcher selected purposively sixth-year students as because they were assumed to be taken into translation courses. This research aims to analyze the students' translation techniques related to euphemism. This research is conducted through translation assessment and the identification of techniques during the translation process. This research employs a qualitative method to understand the phenomenon being examined deeply and to provide comprehensive insights into the research. The research findings indicate that students used eight translation techniques in translating euphemism texts. These translation techniques include: each one is ranked from the most frequently used to the least used: Adaptation 13 times/12.38%, Amplification 15 times/14.28%, Calque 52 times/49.52%, Compensation 1 time/0.95%, Discursive Creation 1 time/0.95%, Generalization 6 times/5.71%, Literal Translation 14 times/13.33%, and Modulation 4 times/3.80%.

INTRODUCTION

Language is a tool for communicating, sharing ideas, and giving information to other people (Hanim & Hardjanto, 2021). Many countries use English as their first and second language to communicate in spoken and written form. English, nowadays, is used in many aspects such as education, technology, economics, business, industry, etc. Therefore, English becomes a language that is used to interact with other people from different countries (Fadillah, 2021). She also stated that the role of English is very important to be a communication medium between various countries. As a result, understanding English has become a need for everyone seeking current knowledge and scientific advancement in any profession. It is simple to comprehend, given practically most recent publications are written in English. The majority of books, magazines, journals, internet websites, and other publications are written in English. Besides, English can be a medium to share or give accurate information about the growth of science, information,

technology, and other people's needs in this global era through translation (Wicaksono & Wahyuni, 2018).

Considering the previous condition, it needs an accurate written form to help people understand and understand the information from those platforms and this situation is hopefully solved by translation. Idami et al., (2022) state that people need translation to take the role which is important in the process of written communication and it can deliver information and ideas from one language to another language. The process of translating is helpful for people who do not understand English and English is neither their first nor second language. Since it prevents the development of fluency and promotes communicative language use, the use of translation in foreign language acquisition has been considered harmful (Newson, 1998).

Fatariska (2023) also adds that translation, nowadays, is experiencing very rapid development along with increasingly advanced and sophisticated technological developments.

Meanwhile, humans have limited energy, thoughts, memory, and emotions. This is why translation technology is developed. For some people, the only computer program that can be used to assist with translation is a machine translation tool. It is helpful for translators and laypeople who want to translate in the world of academia (theory) and industry (practical).

Ellis (1994) and Ur (1996) mention that translation is a helpful tool, especially in an EFL environment. It is also supported by Stern et al., (1992) who stress that translation holds an important place in language learning. It brings to the condition that translation is needed to help people understand information and ideas in another language. Translation refers to the process of moving ideas in the message from the source text to the target text (Arono & Nadrah, 2019). Furthermore, Krimpas (2015) mentions that the process of translation entails taking action to convert a meaning from the source text to the target text. It is crucial in the process of spoken and written communication, which tries to express beliefs, ideas, and meaning from other languages in such a way that the message is communicated in the original language. Furthermore, during the communication process, translation might help to avoid miscommunication. In getting the core information in printed form, a non-native speaker of English needs the translation from the source text to the target text. In this case, a translator plays an important role in transferring meaning from a source text to the target text.

It realizes that the translator must translate many kinds of text including novels, magazines, newspapers, books, brochures, etc. The printed form has exactly many types of language in written communication such as euphemisms. Since the printed form should be translated by the translator, it must contain the words that have been categorized into a formal form. Written language must be written in polite words and it is related to euphemism.

However, as the translators, euphemism should be significantly understood (Mohammed & Kokaz, 2022). They also stated that the comprehension of euphemisms may lead to the awareness of the cultural and the terminology sense of the source language. Furthermore, by understanding the habits and methods of thinking of speakers of the source language, translating euphemistic terms aids readers in improving their language skills and introduces them to new euphemistic idioms. The translators must be careful of polite words consisting of printed or written language.

In the process of translation, translators must use techniques to assist in translating a text or keeping the meaning of the original language. The techniques of translation may control the result of translation which must be relevant between the meaning of the original text and the meaning of the target text. Techniques of translation can be used for translating many kinds of text, especially in translating euphemisms. Several studies found that a translator uses more than one technique to assist them in translating euphemisms. Several studies have investigated techniques of translation used by translators in translating euphemisms (Alghizzi et al., 2023; Althawabeyeh, 2017; Lestari & Sutrisno, 2023; Riyono et al., 2019). Althawabeyeh (2017) says that translation techniques are crucial and play a critical role in conveying the intentional but often obfuscated meaning embedded in euphemism.

Anita & Julianti (2023) conducted a study about techniques that were used by participants of her research to translate sexual euphemisms in a novel. What they found is a variety of techniques were applied in translating sexual euphemisms.

Establish equivalent was the dominant technique used by the participants. In addition, Lestari & Sutrisno (2023) also conducted research about taboo words in a series. The dominant technique is omission because 50 data of euphemism expressions were translated by using omission. It is because participants did not find any equivalent words so they tried to omit the expression. Then, a study by Riyono, Emzir & Lustyantie (2019) also found there were techniques used in translating euphemisms. In their findings, it was found that most data of euphemism expression were translated by using literal technique because literal technique is assumed as an easy technique to translate euphemism. Furthermore, Alghizzi, Elyas, & Alharbi (2023) also investigated the techniques that were used in translating euphemisms in the Holy Quran. They found a variety of techniques for translating the Holy Quran. Participants used literal translation, substitution, plain language, and a combination of two strategies. The most frequently strategy used is plain language. Last, a study by Althawabeyeh (2017) investigated the participants of the research used literal translation in translating euphemisms. In these several studies, it was found that dominant techniques were used in translating euphemisms because it was an easy way to translate and it could get the equivalent meaning of the target text. It can be stated that translators must use techniques to assist

them in translating into the target language.

The background of the problem has been discussed and it shows several studies that become the background of the problem. Several studies such as (Alghizzi et al., 2023; Althawabeyeh, 2017; Lestari & Sutrisno, 2023; Riyono et al., 2019) studied the techniques used in translation. These studies conducted the translation techniques in the Holy Qur'an, genre of text, and novel. Furthermore, these studies used many kinds of techniques which were proposed by different experts. Meanwhile, this research was investigated specifically in translating euphemism in a novel.

Finally, this research investigated students' translation techniques related to the euphemisms in a novel.

METHOD

This research used a descriptive research design. Descriptive research aims to find out or describe the phenomena and problems that happen in the present situation. Then, Creswell, (2012) stated that descriptive research design is used to describe information about current issues. Moreover, the goal of descriptive research is to explain the occurrence of a phenomenon and its characteristics. Data are usually gathered through observation and survey instruments Gall et al., (2007). In this research, it was revealed the techniques in translating the euphemism. This

study used descriptive research methodology. Hence, this research was focused on describing phenomena of difficulties, quality, and technique in translating euphemisms.

In this research, the researcher used a novel entitled "Things Fall Apart" for the English version for the test to know the techniques that participants used while translating the euphemism. This novel was written by Chinua Achebe in 1959 and it was published by A Division of Random House, Inc. in New York. There are three parts and each part has several chapters. The researcher selected phrases or sentences which contain euphemisms.

In constructing the test, the researcher paid attention to the selecting euphemism in the novel. There were 10 questions in the test consisting of 11 euphemisms taken from the novel. The euphemism was not stand-alone as the question in the test but they were in a paragraph or they were around several sentences. It anticipated students not misunderstand while they translated the euphemism. Students given certain time to translated sentences from English to Indonesian. This test took 45 minutes in doing the test. Participants were rewritten the translation in another piece of paper. After the time is over, students were collected the test directly to the researcher.

The instruments used can be seen in the following table:

Table 1. *Paragraph test of euphemisms*

No.	Paragraph Test
1.	After the accident, the clan said Okonkwo had brought bad fortune upon himself, suggesting he needed time to find his way back to the right path.
2.	The elders often referred to the arrival of the white men as a change in the wind , a subtle indication of the challenges to their traditions.
3.	When a child was born with a disability, the villagers would say the child was touched by the gods , a way to acknowledge the condition with reverence.
4.	They described the conflict between the clans as a disagreement among brothers , downplaying the seriousness of the violence that ensued.
5.	Okonkwo's punishment was seen as a period of reflection rather than exile, giving it a softer connotation.
6.	The destruction of the sacred tree was referred to as a necessary cleansing , masking the sacrilege with a sense of purpose.
7.	When the crops failed, the villagers spoke of the fickle nature of the earth , avoiding direct blame on themselves.
8.	The arrival of the missionaries was described as a new dawn , emphasizing hope rather than the loss of traditional beliefs.
9.	The warriors who did not return from battle were said to have gone to join the ancestors , a euphemism for death that celebrated their bravery.
10.	When discussing punishment, they often spoke of it as a way to restore balance , softening the impact of harsh consequences.

On analysis the data, the researcher used by students. Data reduction was defined as data reduction to find out the technique used the process of choosing, focusing,

simplifying, selecting, abstracting, and classifying the data and viewing the main data. The researcher was read and given the code for each translation technique of each participant. After all participants' answers were given code, the translation technique was grouped for the same technique, and the technique was calculated to find out which techniques were dominantly used in translating euphemisms. Then, the researcher used data display which means the researcher showed the data in the form of, for example, a table, matrix, chart, graph, etc. It was used to see the dominant technique. The researcher made it in the form of percentages which the formulation is:

$$P = \frac{n}{N} \times 100\%$$

The description of the formula is: **P** means percentage, **n** scores the number of certain translation techniques used in translating all participant, **N** means the amount of all translation techniques. From this formula, it was obtained the percentage on what the dominant technique used in the process of translation. the researcher was classified the most dominant to the least dominant technique of translation. Additionally, in analyzing the technique of translation, the researcher used techniques which proposed by Molina & Albir (2002) as presented in the table below:

Table 2. *Translation technique*

No.	Name of technique	No.	Name of technique
1.	Adaptation	10.	Linguistic Amplification
2.	Amplification	11.	Linguistic Compression
3.	Borrowing	12.	Literal Translation
4.	Calque	13.	Modulation
5.	Compensation	14.	Particularization
6.	Description	15.	Reduction
7.	Discursive creation	16.	Substitution
8.	Establish equivalent	17.	Transposition
9.	Generalization	18.	Variation

RESULTS AND DISCUSSION

Sentences from the English version of the book "Things Fall Apart" that use euphemisms make up the data. Written by Chinua Achebe, it was released in 1959 in New York by A Division of Random House, Inc. There are several chapters in each of the three sections. Ten sentences totaling eleven euphemism words make up the entire text. The interpreters are sixth-semester English education majors at STKIP Insan Madani Air Molek in 2024. The students had only 45 minutes to complete the translation process. As students studying translation, they are accustomed to translating texts from English to Indonesian. The translation task was distributed to 16 students, and 11 students responded well by completing their translations, while 5 students responded not according to the instructions given. Thus, the total number of translations produced

was 110, calculated as 10 sentences multiplied by 11 students. The students consisted of 1 male and 10 female. The students were given codes ranging from ST-1 to ST-11.

There were several translation techniques used by sixth-semester English education majors at STKIP Insan Madani Air Molek in 2024 in translating texts about Euphemisms. There were 105 instances of translation procedures employed in total. From the 11 translation techniques, each one is ranked from the most frequently used to the least used: Adaptation 13 times/12.38%, Amplification 15 times/14.28%, Calque 52 times/49.52%, Compensation 1 time/0.95%, Discursive Creation 1 time/0.95%, Generalization 6 times/5.71%, Literal Translation 14 times/13.33%, and Modulation 4 times/3.80%. The percentage is derived from the total number of translation

techniques applied. The results can be seen in the following table:

Table 3. *Techniques and frequency of use*

No.	Translation Techniques	Frequency of Uses	Percent
1.	Adaptation	13	12.38%
2.	Amplification	15	14.28%
3.	Calque	52	49.52%
4.	Compensation	1	0.95%
5.	Discursive Creation	1	0.95%
6.	Generalization	6	5.71%
7.	Literal Translation	14	13.33%
8.	Modulation	4	3.80%
	Total	105	

The data above show that the two translation techniques most frequently used by the students were dominated by the technique of calque with 52 instances. These were followed by three other techniques: adaptation with 13, amplification with 15 instances, and literal translation with 14 instances. The four least used techniques were compensation with an instance, discursive creation with an instance, generalization with 6 instances, and modulation with 4. Bring the total usage of translation techniques to 105.

The students employed several different translation techniques in translating texts on euphemism.

Adaptation

This technique is included in contextual and idiomatic translation because the translator must consider the cultural aspects of the target language to translate and make sense. Here are a few translation examples:

Source text

Text 1: After the accident, the clan said Okonkwo had brought **bad fortune** upon himself, suggesting he needed time to find his way back to the right path.

Target text

St-8: Setelah kecelakaan itu, klan mengatakan bahwa Okonkwo telah membawa **kesialan** pada dirinya sendiri, menyiratkan bahwa dia membutuhkan waktu untuk menemukan jalan yang benar kembali.

St-10: Setelah peristiwa yang tidak menguntungkan itu, klan mengamati bahwa Okonkwo telah menarik **kesialan** pada dirinya sendiri, memberi isyarat bahwa dia

memerlukan waktu untuk mendapatkan kembali jalurnya yang tepat.

The term "bad fortune" is translated as "kesialan" by both students St-8 and St-10. The word "bad fortune" is "nasib buruk". St-8 and St-

10 translated the word "bad fortune" using adaptation techniques, where the students replaced the word with a more familiar word.

Amplification

It is a technique used to provide detailed information about the source language by paraphrasing implicit information from the source language in the target language. Here are a few translation examples:

Source text:

Text 7: When the crops failed, the villagers spoke of the **fickle nature of the earth**, avoiding direct blame on themselves.

Target text:

St-8: Ketika tanaman gagal, penduduk desa menyebutnya sebagai **sifat bumi yang tidak dapat diprediksi**, menghindari menyalahkan diri mereka sendiri secara langsung.

St-11: Kegagalan tanaman disebabkan oleh penduduk desa karena **karakter bumi yang suka berubah**, menghindari kesalahan pribadi.

Both St-8 and St-11 used amplification techniques. St-8 translated the word "fickle nature of the earth" to "sifat bumi yang tidak dapat diprediksi", while St-11 translated "fickle nature of the earth" to "karakter bumi yang suka berubah". So, both students paraphrased the words in the target language.

Calque

This technique is used as a translation technique by literally translating a word or a foreign word. It is used to translate one language's morpheme into another language's equivalent morpheme. Students also employ the calque translation technique, in which the source language is translated literally or directly into the target language, producing a translation that adheres to the structure or pattern of the original language. Here are a few translation examples:

Source text

Text 2: The elders often referred to the arrival of the white men as a **change in the wind**, a subtle indication of the challenges to their traditions.

Target text

St-13: Para tetua sering merujuk kedatangan orang-orang kulit putih sebagai **perubahan dalam angin**, dengan halus meramalkan tantangan terhadap tradisi mereka.

Source text:

Text 3: When a child was born with a disability, the villagers would say the child was **touched by the gods**, a way to acknowledge the condition with reverence.

Target text:

St-2: Ketika seorang anak terlahir dengan disabilitas, penduduk desa akan mengatakan bahwa anak tersebut telah **disentuh oleh para dewa**, sebuah cara untuk mengakui kondisi tersebut dengan rasa hormat.

The St-13 used the calque technique "change in the wind" which was translated as "perubahan dalam angin". Then, in the ST-2, there was the use of the calque "touched by the gods" which was translated as "disentuh oleh para dewa". This technique involves translating elements from the source text literally into the target language while maintaining the same structure and meaning. The target text's sentence structure closely resembles that of the source text, employing comparable phrases and maintaining the same logical flow. In a manner that approaches a literal translation, the calque technique enables the translation to maintain the original meaning and subtleties of the source

text. As a result, this method guarantees that the phrases and ideas from the original text are preserved in the target language with little to no alteration. Although these translations seem artificial in the target language, they are still understandable.

Compensation

It is a technique of translation that describes compensation as a technique to compensate the element of the source language into the target language because it cannot be replaced in the same way as the source language. Here is a translation example:

Source text

Text 8: The arrival of the missionaries was described as a **new dawn**, emphasizing hope rather than the loss of traditional beliefs.

Target text

St-10: Munculnya para misionaris digambarkan sebagai **era baru**, menekankan harapan daripada kehilangan keyakinan yang sudah ada.

Only one student used this technique. The student translated "new dawn" into "era baru". Because these words cannot be translated only based on

the source language but must be translated by describing the situation of the text. Thus, adding information to compensate for the loss of the source language.

Discursive creation

Discursive creation, as Molina & Albir (2002) state, is an operation in the cognitive process of translating by which a non-lexical equivalence is established that only works in context. Here is a translation example:

Source text

Text 6: The destruction of the sacred tree was referred to as a **necessary cleansing**, masking the sacrilege with a sense of purpose.

Target text

St-5: Pembabatan pohon suci disebut sebagai **membersihkan yang diperlukan**, menutupi kekacauan dengan rasa tujuan.

The discursive creation technique is only used by one student. St-5 has used the discursive creation technique in translating "necessary cleansing" to "membersihkan yang

diperlukan". In this text, the student translated the word that only works in context.

Generalization

By using this technique, the students create a more universal translation in the target language and make the translated material easier to grasp for the intended audience. This can be because of the source language's complexity or unique characteristics. Here are a few translation examples:

Source text

Text 2: The elders often referred to the arrival of the white men as a **change in the wind**, a subtle indication of the challenges to their traditions.

Target text

St-2: Para tetua sering menyebut kedatangan orang kulit putih sebagai **perubahan angin**, sebuah indikasi halus dari tantangan terhadap tradisi mereka.

St-5: Parain sering merujuk kedatangan orang kulit putih sebagai **perubahan angin**, menunjukkan bahwa mereka menyadari bahwa itu akan menjadi tantangan bagi tradisi mereka.

"Change in the wind" translated as "perubahan angin" by St-2 and St-5, who employed generalization in the translation process. The reason this translation is classified as a generalization is that the target audience can easily understand the translated version despite the complicated structural nature of the original sentence in the source language. Although generalization was inappropriate in this situation, the student gave the target a more general language.

Literal translation

The students translated the texts about euphemisms using the literal translation method. The literal technique focuses on the source text (Machali, 2009). This technique is word-by-word based translation where the translation where the translators translate every word from the source language to the target language. Although a literal translation keeps the structure or components of the original language, it is frequently not the best option when dealing with idioms or cultural

situations where adjustments may be necessary. Here are a few instances of these translations:

Source text:

Text 6: The destruction of the sacred tree was referred to as a **necessary cleansing**, masking the sacrilege with a sense of purpose.

Target text:

St-12: Menghancurkan pohon suci digambarkan sebagai tindakan **pemurnian yang krusial**, menutupi penghinaan dengan rasa kebutuhan.

St-15: Perusakan pohon suci digambarkan sebagai **pemurnian yang vital**, menyembunyikan penghinaan dengan niat yang disengaja.

The literal translation used by students St-12 and St-15 to translate the words "necessary cleansing" as "pemurniaan yang krusial" and "pemurniaan yang vital". In light of the text's context, this translation is not suitable. "Necessary cleansing" is better translated as "pembersihan yang diperlukan" in the target tongue when the context is taken into account.

Modulation

Modulation technique is one of the translation techniques used to change the point of view, focus, or perspective of the source text in the translation process, without changing its main meaning. This technique is applied when an expression or phrase in the source language would feel more natural or appropriate if translated differently in the target language. Modulation allows the translator to adjust the language style and sentence structure to better suit the habits or patterns of the target language. Here are a few translation examples:

Source text

Text 2: The elders often referred to the arrival of the white men as a **change in the wind**, a subtle indication of the challenges to their traditions.

Target text

St-12: Para tetua berbicara tentang kedatangan orang-orang kulit putih sebagai **angin yang menandakan perubahan**,

dengan lembut mengisyaratkan ancaman terhadap tradisi mereka yang sudah lama ada.

The modulation technique is seen in the part "a change in the wind" which is translated as "wind that signifies change" used by St-12. This translation changes the way the phrase is conveyed without significantly changing its meaning. Instead of translating literally, the translator changes the structure and perspective of the phrase to better suit the target language.

Source text

Text 4: They described the conflict between the clans as a **disagreement among brothers**, downplaying the seriousness of the violence that ensued.

Target text

St-16: Mereka menggambarkan konflik antar suku sebagai **sekadar perbedaan pendapat di antara saudara**, meremehkan kekerasan yang terjadi.

The modulation technique is seen in the translation of "a disagreement among brothers" into "simply a difference of opinion among brothers" used by St-16. Here, the phrase is changed from "disagreement" which can be interpreted as a general difference of opinion to "simply a difference of opinion," which gives a lighter impression. The translator modifies the structure or perspective without changing the main meaning.

Source text

Text 9: The warriors who did not return from battle were said to have **gone to join the ancestors**, a euphemism for death that celebrated their bravery.

Target text

St-8: Para pejuang yang tidak kembali dari pertempuran dikatakan telah **bergabung dengan leluhur**, sebuah eufemisme untuk kematian yang menghormati keberanian mereka.

St-14: Mereka yang tidak kembali dari pertempuran dikatakan telah **bergabung dengan leluhur**, cara eufemistis untuk merujuk pada kematian yang menghormati keberanian mereka. The modulation technique is used to translate the euphemism "gone to join the ancestors" into "bergabung dengan

leluhur". This technique used by St-8 and St-14. Although this translation is quite literal, the change in perspective that occurs in the context of the euphemism shows that the translator changes the perspective from simply death to a form of respect for ancestors, while still maintaining the implicit meaning.

The students employed several different translation techniques in translating texts on euphemism. There are 105 instances of translation procedures employed in total. From the 8 translation techniques, each one is ranked from the most frequently used to the least used: Adaptation 13 times/12.38%, Amplification 15 times/14.28%, Calque 52 times/49.52%, Compensation 1 time/0.95%, Discursive Creation

1 time/0.95%, Generalization 6 times/5.71%, Literal Translation 14 times/13.33%, and Modulation 4 times/3.80%.

A study by Lestari & Sutrisno (2023) has conducted techniques used in translating euphemisms. They used the transcripts or subtitles of the popular TV series entitled "Big Little Lies" it was created by David E. and aired on HBO in 2017. The findings show that euphemisms were dominantly translated by using omission, the second was neutral/less expressive, and using paraphrases. Then, Riyono et al. (2019) also conducted research that focused on translating euphemisms in a novel entitled "Ronggeng Dukuh Paruk" and its translation "The Dancer", an English version. The researcher classified the data into three categories of techniques namely single, duplet, and triplet. There was also modulation, transference, naturalization, functional equivalence, reductions, cultural equivalence, etc. A study from Anita & Julianti (2023) investigated techniques on English Sexual Euphemism in "Duke of Her Own". They focus on sexual euphemism in a novel entitled "Duke of Her Own". Based on the findings, it was found that participants of the research dominantly used established equivalents which used recognized terms of by dictionary to find the equivalent for source language.

These three studies illustrate how

translation techniques are applied across various text types—literary, technical, and marketing—to address the specific challenges of each genre. Lestari and Sutrisno (2023) found three techniques used by translators to translate euphemisms. The first technique that was dominant was omission, the second was neutral/less expressive words, and the third was paraphrasing. Riyono et al. (2019) found in their research that translators mostly used a single technique, namely the literal technique. Anita & Julianti (2023) found that participants of their research dominantly used established equivalents.

It was discovered that students utilized several translation techniques in this study, which examines the techniques used in translating texts about euphemisms. This suggests that different difficulties in translating technical articles, including those on euphemisms, can be addressed by a wider range of approaches. It is anticipated that using a wider range of approaches will enhance translation quality. On the other hand, specialists such as Peter Newmark (1988) stress that inadequate use of methods may lead to less-than-ideal translations. Therefore, as also mentioned by Susan Bassnett (2013), who claims that a translator's proficiency in choosing the right approach is essential to creating high-quality translations, a thorough awareness of translation processes and their contexts is essential for getting optimal outcomes.

Calque was an effective technique for translating euphemism texts, especially in the field of environmental texts and similar subjects. On the other hand, compensation and discursive creation were less adequate for achieving translation equivalence, as evidenced by the analysis results. Amplification, literal translation, adaptation, and omission can produce good

translations, but it requires that the translator's skill matches the technique used. Generalization, synonym, addition, and contextual conditioning were less adequate for producing good translations.

CONCLUSION

It is clear from a rigorous and in-depth review of translations made by SKIP's sixth-semester English education students in 2024 that eight translation strategies were applied while translating materials about euphemisms. The recognized adaptation, amplification, calque, compensation, discursive creation, generalization, literal translation, and modulation were among the translation approaches used. Students often employ calque as a translation technique when translating texts about euphemisms. In most cases, these techniques were used correctly, leading to an average proper classification. Nonetheless, a few little mistakes were found, pointing out possible improvement areas.

Given mistakes discovered in translation results, students must keep upping their expertise and understanding of the field. This entails learning translation techniques, taking into account the cultural context, and fixing small grammar, word choice, and punctuation mistakes.

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