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Translation of Subtitle Texts by Visually Impaired Students: Process Analysis and Translator Subcompetencies

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Abstract:

This article discusses the process of translating subtitles from English into Indonesian by visually impaired students. The approach used was a qualitative approach. Furthermore, this approach has two aspects of discussion, namely genetic (the translator) and objective (the translated text). First of all, the genetic aspect of this research is the translator sub-competence of visually impaired students. Furthermore, the objective aspect in this research is related to the translation process and the translations they produce. The data were collected using observation, true assignment, and recording techniques. Based on the research results, the translator's sub-competencies include a) bilingual sub-competence; b) extralinguistic sub-competence; c) instrumental sub-competence; d) transfer sub-competence; e) strategic sub-competence; and f) psychophysiological components. To improve the quality of translation of visually impaired students, the researchers have compiled eight translation recommendations, such as translators must: pay attention to the suitability of the meaning of the source language, avoid omitting linguistic units, pay attention to word classes, and so on. Based on these recommendations, it is imperative that visually impaired students implement them in order to improve their capability as early-career translators.

Keywords: subtitles, translation, visually impaired students

1. INTRODUCTION

Translators are the main actors in translation activities. In 2006, Hidayat (2006:3-5) stated that translation had not yet demonstrated its potential as a major field of work. At that time, many believed that translating activities could be done as a side job. She added that translation was not yet recognized as a profession, so there was no quality assurance system. However, not long after, the Indonesian Translator Association established the Indonesian Translator Code of Ethics as an effort to improve the quality of translators in Indonesia.

In the Indonesian translation industry, researchers have discovered the fact that visually impaired people have become professional translators. However, the existence of visually impaired translators has not received sufficient publication or attention, either from the general public or from researchers in the field of translation. This is reflected by the lack of public exposure to visually impaired translators. One research on visually impaired translators that has been carried out is a research conducted by Suryandaru (2011), while it seems that until now there has not been many studies on visually impaired translators.

Several studies related to people with special needs have been discussed by Neves (2005) who examined subtitle translation and deaf people. Several related articles about translation and people with special needs have also been discussed by Kurz and Mikulasek (2004), Hernández-Bartolomé & Mendiluce-Cabrera (2004), and Utray et al (2009). As far as we know, the research conducted by Suryandaru (2011) is the only research on visually impaired translators. Translation research in the context of visually impaired translators can be interesting research because of the practical differences between visually impaired translators and sighted ones, especially in the context of translating film texts or subtitles.

In the subtitle translation process, Holmes (in Nababan; 2007:15) divides translation studies into two parts, namely: a) descriptive translation studies and b) translation theory studies. Furthermore, a descriptive translation study has three orientations in its study, these orientations are: (1) product, (2) function, and (3) process. A research that focuses on translation products will make the translation work the center of study, while research with an orientation to the translation process will examine a translator's cognitive processes. In this research, the researchers are oriented towards the translation process, and in the translation process there are three stages of the translation process, namely: 1) source language text analysis; 2) transfer from source language (SL) to target language (TL); and 3) synthesis or restructuring of the translated text.

In the text analysis stage, a translator will be oriented towards word-sentence segmentation and morphological, syntactic and semantic analysis of the SL text, for this reason Zabalbeascoa (in Nababan; 2007:203) says that "ideally, the translator reads 2 or 3 times to understand the text." The next stage is the stage of transferring SL text to TL. In this stage a translator will be oriented towards transferring SL text to TL which involves linguistic elements, such as: lexicon-syntax (grammar)-semantics. The final stage is the synthesis or restructuring stage. In this process, a translator checks for grammatical errors and consistency in the use of technical terminology.

Studies on the translation process are related to the competencies contained in the translator's 'black box' which cannot be observed. However, Nababan (2007:19) states that data regarding translator sub-competencies can still be explored through three techniques, namely Think Aloud Protocol (TAP) technique, in-depth interviews, and true assignments. Furthermore, competence

refers to things that are abstract and cannot be observed because the existence of this competence is in a person's "mind". Furthermore, in the context of translation, the PACTE research group or Process of the Acquisition of Translation Competence Evaluation (in Melis and Albir, 2001:280) explains translator sub-competence as "the underlying system of knowledge, aptitudes, and skills necessary in order to be able to translate".

In an educational context, educating the visually impaired to become professional translators is very important. Forming translator sub-competencies is not an easy thing. The researchers need initial observations of how visually impaired students work along with their translator's sub-competencies, so that later an appropriate teaching model for subtitle translation can be formed for visually impaired students. In order to clarify the research gap, the researchers identified several related studies pertaining to the translation competence of visually impaired students, such as from Suryaningtyas and Cahyono (2018), Nugroho, Muljono, and Nababan (2022), Sunardi et al. (2022). All of these three studies focus on the analysis of translation works done by visually impaired translators. Based on their findings, the researchers identified that their research objects were able to translate various texts, such as news text (Suryaningtyas & Cahyono, 2018), literary text (Nugroho et al., 2022), and legal text (Sunardi et al., 2022). However, none of these studies are related to subtitling and translator's competence. Therefore, this research discusses three things:

1. What translator's sub-competencies can be observed in visually impaired students?
2. What is the translation process for visually impaired students when translating films?
3. What translation recommendations can be given to visually impaired students when making film subtitling?

2. LITERATURE REVIEW

2.1 Translation Process

Translation process is the translation stages that a translator goes through when translating a text. In a translation process, the cognitive aspects of the translator can be observed, for example accuracy, patience, and so on (Nugroho et al., 2019). In translation research, observing this cognitive process can be observed through a translation assignment (Basari & Nugroho, 2017). In a true translation assignment, the researchers can observe three phases of translation: pre-translation, translation, and post-translation. According to Gouadec (2007), pre-translation stage takes place when a translator receives the material he/she wants to translate. Meanwhile, translation stage is the main stage in translation. Lastly, post-translation is all activities of sending translation results to related parties. The same thing was also expressed by Jakobsen (2002) who named the stages of the translation process as pre-drafting, drafting, and post-drafting. In this case, Bassnett (2002) used the terms analysis, transfer, restructuring. The activities in the three stages outlined by Jakobsen (2002) and Bassnett (2002) are also the same, namely analyzing the source text and preparing (start-up phase), writing the translation (writing phase), and revising the translation (revision phase). In general, these three stages are always applied by translators, whether professional or non-professional translators. However, in some cases, non-professional translators tend to focus on the second stage and often ignore the first and third stages (Nugroho et al., 2016).

2.2 Visually Impaired Translator

As stated in the Introduction section, a visually impaired person has the potential to become a translator as long as he/she has complete translator sub-competencies. In the past, visually impaired persons experienced great difficulty in accessing written text. They could only access text using *braille*. However, nowadays, with the existence of assistive technology, visually impaired people can easily access various kinds of texts, including written texts. Screen reader assistive technology such as JAWS (Job Access with Speech) can facilitate a visually impaired person to read a text from a computer or cellphone. The working principle of JAWS is to convert written text on a computer or cellphone into sound (Nugroho et al., 2022). With the advances in the field of assistive technology, the path for the visually impaired to become translators is increasingly wide open, including translating films (Nugroho et al., 2019). In translating films, the visually impaired can also accommodate the three phases of the translation process, namely pre-drafting, drafting, and post-drafting phases. In the pre-drafting stage, a visually impaired person can analyze the dialogue of the characters in the film. At the drafting stage, he/she translates the dialogues into the target language. Finally, at the post-drafting stage, a visually impaired person can match the translation results with the accuracy of the dialogue and revise incorrect translations.

3. RESEARCH METHODOLOGY

This research was a qualitative research. In the context of this research, we examined a social phenomenon regarding a visually impaired student who took translation classes and we comprehensively described the opinions and experiences of him. What the researchers did was supported by Fossey, et al (2002:717) through their statement "qualitative research aims to address questions concerned with developing an understanding of the meaning and experience dimensions of human's life and social worlds". In other words, a deeper approach to the research subject was the focus of this research.

The focus of this research subject was called contextual sensitivity by Silverman (2006:44). In this case, the social phenomenon of translation that occurred in this area could be researched and explained in depth from the perspective of visually impaired students as a human lived experience. On the other hand, Sutopo (in Yuliasri, 2010:73) also stated that qualitative research in general is often called descriptive qualitative research, because this research always presents its findings in the form of detailed, complete and in-depth sentence descriptions regarding the process of why and how something happens.

Sutopo (2002) suggests several types of data sources, including: (a) sources (informants); (b) events or activities; (c) places or locations; (d) objects, various images and recordings; and (e) documents and archives. In this research, the researchers did not use data sources in the form of places or locations. We did not use this data source because it was not related to the problem in the research. More specifically, in this study we chose visually impaired student informants as a translator (genetic aspect). In the context of the translation process, we tried to capture a phenomenon from the translation process carried out by a visually impaired student by listening to the translation process that occurred (genetic aspect) to produce a translation (objective aspect). In the context of this research, there were data sources for events or translation process activities that we observed by using a recording device. Finally, we produced researcher notes

during the translation process. This note was used to provide a description of the translation method used by visually impaired students when translating subtitles.

In collecting the data, we used a recording technique (audiotaped technique). This technique was used to minimize weaknesses in memory, thinking, recording and observation. The researchers used a recording camera to record all activities that are oriented towards objective aspects. The second data collection stage was the retrospection technique. In this stage, the visually impaired student reported the translation process activities he carried out. This verbal report was used to find out the "reflections" of visually impaired students regarding translation of subtitles using Aegisub. The analysis stage began after the researchers obtained narrative data in the form of data from retrospection, note-taking techniques and recording techniques from the data collection stage. Finally, this research used analysis techniques that refer to domain, taxonomy, component and theme analysis (Spradley, 1979).

4. RESULTS

In this chapter, the researchers present research results and discussions about, sequentially, aspects of the translator and the translation process (Wuryantoro, 2014:117). The following are the translator sub-competencies that we have recorded.

4.1. Translator's Sub-Competence

Bilingual competence is the ability to understand SL and express it in SL (PACTE, 2003:43-66). These competencies are then further translated into language and literacy skills. Furthermore, language and literacy skills are translation skills related to mastery of SL, SL, proof-reading and editing. These abilities and skills are very crucial abilities in translation, because the basis of translation is good mastery of the SL and SL. In the context of bilingual competence and language and literacy skills, the mother tongue of the visually impaired student (VIS) is Indonesian. VIS was born and raised in Indonesia and never spent his childhood abroad. Even though VIS's mother tongue is Indonesian, he admits that he doesn't understand Indonesian very well. This statement emerged because VIS admitted that the progress of the Indonesian language was very rapid and he was not up-to-date with developments in Indonesian vocabulary.

Furthermore, in its efforts to develop the Indonesian language, VIS relies on non-formal education channels. A non-formal education pathway is an educational pathway outside of primary, secondary, upper and higher education that has a structured and clear educational level, such as a training institution. Acquiring a second language through formal and non-formal education is usually called language learning and is different from language acquisition. As far as the researchers know, we have never come across a research that examines the differences in the quality between translators who acquired their second language through acquisition or learning. Because VIS does not acquire English as a second language, there is the possibility of fossilization (interlanguage fossilization) which can lead to errors in translating SL to TL.

Extralinguistic competence is the knowledge of translation theory, cultural knowledge of SL and TL, encyclopedic knowledge, and thematic knowledge. This competency is then translated into cultural understanding skills. Cultural understanding skills are skills to understand the development of SL culture and the national characteristics of SL and SL as well as skills to avoid stereotypes in SL and SL culture. Understanding cultural elements (including efforts to avoid certain stereotypes), translation theory, and general knowledge are attributes that a translator must absolutely possess, because the translator is also an agent of knowledge who must convey

the correct message or information to his readers. Regarding the mastery of encyclopedic (general) and thematic (special) knowledge, VIS develops both knowledge through print or electronic media. This is quite a good step from VIS, but the development of encyclopedic and general knowledge is very rapid, and therefore, VIS needs to be more up-to-date with developments in knowledge by utilizing electronic literature or the internet.

Instrumental competence is related to the implementation of professional translation, such as the use of new technology or reference sources. This competency is then translated into project management and information technology skills. This skill is the skill to use technological resources that can help with specific terminology searches and translation quality control. These competencies and skills are things that a modern professional translator must have, because technological developments are progressing rapidly. However, technology is only a tool that can help translators achieve optimal translation quality. The determination of whether a translation is good or bad is in the hands of the translator.

In relation to technology and translation, visually impaired translators, in general, and VIS, in particular, rely on technology to carry out translation practices. Nowadays, the presence of technology can help the visually impaired carry out tasks or activities that they were previously unable to do so that they can carry out activities like sighted humans. This technology is called assistive or adaptive technology. To translate film subtitles, VIS uses help from Aegisub, a subtitle maker software. Of the two types of technology, visually impaired students can only access Machine Translation technology, especially Google Translate. This is because the JAWS software is not in sync with the Translation Memory operating system, so that the panels in the CAT Tools cannot be read by JAWS.

Transfer competence is the ability to carry out the entire transfer process from source text to target text. These competencies are then translated into decision-making skills. Making decisions skills refers to the elements of professionalism applied in the translation process, starting from receiving the text to be translated to evaluating the translation results. These competencies and skills are two things that professional translators must have and understand. Indeed, a translation process occurs in an automatic mechanism, so that translators become less aware of the process they have to go through. It would be really strange if, for example, a translator of a poetic text, without understanding and understanding the essence and meaning of the source poem, suddenly immediately translated the TT. In this case, a translator must carry out a process of "contemplation" and "deposition" first so that the meaning, essence, form and intent of the TT can be conveyed well to the reader.

In relation to transfer competence, VIS explained that he never read the client's instructions (translation brief) before starting the translation. Nord (1997:46) states that a translation brief functions as a guide or direction in translating. Furthermore, he explained that translation should achieve a communicative goal, and this goal is achieved if the translator knows the aims and objectives of the client requesting translation services. For example, when a translator is asked to translate an erotic novel that contains vulgar language, the translator must obtain assurance and direction from the client regarding the characteristics of the reader and the language style or diction that will be used in the translation. The client may ask the translator to continue translating, soften or eliminate the vulgar language in the novel. If the translator is trapped in his own interpretation, the translator can be involved in a long revision and in the end can risk losing

his credibility. Thus, VIS should pay attention to things that may be considered trivial but are important, such as reading the translation guide before starting to translate.

In relation to the translation process, VIS revealed that he always considers the characteristics of the target reader and reads the TT once first before starting the translation. The reading or analyzing TT phase is a crucial phase in the translation process. Larson (1984:46-51) calls this crucial phase exegesis, Göpferich (2009:5-55) calls it orientation or pre-phase, and Carl and Buch-Kromann (2010:4) call it skimming. In this phase, the translator identifies words, terminology and syntactic structures that may cause difficulties in translation. The use of this phase shows the differences in the character of professional and non-professional translators. Non-professional translators usually read or analyze target text (TT) longer than professional translators. However, VIS admitted that he would not read the source text (ST) if he was faced with a short deadline. This is a risky step in translation, because by reading the TT the translator can identify potential translation difficulties that he or she may experience, determine the purpose and intent of the TT, and maintain the cohesion and coherence of the TT.

Strategic competence is a procedure carried out by an individual, either verbally or nonverbally, consciously or unconsciously, in order to solve difficulties experienced during the translation process. These competencies are then translated into decision-making skills. Making decisions skills refers to the elements of professionalism applied in the translation process, starting from receiving the text to be translated to evaluating the translation results. These two things are attributes that a translator must have, considering that the quality of the translation results is related to the way the translator overcomes difficulties in the translation process.

To solve translation difficulties, a translator must have steps that are carried out consciously or unconsciously. In translation science, these steps are referred to by various terms such as translation strategies, methods and techniques. A translator who does not have a background in translation science may not know the terms and definitions of translation strategies, methods and techniques. Likewise, VIS admitted that he did know the terms translation strategies, methods and techniques. And along with the development of communication technology, a translator can share knowledge and experience with other translators, so that translators who do not know the terms and definitions in the field of translation can understand and apply these terms in their translation practice.

By developing language and translation skills, a translator will be able to know the right steps when he encounters translation difficulties. For example, by having strong language skills, translators will avoid using sentence fragments (incomplete sentences) in their translations. And if translators have good skills in the field of practical and theoretical translation, they will realize that briefing with clients, following the flow of the translation process, interacting with translators or experts, understanding the terms translation strategies, methods and techniques, and asking for feedback from clients are things that translators must pay attention to in the translation process.

The psychophysiological component is the ability to apply psychomotor, cognitive and attitudinal resources. These competencies are then known as communication skills. Communication skills are a description of psychophysiological components because in these skills there are psychological attributes such as rapport (closeness) or clarity (clarity). These competencies and skills are needed by translators because these are emotional elements that can influence the smoothness of the translation process. VIS admits that he is able to control his emotions well,

but he believes that emotions do not determine whether a translation is good or bad. This view is a view that has two sides, the first is that VIS tries to maintain its professionalism, the second is that VIS's statement is an unnatural statement, because a person's mood cannot be predicted when and how it appears and what effects it causes.

In the context of the psychological elements of the translator, translating from a foreign language into the mother tongue is considered easier than the other way around. This was also experienced by VIS who considered translating from English to Indonesian to be something he preferred. This preference is something that is natural for translators, but translators should not be too careless in choosing jobs that they only like, for example translators specifically from English to Indonesian. Even though VIS likes translating from a foreign language to his mother tongue, he admits that he has experienced feelings of despair when translating. He felt this when he was unable to look up a word in a dictionary. His inability stems from two things, limited dictionary entries or limitations of the JAWS software in accessing the dictionary. Therefore, determination, a strong desire, and avoiding bad moods must always be maintained. Luckily, VIS admits that he is a person who is good at managing emotions, especially in situations when he experiences feelings of despair.

4.2. Translation Process

To see a translation process as a whole, the researchers first present a macro picture of the translation process. The macro picture is obtained by displaying the results of the assignment or generative true assignment from VIS. This description refers to Bassnett's (2002) translation process theory. During the translation process, we were near the translator to supervise the translation process and record all the phenomena that occurred when VIS translated a film. Even though we were near the translator, the researchers made no effort to assist VIS in translating. The assistance provided by the researchers in the translation assignment is limited only when VIS experiences difficulties in operating software, hardware and laptops.

To record the entire translation process, the researchers used a recording camera or camcorder and software called Camstudio which was installed in the laptop's operating system. The purpose of using a recording camera is to record gestures, comments and verbalizations made and uttered by VIS during the translation process, while Camstudio functions to record computer monitor activities, such as cursor movements or the use of an electronic dictionary. The following is the translation process carried out by VIS.

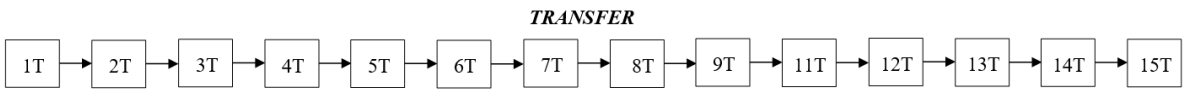

Figure 1 Translation Process (Research Results)

The part of the film text consists of two phrases as the title and subtitle and thirteen sentences as the body of the text. VIS completed the translation assignment in one hour and twenty minutes and thirty-eight seconds (1h 20m 38s). Of the three translation phases proposed by Bassnett (2002:25), VIS only uses one phase, namely the transfer phase. When translating, VIS immediately reads and translates the translated part.

To translate the title [1] VIS took three minutes and thirty-two seconds (3m 32s). This time can be seen from the time counter on the Camstudio device. The time counter shows the translation

time which starts from 02.36 to 06.08. After VIS translates the title there is a time delay of twenty-two seconds (22s) which the translator uses to prepare to translate sentence two [2].

VIS succeeded in translating sentence two [2] in two minutes and fifteen seconds (2m 15s). This time period is taken from the Camstudio time counter which shows the translation time starting from 06.30 to 08.45. After that there is a time delay of twelve seconds [12s] for the translator to prepare to translate sentence three [3].

Sentence three [3] was successfully translated by VIS in a period of four minutes and fifty-four seconds (4m 54s). This time period is taken from the Camstudio time counter which shows the translation time starting from 08.57 to 13.51. After that there is a time delay of eight seconds (8s) for VIS to prepare to translate sentence four [4].

Sentence four [4] was successfully translated by VIS in one minute and thirty-eight seconds (1m 38s). This time period is taken from the Camstudio time counter which shows the translation time starting from 13.59 to 15.37. After that, VIS takes nine seconds (9s) to prepare to translate sentence five [5].

Sentence five [5] was successfully translated by VIS in three minutes and three seconds (3m 3s). This time period is taken from the Camstudio time counter which shows the translation time starting from 15.46 to 18.49. After that there is a time delay of twenty-nine seconds (29s) for VIS to prepare to translate sentence six [6].

Sentence six [6] was successfully translated by VIS within six minutes (6m). This time period is taken from the Camstudio time counter which shows the translation time starting from 19.18 to 25.18. After that, the translator takes nine seconds (9s) to prepare to translate sentence seven [7].

Sentence seven [7] was successfully translated by VIS in a period of five minutes and twenty-one seconds (5m 21s). This time period is taken from the Camstudio time counter which shows the translation time starting from 25.27 to 30.48. After that there is a time delay of forty-six seconds (46s) for the translator to prepare to translate sentence eight [8].

Sentence eight [8] was successfully translated by VIS in six minutes and fourteen seconds (9m 28s). This time period is taken from the Camstudio time counter which shows the translation time starting from 31.34 to 37.48. After that there is a time delay of nine seconds (9s) for VIS to prepare to translate sentence nine [9].

Sentence nine [9] was successfully translated by VIS in seven minutes and thirty seconds (7m 30s). This time period is taken from the Camstudio time counter which shows the translation time starting from 37.57 to 45.27. After that there is a time delay of seven seconds (7s) for the translator to prepare to translate sentence ten [10].

Sentence ten [10] was successfully translated by VIS in ten minutes and six seconds (10m 6s). This time period is taken from the Camstudio time counter which shows the translation time starting from 45.34 to 55.40. After that there is a time delay of seven seconds (7s) for the translator to prepare to translate sentence eleven [11].

Sentence eleven [11] was successfully translated by VIS in five minutes and twenty-six seconds (5m 26s). This time period is taken from the Camstudio time counter which shows the translation time starting from 55.47 to 1.01.13. After that there is a delay of seven seconds (7s) for VIS to prepare to translate sentence twelve [12].

Sentence twelve [12] was successfully translated by VIS in nine minutes and forty-seven seconds (9m 47s). This time period is taken from the Camstudio time counter which shows the translation time starting from 1.01.20 to 1.11.07. After that there is a five second (5s) time delay for VIS to prepare to translate sentence thirteen [13].

Sentence thirteen [13] was successfully translated by VIS in three minutes and thirty seconds (3m 30s). This time period is taken from the Camstudio time counter which shows the translation time starting from 1.11.12 to 1.14.42. After that there is a time delay of eight seconds (8s) for VIS to prepare to translate sentence fourteen [14].

Sentence fourteen [14] was successfully translated by VIS in five minutes and five seconds (5m 5s). This time period is taken from the Camstudio time counter which shows the translation time starting from 1.14.50 to 1.19.55. After that there is a time delay of four seconds (4s) for VIS to prepare to translate sentence fifteen [15].

Sentence fifteen [15] was successfully translated by VIS in three minutes and fifteen seconds (3m 15s). This time period is taken from the Camstudio time counter which shows the translation time starting from 1.19.59 to 1.23.14.

Based on the description of the VIS subtitle translation process above, the researcher identified that in translating fifteen (15) parts of the movie, VIS needed seventy-five minutes and thirty-six seconds (75m 36s) to translate with an average translation time per the sentence reaches five minutes and two seconds (5m 2s). As stated in the translation guidelines compiled by the Consortium for Language Access in the Courts (2011:5), professional translators usually translate five (5) words per minute or three hundred (300) words per hour. Thus, in an average translation time of seventy-five (75) minutes, a professional translator can produce a translation of three hundred and seventy-five (375) words. The researchers can conclude that the difference in the translation time between VIS and the average professional translation time is not much different (355 words compared to 375 words). However, from the recorded process, we can identify that VIS ignores the first stage (pre-drafting) and the third stage (post-drafting). This indicates that the translation behavior of a visually impaired student does not yet reflect the behavior of professional translators.

4.3. Translation Recommendations

From the translation process that has been carried out, the researchers have compiled various recommendations so that VIS does not repeat the same translation errors in the future. This recommendation for improvement was prepared based on translation errors made by VIS in the translation process it underwent.

Table 1: Translation Improvement Recommendations

No.	Translation Recommendations	Findings		
		SL	TL	Correct Version
(1)	Pay attention to word classes	The research was motivated by three factors	Faktor dalam penelitian ini dilatari oleh tiga motivasi (The factors in this research are based on three motivations)	Penelitian ini dilatari oleh tiga faktor (The research was motivated by three factors)
(2)	Pay attention to the form of noun phrases in the	Globalization and the development of	Perkembangan globalisasi dan teknologi informasi	Globalisasi dan perkembangan teknologi

	target language	information technology	(Globalization and information technology development)	informasi (Globalization and the development of information technology)
(3)	Avoid translating word for word	With a mixed research approach and methods	Dengan sebuah gabungan penelitian pendekatan dan metode (combination research approach)	Dengan sebuah pendekatan penelitian kombinasi dan metode (mixed research approach)
(4)	Pay attention to spelling	In the preliminary study, he assessed the quality of the websites translation	Di dalam studi pendahuluan, dia mengukur kalitas terjemahan situs web (In the preliminary study, he assessed the qality of the websites translation)	Di dalam studi pendahuluan, dia mengukur kualitas terjemahan situs web(In the preliminary study, he assessed the quality of the websites translation)
(5)	Pay attention to terminology	An assessment guide developed based on Dynamic Translation Model (DTM)	Sebuah panduan penilaian yang dikembangkan dari Model Terjemahan Dinamik (DTM) (An assessment guide developed based on Dynamic Translation Product Model)	Sebuah panduan penilaian yang dikembangkan dari Model Penerjemahan Dinamik (DTM) (An assessment guide developed based on Dynamic Translation Model)
(6)	Avoid sentence fragments	From the analysis of translation strategies, to achieve word and phrase equivalence, the translators employed nine strategies	Dari analisis strategi penerjemahan, untuk mencapai kesepadanan kata dan frasa menggunakan sembilan strategi (From the analysis of translation strategies, to achieve word and phrase equivalence, employed nine strategies)	Dari analisis strategi penerjemahan, untuk mencapai kesepadanan kata dan frasa, para penerjemah menggunakan sembilan strategi (From the analysis of translation strategies, to achieve word and phrase equivalence, the translators employed nine strategies)
(7)	Pay attention to the capital letter of the specific noun	In essence, this is similar to the model proposed by Nord (2005)	Secara garis besar, proses ini sejalan dengan model yang diusulkan oleh nord (2005) (In essence, this is similar to the model proposed by nord)	Secara garis besar, proses ini sejalan dengan model yang diusulkan oleh Nord (In essence, this is similar to the model proposed by Nord)
(8)	Pay attention to standard Indonesian words	The mixed responses to the website translation from English into Indonesian	Tanggapan yang berragam atas terjemahan beberapa web dari Bahasa Inggris kedalam bahasa Indonesia (The mixed responses to the website translation from English into Indonesian)	Tanggapan yang beragam atas terjemahan beberapa situs web dari Bahasa Inggris ke dalam bahasa Indonesia (The mixed responses to the website translation from English into Indonesian)

From Table 1 above, the researchers identify that the main recommendation for VIS is to pay attention to the appropriateness of the meaning of the source language. This implies that there is a mismatch in meaning between TT and TT. This mismatch is something that must be avoided by a translator, because the principle of meaning transfer between TT and TT is the most basic principle in translation. The researchers believe that the recommendations for improving translation are related to the translation activities of visually impaired students, such as the use of appropriate translation strategies and techniques, as well as good translation time management. Apart from that, increasing the competency and skills of visually impaired students, such as taking part in translation training and workshops and increasing their network of friends with professional translators are of high priority for visually impaired students.

5. DISCUSSION

The researchers conveyed several recommendations regarding translation improvements that VIS needs to take. This translation improvement is needed to improve the quality of their translation. The quality of the translation itself can be analyzed from three aspects, namely accuracy, acceptability and readability (Nababan et al., 2012). If you look more closely, the recommendations for improvement in Table 1 above relate to lexical, grammatical, standard writing and standardization of terminology elements. The existence of errors related to these elements indicates translation errors that are usually made by non-professional translators (Nugroho et al., 2017; Nugroho & Basari, 2019).

The first recommendation is related to translation errors which are the result of errors in identifying word classes. As can be seen from Datum (1) in Table 1, VIS incorrectly translated the word "motivated" (verb) into the word "motivation" ("motivation" - noun). From translation technique perspective, this change is called transposition (Molina & Albir, 2002) and transposition is permitted as long as it does not change the meaning of the source language (Larassati et al., 2019; Nugroho et al., 2019). Fortunately, the translation in Datum (1) does not change the meaning of the source language. Unfortunately, Datum (2), (3), and (5) show a change in meaning in the translation due to VIS translation errors.

Errors in Datum (2) are grammatical errors regarding changes *in head phrases* in the target language. Grammatical errors are mistakes that translators often make, especially non-professional translators (Widiastuti & Nugroho, 2015; Pratama et al., 2021). The researchers believe that the errors made by VIS were caused by JAWS' limitations in reading text, especially phrases, clauses and sentences. In reading texts, JAWS is often operated by reading word by word, so visually impaired translators have difficulty understanding the full context of a complex linguistic unit. This is also the reason why VIS uses a lot of word-for-word translation in its translation process, as in Datum (3).

In translation, translating word for word should be avoided, even Cicero in the 1st century and Étienne Dolet in 1540 warned against translating word for word, because the translator could lose the context (Munday, 2016). In Datum (3), the phrase "combination research approach" may not be grammatically incorrect, but when checked in research methodology theory, this phrase cannot be found. This indicates that there is a change in meaning that occurs as a result of word-for-word translation (Larassati et al, 2019; Suryaningtyas et al., 2019; Iriawan & Nugroho, 2023). Translations that are separated from this context also result in shifts in terminology, as in Datum (5). In translation, the words "translation product" and "translation process/translation studies"

have different meanings. This loss of context occurs because the word "translation" in English has four meanings, namely translation product, translation process, translation activity, and translation science. This is the result when VIS does not double check his translation.

Apart from VIS language abilities or skills, translation errors can also stem from JAWS limitations. Because JAWS operates from word-by-word reading, there are two possibilities that cause translation errors in Datum (4), (6), (7), (8). First, because JAWS is based on word-by-word reading, VIS has difficulty understanding long and complex linguistic units. As an illustration, in Datum (6), VIS must remember the sequence of 17 words from the source language sentence and 13 words from the target language sentence. The large number of words and word order that had to be memorized made VIS forget to translate the subject in the sentence. The large number of words in one sentence becomes a burden on the memory of a visually impaired person, because the short-term memory of a visually impaired person is easily overwhelmed with many things (Kärnekull et al., 2018). Second, JAWS's limitations also stem from its inability to identify incorrect spellings and capitalizations, such as in Datum (4), (7), and (8). Wrongly spelled words, such as "kulasi" (instead of "quality"), "nord" (instead of "Nord" – "Nord" itself is the name of the person "Christiane Nord"), "diverse" (instead of -instead of "diverse"), and "into" (instead of "into"). These errors are caused by JAWS's inability to differentiate similar sounds (e.g. "diverse" vs. "diverse"). This is what is called phonological deficiency of assistive device (Nugroho, 2017).

Thus, a visually impaired translator is expected to have more attributes in his translator sub-competence, especially for instrumental sub-competence and psychophysiological components. An additional attribute in the instrumental sub-competency is the greater ability of visually impaired translators to use assistive technology in the field of language that is compatible with JAWS, such as Grammarly. This assistive technology can be used by the visually impaired to help correct grammatical and lexical errors in translated text. Furthermore, additional attributes in the psychophysiological component include mastering the emotional psychological side of a translator to be more patient in revising his translation results (Nugroho, 2016; Nugroho et al., 2022).

6. CONCLUSION

The researchers can conclude that the translation sub-competence of a visually impaired student is within the level of competency of non-professional translators. This can be seen from the difference between the beliefs held by VIS and the facts seen in the translation process. This translation process research provides an overview of visually impaired students operating their cognitive, affective and psychomotor bases when translating film texts.

Furthermore, the researchers also concluded that each person has a different affective foundation. If a translator considers that the translation he/she has produced is not optimal, then he/she always tries to prolong the translation process. However, if a translator feels confident about the quality of his translation, he/she will most likely end the translation process. Furthermore, this conclusion arises based on research findings which show translator's perceptions in assessing the quality of his own translations.

To improve the quality of VIS translation, the researchers have compiled eight translation recommendations, such as translators should: pay attention to the suitability of the meaning of

the source language, use a dictionary of terms or look for equivalents on the internet, use a dictionary to look for more flexible synonyms, and avoid omitting linguistic units.

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