THE USE OF MICROSTRATEGIES IN STUDENTS' TRANSLATION:

A Study on Classroom Translation Process and Product

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Abstract

This paper discusses about the microstrategies of translation used by undergraduate students of English studies of Dian Nuswantoro University. Accordingly, these microstrategies are proposed by Schjoldager (2008). The use of Schjoldager's microstrategies is based on three reasons, they are: 1) these microstrategies are more specific and thorough and also outnumber the other translation strategies; 2) the use of translation microstrategies fits with students' status as non professional translators; 3) they can show the degree of creativity applied in a translation work. In order to get the data, a translation task was applied in this study. Therefore, both translation process and products became crucial elements in this study. As a result, six microstrategies are applied by the students. Surprisingly, students who achieve the GPA below 2.75 are more creative than students who achieve 2.75 GPA or above.

Keywords: Microstrategies, creativity, translation strategies

1. INTRODUCTION

'Translation strategy' is a quite popular terminology that sometimes is being 'exploited' in many translation researches. The frequency of the research on translation strategy is mounted from time to time. This rapid rate is supported by Owji (2013) who says that "extensive research has been done in the field of translation strategies." However, the discussion pertaining to translation strategy will not be out of date since the definition and elaboration offered by each theorist or scholar differ from each other.

When talking about translation strategies, Baker and Lörscher's elaboration of translation strategies cannot be put aside. Baker (1992) proposes eight translation strategies. They are as follows: translation by a more general word (superordinate), translation by a more neutral/less expressive word, translation by cultural substitution, translation using a loan word, translation by paraphrase using a related word, translation by paraphrase using an unrelated word, translation by omission, and translation by illustration. Giving the importance of these strategies, Aguado-Giménez and Francisco Pérez-Paredes (2005:295) explain that "Mona Baker offers a clear and systematic set of strategies related to the different levels of study of language and discourse, understandable by the learners and easy to study and apply."

On the other side, Lörscher's contribution on the theory of translation strategies is inferred as being the foundation of translation strategies. His translation strategies are well known as the *Original Elements of Translation Strategies* (1991) which cover nine building blocks of translation strategies. They are: realizing a translation problem, verbalizing a translation problem, searching a possible solution to a translation problem, solution to a translation problem, preliminary solution to translational problem, parts of a solution to a translation problem, a solution to a translation problem is still to be found, negative solution to a translation problem, and problem in the reception of the source language text.

Nevertheless, Nababan and Nugroho (2012) point out that there is a slight difference between Baker and Lörscher's translation strategies in terms of their application in the work of translation. They state that Lörscher's strategies are not robust and are not identifiable in a practical basis. Thus, they further claim that Baker's strategies can be used to tackle the clarity of instructions lies in Lörscher's 'building blocks'. In addition, this issue rouses because translation strategies aim to help translators to overcome translational problems. Accordingly, translators must get practical benefits from the existence of translation strategies. Respectively, to support this claim, the writer will refer to Molina and Albir's statement (2002:508) which defines "strategies are the procedures…used by the translator to solve problems that emerge when carrying out the translation process…"

Nevertheless, the existence of these strategies is still too broad, in terms of explaining their usefulness, since there are various types of translators ranging from professional and non

professional translators[1]. Given the idea that there are translation skills that distinguish professional and non professional translators, the use of translation strategies need to be differentiated, too. In the theory of translation, there are evidences proving the differences between the translation strategies used by professional and non-professional translators. These robust differences can be seen in such studies from Jääskeläinen (1993), Venuti (1995), Nord (1997), and House (1997).

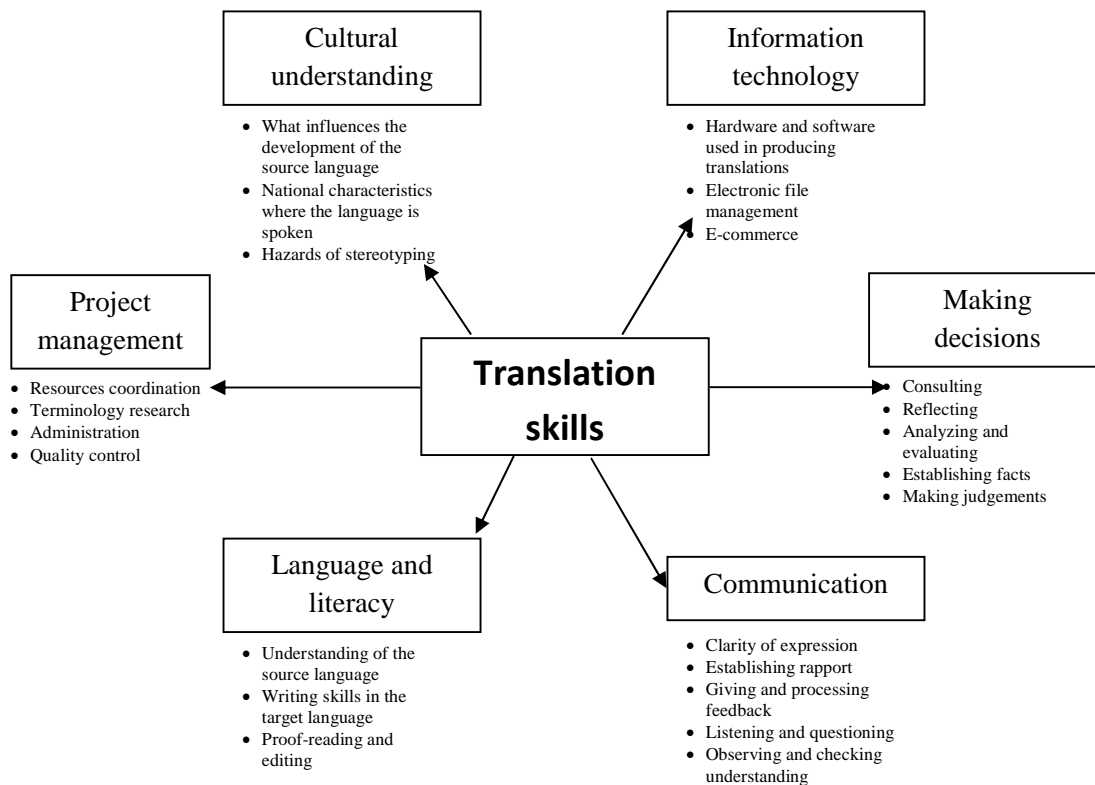## 2. MACROSTRATEGIES VS MICROSTRATEGIES

The differences between professional and non professional translators can be seen from the translation skills used. Accordingly, translation skills are generated from translation competence. Moreover, the term 'competence' itself refers to the underlying system possessed by human being[2]. Accordingly, there is no rigid measurement that can determine the use of translation competence. In addition, opposing the clearness of translation competence, GonÇalves (2003) further states "translator's competence is a complex super-competence, which demands the coordination of various cognitive domains." Thus, it needs further development as to explain the properties that a translator should have.

To fill the void, Samuelsson-Brown (2004) proposes the term 'translation skills'. In the area of psychology, "a skill can be defined simply as an act or task; for example, driving a car. We can also use the term to indicate the quality of a performance" (PHDPE). As a result, Samuelsson-Brown (2004:2) introduces six indicators that a professional translator must have. They are illustrated in the diagram below:

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[1] The distinction of types of translators can be seen in Machali (2000).
[2] In the area of translation studies, the term competence is linked with the translation competence proposed by PACTE (2003). Moreover, there are six sub-competences that support translation competence. Those are: bilingual sub competence, extra-linguistic sub competence, knowledge about translation, instrumental sub competence, strategic sub competence, psycho-physiological components.

Cultural understanding

- What influences the development of the source language
- National characteristics where the language is spoken
- Hazards of stereotyping

Information technology

- Hardware and software used in producing translations
- Electronic file management
- E-commerce

Project management

- Resources coordination
- Terminology research
- Administration
- Quality control

Translation skills

Making decisions

- Consulting
- Reflecting
- Analyzing and evaluating
- Establishing facts
- Making judgements

Language and literacy

- Understanding of the source language
- Writing skills in the target language
- Proof-reading and editing

Communication

- Clarity of expression
- Establishing rapport
- Giving and processing feedback
- Listening and questioning
- Observing and checking understanding

Picture 1 Translation skills clusters (Samuelsson-Brown, 2004:2)

These translation skills are essentials attributes that professional translators must have. From the table above, it can be seen that professional translators must possess the skill of language and literacy, communication, making decisions, information technology, cultural understanding, and project management.

The skill on language and literacy requires professional translators to understand source language (SL) and target language (TL) perfectly and to master the proficiency in proof-reading and editing. In communication skill, professional translators are required to establish good communication toward their clients. Moreover, the skill on making decision is related to the psychological aspect affecting professional translators and it serves as someone's innate skill. Professional translators also need to possess knowledge on information technology. They should know technology that can help translators in the work of translation. They at least must provide themselves with the knowledge of translation memory or machine translation. Furthermore,

professional translators must be aware of cultural differences lied on SL and TL, and therefore, the skill on cultural understanding is needed. The last skill discussed is project management skill. This skill may often be neglected by some translators. They think that some administrative tasks are not taken into consideration. In fact, this skill is considered as a crucial skill. Many administrative tasks and preliminary researches are seen as determining factors before professional translators do their works. This is actually in line with the steps of translation process proposed by Bassnett (2002:25) in which the first step denotes the analysis of SL.

Consequently, these translation skills can be used as a basis of determining the degree of professionalism in translation. The less skill a translator has the less professional he or she will be. In this context, students of undergraduate program, who will be used as the actors of the translation process, may serve as non professional translators. Assuming that they are still learning to translate various texts, these translation skills attribute are yet to be obtained. However, both professional and non professional translators will still face translational problems which have to be tackled by using translation strategies.

Thus, there should be distinctions between translation strategies used by professional and non professional translators. This happens because they have different translation skills mastery whilst the aforementioned strategies, coming from Baker and Lörscher, seem not to be able to explain this matter. Fortunately, according to Bernardini (1999:6), "Jääskeläinen (1993) proposes a classification of translation strategies distinguishing between global and local strategies…global strategies are much more frequently used by professionals and semi-professionals (translator trainees) than by non-professionals in her study." In addition, Chesterman (1997:87) explains that global strategies are referred to as macrostrategies and local strategies as microstrategies.

Macrostrategies affect the text as a whole. These strategies emphasize a larger unit of discourse as their target. Furthermore, the strategies involve both TL and SL culture as the most important factor in translation work. According to Jensen (2009:29), macrostrategies practically put translation into a continuum with a spectrum of SL-orientation and a spectrum of TL-orientation. Given a similar characteristic, those who work in translation research will probably

relate these spectrums to Venuti's foreignising and domestication. Accordingly, macrostrategies have many different names given by different scholars. Some of the famous examples are:

Table 1 Macrostrategies

Translation Scholar	Predominantly SL-Orientation	Predominantly TL-Orientation
Jean-Paul Vinay and Jean Darbelnet	Direct translation	Oblique translation
Eugene Nida	Formal equivalence	Dynamic equivalence
Peter Newmark	Semantic translation	Communicative translation
Gideon Toury	Adequate translation	Acceptable translation
Laurence Venuti	Foreignising translation	Domesticating translation
Christiane Nord	Documentary translation	Instrumental translation

Source : Schjoldager in Jensen (2009:30)

As mentioned above, macrostrategies are considered as a choice that professional translators have to take. It can be said that some scholars choose a macrostrategy over another. According to Schjoldager (2008) in Jensen (2009:30) "Newmark, Venuti, and Vinay and Darbelnet favour a ST-oriented macrostrategy, whereas Nida prefers a TT-oriented macro strategy." Thus, the writer prefers to follow the premise that there is no strategy is better than the other.

Meanwhile, if microstrategies affect the larger unit, microstrategies work the other way around. Microstrategies affect a more specific level. Jääskeläinen (1993) in Yang (2010:29) states that "local strategies are specific procedures which relate to lexical elements." Moreover, Chesterman (1991) in Yang (ibid.) describes "local strategies at a specific level, and the problem in translation to be solved is something like 'how to translate this structure/ this idea/ this item'." Since the focus of these strategies is small, non professional translators tend to use these strategies.

In addition, in this study, the writer will ignore the use of macrostrategies since the translators involved are non professional translators, i.e. undergraduate students of English studies. Furthermore, it is impossible to ask translators which macrostrategies they use. Therefore, a detailed analysis of the translation process and the microstrategies used is needed.

In this study, the writer will use the microstrategies proposed by Schjoldager (2008). Schjoldager's microstrategies are chosen because they are more specific and thorough in the way Schjoldager uses 12 microstrategies which in this context outnumber other strategies (Yang, 2010:32). These microstrategies are:

Table 2 Microstrategies taxonomy

Direct transfer	Transfers something unchanged
Calque	Transfers the structure or makes a very close translation
Direct translation	Translation in a word-for-word procedure
Oblique translation	Translation in a sense-for-sense procedure
Explicitation	Makes implicit information explicit
Paraphrase	Translates rather freely
Condensation	Translates in a shorter way, which may involve implication (making explicit information implicit)
Adaptation	Recreates the effect, entirely or partially
Addition	Adds a unit of meaning
Substitution	Changes the meaning
Deletion	Leaves out a unit of meaning
Permutation	Translates in a different place

Source: Schjoldager (2008) in Holst (2010:7)

According to Holst (2010:8), these microstrategies outline two spheres of translation, namely translation with high degree of creativity and non-creative translation. The microstrategies that are included into high degree of creativity are substitution, permutation, adaptation, paraphrase, addition, deletion, condensation, and explicitation. On the other hand, non creative translation microstrategies are oblique translation, direct translation, calque, and direct transfer. In relation to students' translation work, it is hoped that by clarifying these spheres, students can effectively use these microstrategies to tackle translational problem, because translation should not be taken for granted simply as the change of a word for word, a phrase for phrase, a clause for clause.

3. METHODOLOGY

This study attempted to analyze the microstrategies used by undergraduate students of English studies of Dian Nuswantoro University. In order to get the data, a translation task was applied in this study. 20 native Indonesian students consisting of 13 females and 7 males were involved in the translation task. In addition, 9 students belong to students who achieve 2.75 GPA or above and 11 students have the GPA below 2.75. All of the students were in their 4th semester and the translation task was conducted during Translation 2 subject. In addition, all students had no experience in doing professional translation work before.

Students were asked to translate Indonesian to English news text. In addition, during the translation process, students could use offline or online dictionaries and web search engine to help them translating the text. The readability of the text itself was considered as fairly difficult to read text. The indicator was measured by using Flesch Reading Ease Readability Formula. Here is the readability formula of Flesch Reading Ease:

$$RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$$

RE = *Readibility Ease*

ASL = *Average Sentence Length*

ASW = *Average Number of Syllables per Word*

Moreover, based on the formula, the text had 51.5 text scales. It belonged to fairly difficult to read text with 251 total numbers of words from 11 sentences and with the average of around 21 words per sentence as well as with the average of 2 syllables per words.

Moreover, although the term 'translation strategies' was basically used to see the undergone process of translation[3], it was impossible to analyze the microstrategies used before receiving the end product of their work. Therefore, a detailed analysis of the final TL accompanying an investigation on students' translation process was needed. In addition, during the translation process, the writer counted the average time needed by all students to finish a sentence and asked each individual pertaining to the translational problems faced during translation process. Furthermore, after the writer got the students' translation products as the data, the use of Schjoldager's microstrategies and reasons behind the usage were analyzed.

4. FINDINGS AND DISCUSSION

Based on the conducted translation task, all students only use six microstrategies, they are: direct transfer, direct translation, explicitation, paraphrase, addition, and deletion. Meanwhile, calque, oblique translation, condensation, adaptation, substitution and permutation are not used by the students. There are several notes of patterns that can be taken from the translation process. They are shown in the table below:

Table 3 Patterns found during translation process

Direct transfer	This technique is commonly used by students who achieve the GPA below 2.75
	Almost all female and male students use this technique
Direct translation	Almost all students who achieve < 2.75 GPA or > 2.75 GPA use this technique
	Almost all female and male students use this technique

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[3] See Molina and Albir (2002) for the distinctions between translation strategies and techniques.

Explicitation	This technique is commonly used by students who achieve the GPA below 2.75
	Female students use this technique more frequently than male students
Paraphrase	This technique is commonly used by students who achieve the GPA below 2.75
	Male students use this technique more frequently than female students
Addition	This technique is commonly used by students who achieve 2.75 GPA or above
	Male students use this technique more frequently than male students
Deletion	Almost all students who achieve < 2.75 GPA or > 2.75 GPA use this technique
	Almost all female and male students use this technique

Those patterns are found after the writer collected the translation products done by the students. The discussion of each pattern of microstrategy can be described as follows:

A. *Direct transfer*

Direct transfer is to transfer an SL item directly into the TL without changing the SL item at all. Accordingly, several theorists also use the term 'borrowing' to refer to this microstrategy. The analysis of this microstrategy can be seen in the excerpts below:

Excerpt 1

Source Language	Target Language
Ritual ini, yang ditujukan pada orang-orang yang memiliki **shio** ular, babi, macan, dan kera,…	This ritual, which targeted people who had snake, pig, tiger, and monkey Chinese **shio**,…

In the excerpt 1 above, the word 'shio' is transferred directly and left unchanged. However, this microstrategy is considered as a sloppy one, since there is a term 'Chinese zodiacs' that can be used to translate the word 'shio'.

In this sentence, eleven out of twenty students use this microstrategy and result into the translation of the same word. It needs an average of three minutes to translate this sentence. When one of the students is asked by the writer, pertaining to the use of this microstrategy, he says "I thought this translation was acceptable since this word had a strong sense of culture." Accordingly, none of those eleven students use dictionary to translate the bold word of SL above.

The use of this microstrategy may come from the assumption that culture-bound terms have no equivalents in target readers' culture. This is in accordance with Hatim and Mason (1990:223-224) who say "…in recent years the translator has increasingly come to be seen as a cultural mediator…. It is also true that, in any form of translation, translators tend to apply a general strategy that will favor either an SL-oriented approach, or a TL-oriented approach."

Excerpt 2

Source Language	Target Language
Menurut **Suhu** Tionghoa, seseorang yang memiliki shio ular, babi atau kera akan mendapatkan kemalangan di tahun 2013.	According to the Chinese **Suhu**, a person who has a snake, pig or tiger or monkey shio will get a jinx in 2013.

In excerpt 2 above, eight students use this microstrategy to translate the word 'suhu'. According to the writer, this is considered as a lack of attempt by the students. The translation of 'suhu' itself is not acceptable in the TL sense.

In addition, it needs an average of three minutes to translate this sentence and those eight students use online dictionary and '*google*' the word to re-check their translation. In the interview session, one of the students says that "the translation of Chinese Suhu came when I tried to *Google* the phrase 'Chinese suhu' and suddenly it appeared on screen." Consequently, the writer checks the student's statement and tries to browse the phrase 'Chinese suhu' and finally finds "As a Chinese born in Indonesia, Suhu (Master) Kenneth Lin Xiang Fuk, has devoted…" in http://blackflagwingchun.weebly.com/history.html.

The use of this microstrategy is considered as the strategy to translate a cultural item which results into an unchanged word form. Students' decision to leave this item unchanged is more or less affected by Catford's statement (1965:102) which says "cultural untranslatability may be distinguished, or at least, such an item possibly provides useful insights for translation concerning culture." To conclude based on the examples above, the direct translation microstrategy used by the students produces a sloppy or poor translation.

B. *Direct translation*

Direct translation takes place as the word-for-word translation. The analysis of direct translation microstrategy can be below:

Excerpt 3

Source Language	Target Language
Selain berdoa untuk perlindungan dan keselamatan,…	Besides praying for protection and safety,…

Direct translation is most often used in shorter and simple linguistic segments. All of the examples come from the unit smaller than clause. From the example above, it can be seen

that students apply this microstrategy because of the same grammatical construction on the phrase above.

To translate the phrase above, students need an average of 1 minute and all students apply the same microstrategy to translate it. In the interview session, all students do not use dictionary to translate the phrase because the vocabulary set of the phrase above are considered as common ones.

In accordance to the use of this strategy, Schjoldager (2008:95-97), states "…direct translation as the default choice in translation." This statement proves that translators will always put direct translation as their priority during translation process. Accordingly, Nida and Taber (1969:33) affirm three stages of translation process, they are: analysis, transfer, and restructuring. And, this microstrategy might happen in the transfer stage and can be fixed or restructured in the restructuring process.

C. Explicitation

In this case, the translator tries to change an information or item that is implicit in the SL into explicit in the TL by adding thorough extension. The analysis of explicitation can be seen below:

Excerpt 4

Source Language	Target Language
Ritual ini…meminta perlindungan **sang Dewi**.	This ritual…asked for **Kwan Im**'s protection.

In this case, two students use this microstrategy. Accordingly, in the case of excerpt 4 above, students who translate 'sang Dewi' (Goddess) into 'Kwan Im' need specific knowledge about Chinese culture. However, in some religious discussion pertaining to this issue, 'Kwan Im' is not the only Goddess in Chinese and, thus, it is not exactly appropriate to select this explicitation to translate the word 'sang Dewi'.

To translate the sentence above, all two students need an average of eight minutes and during the observation of translation process, those two students change their minds several times before they finally stick to 'Kwan Im' as the final translation. In addition, in the interview session, one of the students reveals the decision to translate it by saying that "I thought that Kwan Im was their Goddess and all of their prayers went to Kwan Im. So, I decided to use Kwan Im in my translation.'

Moreover, the result of this translation is considered as a sensitive issue. A wrong translation will be a hazard for both translators and readers. Inadvertently, the students who translate 'sang Dewi into 'Kwan Im' do not use any sources to help them translating the word. Again, it proves that the maximum use of valid resources differentiates the benchmark of professional and non professional translators. Students who are included into non professional translators find themselves reluctant to use many reliable resources. Thus, this act will make translation at a big risk.

Excerpt 5

Source Language	Target Language
...mereka juga mendapatkan sebuah jimat yang dapat disimpan dalam dompet atau dimodifikasi menjadi **perhiasan**.	…they also get a talisman that can be put in the wallet or be modified as a **necklace**.

From excerpt 5 above, it can be seen that there is an explicitation of the word 'perhiasan' (jewelry) into 'necklace'. Hence, students try to find the superordinate of jewelry in the translation. However, this translation has its own risk. It is known that jewelry has many superordinates, for example: ring, bracelet, or necklace, and they have different characteristic and function (Klima and Bellugi, 1979:230).

Accordingly, three students translate the word 'perhiasan' into 'necklace. These three students translate this sentence for an average of five minutes and use the help of web search engine to translate it. From the interview session, one of the students states that "when I

Googled the sentence, I found out that usually a talisman took form as a necklace, and I further searched it on Google Image and my prediction was right."

Nevertheless, the use of this microstrategy in this context also harms the meaning of SL sense. From both cases depicting explicitation, it can be seen that this microstrategy is misused by students. Explicitation can be perfectly fit in the translation if there is no TL word that can describe the SL word. However, in both cases, English has direct equivalences of 'sang Dewi' and 'perhiasan'.

D. Paraphrase

This is used when SL items and their meanings are transferred into the TL, but they are changed pretty freely and it is sometimes difficult to predict the real message of the SL if the technique is being applied. The analysis of this microstrategy can be seen below:

Excerpt 6

Source Language	Target Language
…dari berbagai wilayah berkumpul dan mengadakan upacara keselamatan di **Rumah Sembahyang** Gunung Kalong.	…from many regions gathered and held a ritual of safety at Gunung Kalong **synagogue**.

Based on excerpt 6 above, it can be seen that there is a case of paraphrasing from the SL word 'rumah sembahyang' (temple) to the TL word 'synagogue. Accordingly, shift of meaning happens here. According to Merriam-Webster online dictionary, 'synagogue' is "1) a Jewish congregation; 2) the house of worship and communal center of a Jewish congregation". Whilst, the SL word sense depicts that 'synagogue' is not a perfect equivalence for it, since it is commonly related with Jewish and not Chinese.

There are three students who translate 'rumah sembahyang' into 'synagogue'. It needs an average of 1 minute to find the translation of SL word. Those three students confess to 'intentionally' use machine translation to translate the SL word. One of the students says "I

was quite confused to translate 'rumah sembayang' then I just put it on Google translate and it just appeared there, and I used it".

The case above shows the irresponsible use of machine translation. Advertently, there are some researches that show the weaknesses of machine translation (for example Murata, et al, 2005, Koponen, 2011). In addition, some of the studies in translation never suggest to dependently using machine translation in translating a text and if the use of machine translation is unavoidable, post editing is highly needed. Thus, in relation to this case, some students show their reluctance to do post editing work.

E. Addition

As the name says so, 'addition' is used to classify translations that are added by another unit of meaning which is not inherent in the SL. In this microstrategy , the added unit of meaning cannot be deduced from the original SL. The analysis of addition can be seen below:

Excerpt 7

Source Language	Target Language
Beberapa hari menjelang **Imlek**, ratusan masyarakat Tionghoa...	Within few more days toward Imlek or **the prosperous Chinese New Year**, hundreds of Chinese inhabitant…

As can be seen from the excerpt 7 above, students add some information after the SL word 'Imlek'. This case is actually a combination between direct transfer and addition, because the word 'Imlek' is left unchanged.

Moreover, this microstrategy is used by five students. Students need an average of 3 minutes to complete the sentence containing the word 'Imlek' above. The students that add some information to the word "Imlek" explain that "Imlek was not a common word for English native speakers, so we tried to keep the original word and added information that could help English native speakers understood the word."

Addition in translation functions to give clarity of meaning. In some certain cases, this strategy leads into an overtranslation. In this case, the retained 'Imlek' word and addition of the adjective 'prosperous' can be neglected. As found in some newspaper articles in English, there are cases of writing 'the Chinese new year' without retaining the word 'Imlek' or adding the adjective 'prosperous'. In addition, this can be proven by the articles entitled "7 ways to celebrate Chinese New Year" (CNN Travel) or "Celebrating the Chinese new year" (The Washington Post)". Thus, it proves that students do not use this microstrategy to conform to a fairly TL-oriented way. However, the term 'lunar new year' might also be used and is acceptable in the translation of 'Imlek".

F. Deletion

As can be seen from its name, this microstrategy left out some SL elements in the TL. The analysis of the microstrategy of deletion can be seen below:

Excerpt 8

Source Language	Target Language
...untuk mendoakan **kelancaran** hidup mereka.	…as to pray for their life.

Excerpt 10

Source Language	Target Language
...ritual ini diakhiri dengan melepaskan 9000 lele di sungai. **Hal tersebut merupakan simbolisasi kehidupan yang abadi.**	…the ritual was ended by releasing 9000 catfishes in the river.

As can be seen from excerpt 9 and 10, there are two different cases of deletion. In the excerpt 9, the deletion microstrategy is applied in the word level, whereas sentence level deletion is applied in the excerpt 10.

In translating the full sentence of excerpt 9, students take an average of 4 minutes, while 5 minutes is needed to translate the full sentence of excerpt 10. Consecutively, 10 students use deletion microstrategy to translate the sentence in excerpt 9 and 6 students in the excerpt 10. All of them confess that their lack of vocabularies is the reason to use deletion microstrategy.

In relation to the deletion of information, Nida (in Nababan, 2008) states some reasons of deletion in translation; they are used to translate redundancy and awkwardness. However, in this case, students may use this microstrategy to tackle their lack-of-knowledge problems instead of tackling linguistic problems lie in two languages, i.e. source and target languages.

5. CONCLUSIONS

There are some conclusions that can be taken, they are:

1. There are six microstrategies used by students in translating a news text.
2. Some microstrategies result into sloppy translations.
3. Statistically speaking, most of the microstrategies are used by students who achieve the GPA below 2.75.
4. Both male and female students use these microstrategies in almost the same frequency.
5. As non professional translators, it is proven that students do not have all elements of translation skills generated by Samuelsson-Brown (2004). Thus, most of them are neglected.

Based on the displayed findings and analysis above, microstrategies of translation can also hazard the translation if they are not properly used. However, the microstrategies proposed by Schjoldager are also well known for their creativity level. The level is divided into microstrategies that have high degree of creativity and those that are non-creative. To clarify, below is the illustration of the level:

Table 4 Model of Creativity

| | Substitution |
| | Permutation |

	Adaptation
High degree of creativity	Paraphrase
	Addition
	Deletion
	Condensation
	Explicitation
Non-creative	Oblique translation
	Direct translation
	Calque
	Direct transfer

Holst (2010:8)

Accordingly, in the study, there are six microstrategies used, they are: direct transfer, direct translation, explicitation, paraphrase, addition, and deletion. Two of the microstrategies belong to non-creative translation and four belong to the translation with high degree of creativity. Surprisingly, with three highly creative microstrategies, students who achieve the GPA below 2.75 become creative students in translating a text. And although not dominating, male students, which of course outnumber female students, are more creative than female students.

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