

Strategies in Translating English Sports Terms into Indonesian in Official Volleyball Rules

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ABSTRACT

Since most sports in Indonesia are imported products from other countries, it has resulted in a large number of Indonesian sports terms that are derived from other languages. This includes volleyball which originated in the United States. Therefore, a lot of volleyball terms in Indonesian are derived from English. This research focuses on the translation of sports terms from English into Indonesian in the translation of FIVB Official Volleyball Rules 2017-2020 into PBVSI Peraturan Resmi Bolavoli 2017-2020. Its aim is to identify the strategy used by the translator to find out how sports terms are translated from English into Indonesian. The research shows that three of Chesterman's translation strategies, namely syntactic, semantic, and pragmatic strategies are used in the translation of Official Volleyball Rules from English into Indonesian. Of all 30 strategies from loan to other pragmatic strategies, 10 of them are used in the translation. The most frequently used strategies are unit shift, distribution change, loan, and calque. Meanwhile, the least used strategies are clause structure change, abstraction change, paraphrase, and cultural filtering.

KEYWORDS

translation; language; English into Indonesian; sports; Official Volleyball Rules

INTRODUCTION

Most sports in Indonesia are imported from other countries and have resulted in a large number of Indonesian sports terms that are derived from other languages in which the sports originated. Volleyball, for instance, originated in the United States. Therefore, a lot of volleyball terms in Indonesian are derived from English. For instance, the Indonesian term “reli” in *PBVSI Peraturan Resmi Bolavoli 2017-2020* is derived from the English term “rally” with a calque strategy or indirect borrowing.

The research on the translation of English sports terms into Indonesian is as interesting to study as it is challenging to do. For instance, often, sports terms are duplicated, so terms primarily related to one sport are also used in another sport's jargon. (Room, 2010). Therefore, the term “rally” is a term found in a lot of sports (auto racing, badminton, squash, tennis, boxing, and volleyball). Consequently, in order to translate the term “rally” correctly, the translator needs to understand which sports the term is associated with based on the context of the text, the definition of the term in this particular sport, as well as the concept of the sports in question. In addition, to the best knowledge of the researcher, no Indonesian sports terms dictionary has been published to make the task of translating English sports terms into Indonesian less challenging as well as less complicated than it is for the translator of sports terms.

There are a lot of researches that have explored the translation of terms such as the translation of Balinese cultural words, the translation of Twitter terms, and the translation

of specific-culture terms (see, for example, Saraswati, 2014; Amanda, 2015; Arifin, 2019). Comparatively, research on the translation of sports terms is arguably rare. The research by Nurweni (2013) on sports terminology focuses on the meanings of English loanwords in Indonesian articles of sport. This research, however, focuses on how sports terms are translated into Indonesian as well as translation strategies that the translator may use in the process of the translation.

There are a lot of kinds and types of sport-related texts such as traditional newspaper texts about sports, Press releases, media alerts, special reports, blogs, website entries, media guides, handbooks, rules, matchnotes, equipment, fact sheets, reports, statistics, as well as biographies of athletes, coaches, and sports club managers. *Official Volleyball Rules 2017-2020* is chosen to be the source of the data in this research. It is chosen because *Official Volleyball Rules 2017-2020*, similar to any kind of laws or rules of the game manual of any kind of sports, is written specially to explain the objectives and the concepts of a particular sport. Therefore, the book is written in the language of sports as well as sports terminology. In this case, volleyball is the chosen sport because it is one of the most popular sports in Indonesia. *Official Volleyball Rules* is specially written by FIVB, Fédération Internationale de Volleyball, which is an international as well as the highest governing body for all forms of volleyball as a guide for players, coaches, or referees in the form of manuals. Its Indonesian translation, *Peraturan Resmi Bolavoli*, is translated by PBVSI or Persatuan Bola Voli Seluruh Indonesia (Indonesian Volleyball Federation) which is Indonesia's highest and only governing body for all forms of volleyball in the country.

This research focuses on the translation of sports terms from English into Indonesian in the translation of *Official Volleyball Rules 2017-2020* (Fédération Internationale de Volleyball, 2016) into *Peraturan Resmi Bolavoli 2017-2020* (Persatuan Bolavoli Seluruh Indonesia, 2016). Its aim is to identify the strategy used by the translator to find out how sports terms are translated from English into Indonesian. In other words, this research investigates general principles that seem to dominate how sports terms get translated from English into Indonesian under certain conditions. For example, the translation of the English word *final*. How is this word translated? Is it translated as *final* or *pertandingan terakhir* in Indonesian? Suppose it is translated as *final*, what is the translation strategy used in such translation?

To set the limitation of the research, this research focuses on the use of Chesterman's translation strategies in translating English sports terms into Indonesian. The researcher does not discuss other types of translation strategies besides Chesterman's and does not discuss any other terms besides sports terms.

RESEARCH METHODS

This research is a comparison of translation and its original text. Williams & Chesterman (2002) mentions that analysis of the translated text includes a text comparison between the translation and the original text. This research was done by applying the descriptive-analytical method. According to Kothari (2004), the main purpose of descriptive research is to explain the status quo. To put it in another way, the researcher reports what has happened or what is happening in the findings. On the other hand, Kothari (2004) explains that the researcher analytical studies need to use and analyze existing facts or information in order to make a critical assessment of the material. Therefore, a descriptive-analytical method is a method in which the researcher uses the available information to provide descriptions for the data.

RESULTS AND DISCUSSION

The identified and extracted sports terms are put in pairs with their translation for the purpose of analysis. Below are examples of a few analyses of the sports term translations that used Chesterman's translation strategy.

1. Loan, Calque

Example 1: Net

ST	TT
Volleyball is a sport in which two teams play on a field separated by a net . (p. 7)	Bola voli adalah satu jenis olahraga yang dimainkan oleh dua tim di sebuah arena permainan yang dipisahkan oleh sebuah net . (p. 2)

The word **net** in ST is translated into **net** in TT. In volleyball, the net is the piece of net between the two players that the ball goes over. Since the word **net** is translated with each element of the word translated into the borrowing language, this translation uses a loan strategy.

Example 2: Libero

ST	TT
With the advent of Specialized Defensive Player Libero , the game has improved in terms of rally and multi-phase play. (p. 10)	Diperkenalkannya pemain spesialis bertahan – yaitu libero – membuat permainan lebih berkembang dengan rally-rally panjang dan permainan multi-fase. (p. 4)

The word **Libero** in ST is translated into **libero** in TT. In volleyball, a libero is a player on each team who serves as a defensive specialist. Since the word **libero** is translated with each element of the word translated into the borrowing language, this translation uses a loan strategy.

Example 3: Coach

ST	TT
The " Coach Limit Line" (a dashed line 1.75m from the touchline parallel to the touchline, extending from the line of scrimmage to the end of the stadium) consists of a short line 20cm from the marker's limit and 15cm long. Coach use area. (p. 13)	" <i>garis batas coach</i> " (<i>garis putus-putus dari perpanjangan garis serang sampai dengan garis akhir, sejajar dan berjarak 1,75 meter dari garis samping</i>) terdiri dari garis-garis pendek 15 cm dibuat dengan jarak 20 cm sebagai bagian dari tanda batas daerah operasional coach (p. 7)

In this translation, the word **coach** in the ST is translated as **coach** in the TT without any change whatsoever. According to *Oxford Advanced Learner's Dictionary*, a coach is a person who trains a person or team in sports. Since the word **coach** is translated with each element of the word translated into the borrowing language, this translation uses a loan strategy.

Example 4: Block

ST	TT
The team has three hits available for setbacks (in addition to block contacts). (p. 7)	Sebuah tim memiliki tiga pantulan untuk mengembalikan bola (dan juga sentuhan blok). (p. 2)

In this translation, the volleyball term **block** in ST is translated into **blok** in TT. In volleyball, a block is when one team makes a move trying to get the ball over the net and the other team reaches up and blocks the ball from coming onto their side. The word **blok** is a calque in the Indonesian TT since it is translated literally to produce a TL equivalent.

Example 5: Rally

ST	TT
In Volleyball, the team winning a rally scores a point (Rally Point System). (p. 7)	Dalam bola voli, tim yang memenangkan sebuah reli memperoleh satu angka (Rally point system). (p. 2)

In this translation, the word **rally** in ST is translated into **reli** in TT. According to *Oxford Advanced Learner's Dictionary*, a rally is a series of hits of the ball before a point is scored. The word **reli** is a calque in the Indonesian TT since it is translated literally to produce a TL equivalent.

Example 6: Racquet

ST	TT
Some of these it shares with other net/ball/ racquet games: (p. 9)	Beberapa elemen tersebut memiliki kesamaan dengan permainan raket /bola atau permainan lain yang juga menggunakan net (p. 4)

The word **racquet** in ST is translated into **raket** in TT. According to *Oxford Advanced Learner's Dictionary*, a racquet (or racket) is a piece of sports equipment used for hitting the ball, etc. in the games of tennis, squash, or badminton. The word **raket** is a calque in the Indonesian TT.

2. Transposition

Example 1: Passing

ST	TT
However, volleyball is unique in online games in that it claims that the ball is always flying (flying ball) and allows each team some internal passing before the ball is returned to the opponent. is. (p. 9)	Namun, bolavoli juga memiliki keunikan yang tidak ada dalam permainan net lain di mana bola diupayakan tetap melayang dan memberikan peluang bagi tiap tim untuk mengumpan bola (passing) di arena sendiri sebelum bola dikembalikan ke daerah lawan. (p. 4)

In this example, the noun **passing** in ST is translated into a verb **mengumpan** with an addition of an object of the verb **bola** or **ball** in TT. Since there is a change in the word class between the ST and TT, this translation uses transposition.

Example 2: Dribbling

ST	TT
Dribbling or moving the ball in the hands is permitted. (p. 32)	Diperkenankan memantulkan bola ke lantai atau memindahkan bola di tangan. (p. 24)

In this example, the noun **dribbling** in ST is translated into a verb **memantulkan** with an addition of an object of the verb **bola** or **ball** in TT. Since there is a change in the word class between the ST and TT, this translation uses transposition.

Example 3: Jump service

ST	TT
At the moment of serve or bounce on the jump service , the server must not touch the ground outside the court (including the end line) or service zone. (p. 32)	Pada saat melakukan pukulan servis atau saat meloncat untuk melakukan servis meloncat , pelaku servis tidak boleh menyentuh lapangan (termasuk garis akhir) atau lantai di luar daerah servis. (p. 24)

In this example, the noun phrase **jump service** in ST is translated into the verb **melakukan servis meloncat** or **do a jump serve** in TT. Since there is a change in the word class between the ST and TT, this translation uses transposition.

3. Unit shift

Example 1: Volleyball

ST	TT
Volleyball is a sport in which two teams play on a field separated by a net. (p. 7)	Bola voli adalah satu jenis olahraga yang dimainkan oleh dua tim di sebuah arena permainan yang dipisahkan oleh sebuah net. (p. 2)

The word **volleyball** in the ST is translated into a phrase, ***bola voli***, in the TT. Hence, there is a change of unit from a word (volleyball) into a phrase (*bola voli*) in this translation. This translation uses a unit shift strategy.

Example 2: Serve

ST	TT
With a few exceptions, Volleyball allows all players to operate both at the net (in attack) and in the back of the court (to defend or serve). (p. 9)	Dengan sedikit pengecualian, bolavoli memungkinkan semua pemainnya untuk bergerak di net (ketika menyerang) dan di bagian belakang lapangan (ketika bertahan atau melakukan servis). (p. 4)

The word **serve** in the ST is translated into a phrase, ***melakukan servis***, in the TT. Hence, there is a change of unit from a word (serve) into a phrase (*melakukan servis*) in this translation. This translation uses a unit shift strategy.

Example 3: Benches

ST	TT
The Libero Replacement zone is part of the free zone on the side of the team benches , limited by the extension of the attack line up to the end line. (p. 14)	Daerah pergantian Libero adalah bagian dari daerah bebas di depan bangku cadangan , yang terbatas dari perpanjangan garis serang sampai garis akhir (p. 7)

The word **benches** in the ST is translated into a phrase, ***bangku cadangan***, in the TT. There is a change of unit from a word (benches) into a phrase (*bangku cadangan*) in this translation. This translation uses a unit shift strategy.

4. Clause structure change

Example: The award of a penalty

ST	TT
This includes: — the award of a penalty (p. 20)	Ini termasuk angka yang didapat dari penalty (p. 13)

English noun phrase **the award of a penalty** in the ST is translated into an Indonesian passive voice, ***angka yang didapat dari penalty***. Hence, there is a change that has to do with the structure of the clause in terms of its constituent phrase. This translation uses clause structure change.

5. Abstraction change

Example: The starting line-ups

ST	TT
He/she selects the starting line-ups , the substitutes, and takes time-outs. (p. 20)	Dia memilih pemain yang main pertama , pergantian pemain, dan meminta time out. (p. 13)

In this example, the phrase **the starting line-ups** is translated into ***pemain yang main pertama***. There is a change in abstraction level from abstract **line-ups** to more concrete Indonesian ***pemain*** or **player**. This kind of translation uses an abstraction change strategy.

6. Distribution change

Example 1: Team hits

ST	TT
TEAM HITS (p. 28)	SENTUHAN BOLA BAGI SETIAP TIM (p. 19)

In the English source text, the two-word phrase **team hits** are translated into the five-word phrase *sentuhan bola bagi setiap tim* in the Indonesian target text. The translation is expanded compared to the source text from two to five words; such translation is called expansion.

Example 2: Assisted hit

ST	TT
ASSISTED HIT (p. 28)	MEMAINKAN BOLA DENGAN BANTUAN (p. 19)

In the English source text, the two-word phrase **assisted hit** is translated into the four-word phrase *memainkan bola dengan bantuan* in the Indonesian target text. The translation is expanded compared to the source text from two to four words; such translation is called expansion.

Example 3: Expelled or disqualified player

ST	TT
An EXPELLED or DISQUALIFIED player must be substituted immediately through a legal substitution. (p. 38)	Pemain yang dikenakan sanksi DIKELUARKAN atau DISKUALIFIKASI harus diganti melalui pergantian resmi. (p. 30)

In the English source text, the four-word phrase **EXPELLED or DISQUALIFIED player** is translated into the seven-word phrase *Pemain yang dikenakan sanksi DIKELUARKAN atau DISKUALIFIKASI* in the Indonesian target text. The translation is expanded compared to the source text from one to three words; such translation is called expansion.

7. Paraphrase

Example 1: Ball goes out play

ST	TT
A player may enter the opponent's court after the ball goes out of play . (p. 29)	Seorang pemain dapat memasuki lapangan lawan setelah bola mati . (p. 22)

This example uses a paraphrase translation strategy that results in the target text version being described as loose, free, or even translated. Semantic components at the lexeme level in the phrase **ball goes out of play** in the source text are disregarded and translated freely into the phrase *bola mati* in the target text.

Example 2: The flight path of the ball

ST	TT
A player or a group of players of the serving team make(s) a screen by waving arms, jumping or moving sideways during the execution of the service, or by standing grouped, and in so doing hides both the server and the flight path of the ball until the ball reaches the vertical plane of the net. (p. 32)	Seorang atau sekelompok pemain dari tim yang melakukan servis, melakukan tabir dengan menggerak-gerakan lengan, melakukan loncatan atau bergerak ke samping, pada saat servis dilakukan atau berdiri berkelompok untuk menghalangi pelaku servis dan menutup jalannya bola . (p. 24)

This example uses a paraphrase translation strategy that results in the target text version being described as loose, free, or even translated. Semantic components at the lexeme level

in the phrase **the flight path of the ball** in the source text are disregarded and translated freely into the phrase *jalannya bola* in the target text.

8. Cultural filtering

Example: Volleyball

ST	TT
Yet Volleyball comprises several crucial overlapping elements whose complimentary interactions render it unique amongst rally games. (p. 9)	Bolavoli merupakan gabungan dari beberapa elemen yang tumpang tindih satu sama lain tetapi itu malah membuatnya menjadi permainan yang unik. (p. 3)

This example uses cultural filtering strategy to translate the English word **volleyball** into the Indonesian word *bolavoli*. The Indonesian word *bolavoli* in this example is not adapted into *bola voli*, but transferred directly and does not conform to the target language norms. This kind of cultural filtering strategy is called exoticization, foreignization, or estrangement.

9. Explicitness change

Example 1: Game

ST	TT
GAME CHARACTERISTICS (p. 7)	KARAKTERISTIK PERMAINAN BOLA VOLI (p. 2)

The English text **game** is implicit since the writer makes implicit the noun that should come before the word, which is **volleyball**. So, the English text should be **volleyball game**. It is translated explicitly into *permainan bola voli* in Indonesian. This kind of change towards more explicitness is called explicitness change.

Example 2: Unfair

ST	TT
– By becoming an educator-by applying rules to punish unfair and warn of rudeness; (p. 10)	Menjadi pendidik – menggunakan aturan untuk menghukum tim yang tidak fair dan bersikap tidak sopan. (p. 4)

The English text **unfair** is implicit since the writer makes implicit the noun that should come after the word, which is **team**. So, the English text should be **the unfair team**. It is translated explicitly into *tim yang tidak fair* in Indonesian. This kind of change towards more explicitness is called explicitness change.

Example 3: Crossing space

ST	TT
The antennae are considered as part of the net and laterally delimit the crossing space . (p. 15)	Antena adalah bagian dari net dan sebagai batas samping dari ruang penyebrangan bola . (p. 8)

The English text **crossing space** is implicit since the writer makes implicit the noun that should come before the word, which is **ball**. So, the English text should be **ball crossing space**. It is translated explicitly into *ruang penyebrangan bola* in Indonesian. This kind of change towards more explicitness is called explicitness change.

10. Information change

Example 1: Front zone

ST	TT
Front zone (p. 13)	Daerah depan (serang) (p. 7)

In this example, there is an addition of information in the target text which is not present in the source text. This addition is the word *serang* which is **attack** in English. In volleyball, the front zone is sometimes also called the attack zone. The information *serang* or **attack** is added in the target text because it is thought to be relevant to the Indonesian reader who might be more familiar with the term **the attack zone** or *daerah serangan* than **the front zone** or *daerah depan*.

Example 2: Interruptions

ST	TT
INTERRUPTIONS (p. 36)	PENGHENTIAN PERMAINAN YANG BIASA (p. 28)

There is an addition of information in the target text which is not present in the source text. This addition is the phrase *permainan yang biasa* which is **regular game** in English. In volleyball, there is more than one kind of interruption, such as regular game interruption and exceptional game interruption. The information *permainan yang biasa* or **regular game** is added in the target text because it is thought to be relevant to the Indonesian reader who might be confused **the regular game interruption** in the text with **the exceptional game interruption**.

This research focuses on the translation of sports terms from English into Indonesian in the translation of *FIVB Official Volleyball Rules 2017-2020* into *PBVSU Peraturan Resmi Bolavoli 2017-2020*. Its aim is to identify the strategy used by the translator to find out how sports terms are translated. Based on the analysis of the collected data, ten strategies are used in the translation of *FIVB Official Volleyball Rules 2017-2020* from English into Indonesian. Table 1 presents all the strategies used as well as the number of sports terms translated using Chesterman's translation strategy.

Table 1 Translation Strategies Applied in the Translation of Official Volleyball Rules

No	Translation Strategy	Amount	%
	Loan, calque		
	Loan	14	16.09
	Calque	12	13.79
	Transposition	9	10.34
	Unit shift	20	22.99
	Clause structure change	1	1.15
	Abstraction change	2	2.3
	Distribution change	15	17.24
	Paraphrase	2	2.3
	Cultural filtering	2	2.3
	Explicitness change	9	10.34
	Information change	3	3.45
	TOTAL	87	100

Table 1 shows that unit shift (22.99%) is the most recurring strategy in translating sports terms in the translation of *Official Volleyball Rules*, as well as distribution change (17.24%), loan (16.09%), and calque (13.79%). Meanwhile, the least recurring strategies are clause structure change (1.15%), followed by abstraction change, paraphrase, and cultural filtering (each of them forms 2.3%).

The type of unit shift found in the translation is the shift from word into phrase, while the type of distribution change found in the translation is expansion. The use of both unit shift and distribution change in this translation showed that the semantic components of English sports terms are oftentimes translated into more semantic components in

Indonesian. It is understandable due to the differences between the source and the target language. For example, in the translation of the term “serve” which is a word in the source language. It is translated into the phrase “*melakukan servis*” or “to do a serve” since Indonesian only has a noun equivalence of “serve” but has no verb equivalence of “to serve”. Therefore, the translator needed to add the verb “*melakukan*” or “to do” in order to successfully transfer the meaning of the word.

Not surprisingly, loan proved to be one of the most applied strategies as well as calque in the translation of sports terms. 14 out of 87 terms are translated with a loan in which sports terms are transferred to the target language without any change or adjustment, while 12 out of 87 terms are translated with calque or indirect loan. The use of loan and calque strategy is understandable in translating sports terms since most of the English sports terms are already well-established terms as well as popular and widely used in Indonesian. However, although sports including volleyball already have a long tradition of using their original terms from the language in which the sports is originated or their borrowing terms (both by direct and indirect borrowing) in Indonesian, it is fair to say that not all of these borrowed terms may someday be translated into good and true Indonesian terms.

The translator uses all three of Chesterman’s translation strategies, namely syntactic strategies, semantic strategies, and pragmatic strategies. Besides loan, calque, and unit shift, the translator also uses transposition and clause structure change strategies which are a part of syntactic strategies that mainly manipulate form in the translation of *Official Volleyball Rules*. The use of transposition strategy in the translation has the same reason as the use of the unit shift strategy, which is due to the lack of the same class word equivalence between the source and target language. Meanwhile, the use of clause structure change which only results in 1.15% of the translation shows the difference between the source and the target language structures. Besides distribution change, the translator also uses abstraction change and paraphrase strategies which are a part of semantic strategies that mainly manipulate meaning in the translation. The use of pragmatic strategies is seen in the use of cultural filtering, explicitness change, as well as information change that mainly manipulate the message itself. The use of these three pragmatic strategies is due to the cultural differences between the source and target language, so the translator understandably needed to manipulate the message by adding information in the translation to convey the message of the terms from the source language to the target language effectively.

CONCLUSION

The research shows that three of Chesterman’s translation strategies are used in the translation of *Official Volleyball Rules* from English into Indonesian. In addition, of all 30 strategies from loan to other pragmatic strategies, 10 of them are used in the translation. The 10 strategies are loan (16.09%) and calque (13.79%), transposition (10.34%), unit shift (22.99%), clause structure change (1.15%), abstraction change (2.3%), distribution change (17.24%), paraphrase (2.3%), cultural filtering (2.3%), explicitness change (10.34%), and information change (3.45%). The most frequently used strategies are unit shift, distribution change, loan, and calque. Meanwhile, the least used strategies are clause structure change, abstraction change, paraphrase, and cultural filtering. Sports terms found in the *Official Volleyball Rules* are translated by manipulating their forms with syntactic strategy, manipulating their meaning with semantic strategies, and by manipulating their messages with pragmatic strategies.



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Appendix

Sports terms extracted from the book *Official Volleyball Rules* and its translation

No	ST	TT
1.	GAME CHARACTERISTICS (p. 7)	KARAKTERISTIK PERMAINAN BOLA VOLI (p. 2)
2.	Volleyball is a sport played by two teams on a playing court divided by a net. (p. 7)	Bola voli adalah satu jenis olahraga yang dimainkan oleh dua tim di sebuah arena permainan yang dipisahkan oleh sebuah net. (p. 2)
3.	Volleyball is a sport played by two teams on a playing court divided by a net. (p. 7)	Bola voli adalah satu jenis olahraga yang dimainkan oleh dua tim di sebuah arena permainan yang dipisahkan oleh sebuah net. (p. 2)
4.	Volleyball is a sport played by two teams on a playing court divided by a net. (p. 7)	Bola voli adalah satu jenis olahraga yang dimainkan oleh dua tim di sebuah arena permainan yang dipisahkan oleh sebuah net. (p. 2)
5.	Volleyball is a sport played by two teams on a playing court divided by a net . (p. 7)	Bola voli adalah satu jenis olahraga yang dimainkan oleh dua tim di sebuah arena permainan yang dipisahkan oleh sebuah net . (p. 2)
6.	The object of the game is to send the ball over the net in order to ground it on the opponent's court , and to prevent the same effort by the opponent. (p. 7)	Tujuan permainan itu sendiri adalah melewatkan bola di atas net agar dapat jatuh menyentuh lantai di wilayah lapangan lawan dan mencegah agar lawan tidak bisa melakukan hal tersebut. (p. 2)
7.	The team has three hits for returning the ball (in addition to the block contact). (p. 7)	Sebuah tim memiliki tiga pantulan untuk mengembalikan bola (dan juga sentuhan blok). (p. 2)
8.	In Volleyball, the team winning a rally scores a point (Rally Point System). (p. 7)	Dalam bola voli, tim yang memenangkan sebuah reli memperoleh satu angka (Rally point system). (p. 2)
9.	Volleyball is one of the most successful and popular competitive and recreational sports in the world. (p. 9)	Bola voli merupakan salah satu olahraga di dunia yang paling berhasil, populer, penuh persaingan sekaligus menyenangkan . (p. 3)
10.	Yet Volleyball comprises several crucial overlapping elements whose complimentary interactions render it unique amongst rally games. (p. 9)	Bolavoli merupakan gabungan dari beberapa elemen yang tumpang tindih satu sama lain tetapi itu malah membuatnya menjadi permainan yang unik. (p. 3)
11.	This text is aimed at a broad Volleyball public – players, coaches, referees, spectators, commentators – for the following reasons: (p. 9)	Buku ini adalah panduan bagi seluruh insan bolavoli seperti misalnya pemain, pelatih, wasit, penonton, komentator karena beberapa sebab yaitu: (p. 3)
12.	This introduction at first focuses on Volleyball as a competitive sport, before setting out to identify the main qualities required for successful refereeing. (p. 9)	Pengantar ini, pertama-tama memfokuskan diri pada bolavoli sebagai sebuah olahraga kompetitif , sebelum kemudian memberikan penjelasan tentang kualitas-kualitas yang diperlukan agar perwasitan berjalan sukses. (p. 3)
13.	Competition taps latent strengths. (p. 9)	Kompetisi bisa memunculkan kekuatan. (p. 4)
14.	With a few exceptions, Volleyball allows all players to operate both at the net (in attack) and in the back of the court (to defend or serve). (p. 9)	Dengan sedikit pengecualian, bolavoli memungkinkan semua pemainnya untuk bergerak di net (ketika menyerang) dan di bagian belakang lapangan (ketika bertahan atau melakukan servis). (p. 4)
15.	Some of these it shares with other net/ball/ racquet games: (p. 9)	Beberapa elemen tersebut memiliki kesamaan dengan permainan raket/bola atau permainan lain yang juga menggunakan net (p. 4)
16.	Some of these it shares with other net/ball/racquet games: (p. 9)	Beberapa elemen tersebut memiliki kesamaan dengan permainan raket/bola atau permainan lain



		yang juga menggunakan net (p. 4)
17.	Volleyball is, however, unique amongst net games in insisting that the ball is in constant flight – a flying ball – and by allowing each team a degree of internal passing before the ball must be returned to the opponents. (p. 9)	Namun, bolavoli juga memiliki keunikan yang tidak ada dalam permainan net lain di mana bola diupayakan tetap melayang dan memberikan peluang bagi tiap tim untuk mengumpan bola (passing) di arena sendiri sebelum bola dikembalikan ke daerah lawan. (p. 4)
18.	The introduction of a specialist defensive player – the Libero – has moved the game forward in terms of rally length and multi-phase play. (p. 10)	Diperkenalkannya pemain spesialis bertahan – yaitu libero – membuat permainan lebih berkembang dengan rally-rally panjang dan permainan multi-fase. (p. 4)
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20.	– by being an educator – using the rules to penalise the unfair or admonish the impolite; (p. 10)	Menjadi pendidik – menggunakan aturan untuk menghukum tim yang tidak fair dan bersikap tidak sopan. (p. 4)
21.	The “ coach’s restriction line” (a broken line which extends from the attack line to the end line of the court, parallel to the side line and 1.75 m from it) is composed of 15 cm short lines drawn 20 cm apart to mark the limit of the coach’s area of operation. (p. 13)	“ garis batas coach ” (<i>garis putus-putus dari perpanjangan garis serang sampai dengan garis akhir, sejajar dan berjarak 1,75 meter dari garis samping</i>) terdiri dari garis-garis pendek 15 cm dibuat dengan jarak 20 cm sebagai bagian dari tanda batas daerah operasional coach (p. 7)
22.	Front zone (p. 13)	Daerah depan (serang) (p. 7)
23.	The substitution zone is limited by the extension of both attack lines up to the scorer’s table. (p. 14)	Daerah pergantian dibatasi oleh perpanjangan dari kedua garis serang hingga ke meja scorer (p. 7)
24.	The Libero Replacement zone is part of the free zone on the side of the team benches , limited by the extension of the attack line up to the end line. (p. 14)	Daerah pergantian Libero adalah bagian dari daerah bebas di depan bangku cadangan , yang terbatas dari perpanjangan garis serang sampai garis akhir (p. 7)
25.	Penalty area (p. 14)	Daerah penalty (p. 7)
26.	The antennae are considered as part of the net and laterally delimit the crossing space . (p. 15)	Antena adalah bagian dari net dan sebagai batas samping dari ruang penyebrangan bola . (p. 8)
27.	Only those listed on the score sheet may normally enter the Competition/Control Area and take part in the official warm up and in the match. (p. 17)	Hanya yang terdaftar di scoresheet yang berhak masuk ke Area Kompetisi / Kontrol dan mengambil bagian di pemanasan resmi dan pertandingan. (p. 10)
28.	One of the players, other than the Libero, is the team captain , who shall be indicated on the score sheet. (p. 17)	Kecuali Libero, satu dari para pemain adalah kaptan tim dia harus diberi tanda dalam score-sheet. (p. 10)
29.	during time-outs and technical time-outs: in the free zone behind their court. (p. 17)	Selama waktu time out dan technical time out : pada daerah bebas di belakang lapangan permainannya (p. 11)
30.	during time-outs and technical time-outs : in the free zone behind their court. (p. 17)	Selama waktu time out dan technical time out : pada daerah bebas di belakang lapangan permainannya (p. 11)
31.	Players’ jerseys must be numbered from 1 to 20. (p. 17)	Baju kaos pemain harus diberi nomor dari 1 sampai dengan 20. (p. 11)
32.	to play in training suits in cold weather, provided that they are of the same colour and design for the whole team (except for the Liberos) and numbered according to Rule 4.3.3. (p. 19)	Bermain dengan memakai training suit di cuaca dingin, asal saja warna dan desain untuk seluruh tim (kecuali Libero) seragam dan bernomor sesuai peraturan 4.3.3 (p. 11)
33.	This game captain maintains his/her responsibilities until he/she is substituted, or the	Kaptan bermain tetap memiliki tanggung jawabnya sampai dia diganti atau kaptan tim kembali bermain



	team captain returns to play, or the set ends. (p. 19)	atau berakhirnya set . (p. 12)
34.	in the absence of the coach to request time-outs and substitutions . (p. 20)	Untuk mengajukan permintaan time out dan pergantian pemain jika coach sedang berhalangan (p. 12)
35.	He/she selects the starting line-ups , the substitutes, and takes time-outs. (p. 20)	Dia memilih pemain yang main pertama , pergantian pemain, dan meminta time out. (p. 13)
36.	prior to each set, gives the 2nd referee or the scorer the line-up sheet(s) duly filled in and signed; (p. 20)	Sebelum dimulai tiap set, memberikan daftar posisi yang telah diisi dan ditandatangani, kepada wasit kedua atau skorer ; (p. 13)
37.	This includes: — the award of a penalty (p. 20)	Ini termasuk angka yang didapat dari penalty (p. 13)
38.	The players who are not in the starting line-up of a set are the substitutes for that set (except the Liberos). (p. 20)	Pemain yang tidak terdapat dalam daftar posisi dalam suatu set adalah pemain pengganti untuk set tersebut (kecuali Libero) (p. 13)
39.	When the receiving team has gained the right to serve, its players rotate one position clock-wise: the player in position 2 rotates to position 1 to serve, the player in position 1 rotates to position 6, etc. (p. 26)	Jika regu penerima servis berhasil mendapat hak untuk servis pemainnya berputar satu posisi searah jarum jam : pemain di posisi 2 berputar ke posisi 1 untuk melakukan servis, pemain posisi 1 berputar ke posisi 6, dst. (p. 18)
40.	TEAM HITS (p. 28)	SENTUHAN BOLA BAGI SETIAP TIM (p. 19)
41.	The team is entitled to a maximum of three hits (in addition to blocking), for returning the ball. (p. 28)	Untuk mengembalikan bola setiap tim dapat memantulkan/menyentuh bola tiga kali (kecuali pada blok, per 14.4.1) (p. 19)
42.	When two (or three) team-mates touch the ball simultaneously, it is counted as two (or three) hits (with the exception of blocking). (p. 28)	Jika dua (3) pemain dari satu tim menyentuh bola secara bersamaan, ini merupakan dua (3) sentuhan (dengan pengecualian pada saat melakukan blok). (p. 19)
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44.	ASSISTED HIT (p. 28)	MEMAINKAN BOLA DENGAN BANTUAN (p. 19)
45.	The ball sent to the opponent's court must go over the net within the crossing space . (p. 29)	Bola yang dipantulkan ke daerah lawan harus melewati atas net di dalam ruang batas permainan . (p. 21)
46.	In blocking, a player may touch the ball beyond the net, provided that he/she does not interfere with the opponent's play before or during the latter's attack hit. (p. 30)	Pada saat melakukan blok, seorang pelaku blok dapat menyentuh bola dengan menjangkau melewati net, asalkan dia tidak mengganggu permainan lawan sebelum atau pada saat melakukan pukulan serangan terakhir. (p. 22)
47.	PENETRATION UNDER THE NET (p. 30)	MEMASUKI DAERAH LAWAN DI BAWAH NET (p. 22)
48.	A player may enter the opponent's court after the ball goes out of play . (p. 30)	Seorang pemain dapat memasuki lapangan lawan setelah bola mati . (p. 22)
49.	CONTACT WITH THE NET (p. 30)	MENYENTUH NET (p. 22)
50.	The action of playing the ball includes (among others) take-off , hit (or attempt) and landing safely, ready for a new action. (p. 30)	Saat memainkan bola termasuk (diantaranya) take-off , memukul (berusaha), dan mendarat (p. 22)
51.	A player touches the ball or an opponent in the opponent's space before or during the opponent's attack hit . (p. 31)	Seorang pemain menyentuh bola atau pemain dalam daerah lawan sebelum atau pada saat lawan melakukan serangan (p. 22)
52.	A player interferes with play by (amongst others): —creating an unfair advantage over the opponent by touching the net (p. 31)	Seorang pemain mengganggu permainan bila (di antaranya): - Menciptakan keuntungan yang tidak sportif terhadap lawan dengan menyentuh net (p. 23)
53.	The 1st referee authorizes the service, after	Wasit pertama mengizinkan untuk dilakukannya



	having checked that the two teams are ready to play and that the server is in possession of the ball. (p. 32)	servis, setelah mengecek bahwa kedua tim telah bersiap bermain dan pelaku servis sudah menguasai bola. (p. 24)
54.	EXECUTION OF THE SERVICE (p. 32)	PELAKSANAAN SERVIS (p. 24)
55.	Dribbling or moving the ball in the hands is permitted. (p. 32)	Diperkenankan memantulkan bola ke lantai atau memindahkan bola di tangan. (p. 24)
56.	At the moment of the service hit or take-off for a jump service , the server must not touch the court (the end line included) or the floor outside the service zone. (p. 32)	Pada saat melakukan pukulan servis atau saat meloncat untuk melakukan servis meloncat , pelaku servis tidak boleh menyentuh lapangan (termasuk garis akhir) atau lantai di luar daerah servis. (p. 24)
57.	The server must hit the ball within 8 seconds after the 1st referee whistles for service. (p. 32)	Pelaku servis harus memukul bola dalam 8 detik setelah wasit pertama membunyikan peluit untuk melakukan servis. (p. 24)
58.	The players of the servicing team must not prevent their opponent, through individual or collective screening, from seeing the server and the flight path of the ball. (p. 32)	Para pemain dari tim yang melakukan servis tidak boleh menghalangi lawan (melalui tabir secara perorangan atau bersama-sama), untuk melihat pelaku servis dan jalannya bola. (p. 24)
59.	A player or a group of players of the serving team make(s) a screen by waving arms, jumping or moving sideways during the execution of the service , or by standing grouped, and in so doing hides both the server and the flight path of the ball until the ball reaches the vertical plane of the net. (p. 32)	Seorang atau sekelompok pemain dari tim yang melakukan servis, melakukan tabir dengan menggerak-gerakan lengan, melakukan loncatan atau bergerak ke samping, pada saat servis dilakukan atau berdiri berkelompok untuk menghalangi pelaku servis dan menutup jalannya bola. (p. 24)
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61.	FAULTS MADE DURING THE SERVICE (p. 33)	KESALAHAN SERVIS (p. 24)
62.	Faults after the service hit. (p. 33)	Kesalahan servis dipukul: (p. 24)
63.	SERVING FAULTS (p. 33)	KESALAHAN SETELAH MELAKUKAN SERVIS (p. 25)
64.	If the server makes a fault at the moment of the service hit (improper execution, wrong rotational order, etc.) and the opponent is out of position, it is the serving fault which is sanctioned. (p. 33)	Jika pelaku servis membuat kesalahan pada waktu melakukan pukulan servis (pelaksanaannya tidak tepat: kesalahan urutan rotasi dll.) dan lawan dalam keadaan salah posisi, maka yang dikenakan sanksi adalah kesalahan servis. (p. 25)
65.	During an attack hit, tipping is permitted only if the ball is cleanly hit, and not caught or thrown (p. 33)	Selama melakukan pukulan serang diperkenankan men-tip , asal bola terpukul dengan baik dan tidak tertangkap atau terlempar. (p. 25)
66.	at his/her take-off , the player's foot (feet) must neither have touched nor crossed over the attack line; (p. 34)	Pada saat melakukan tolakan untuk meloncat , salah satu atau kedua kaki pemain tidak boleh menyentuh atau melewati garis serang; (p. 25)
67.	A player hits the ball within the playing space of the opposing team. (p. 34)	Seorang pemain memukul bola di daerah permainan lawan. (p. 25)
68.	A player completes an attack hit from higher than the top of the net when the ball is coming from an overhand finger pass by a Libero in his/her front zone. (p. 34)	Seorang pemain melakukan pukulan serang dengan bola lebih tinggi dari ketinggian net, sedangkan bola berasal dari libero yang menggunakan pass atas dengan jari-jari di daerah depan. (p. 26)
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70.	Consecutive (quick and continuous) contacts with the ball may occur by one or more blockers , provided that the contacts are made during one action. (p. 35)	Sentuhan yang berturut-turut (cepat dan tidak terputus) dapat terjadi oleh satu pelaku blok atau lebih, asal perkenaan tersebut dilakukan dalam satu gerakan. (p. 27)
71.	BLOCKING FAULTS (p. 35)	KESALAHAN DALAM MELAKUKAN BLOK (p. 27)
72.	INTERRUPTIONS (p. 36)	PENGHENTIAN PERMAINAN YANG BIASA (p. 28)
73.	For FIVB, World and Official competitions for Seniors, the FIVB may reduce, by one, the number of team and/ or Technical Time Outs in accordance with sponsorship, marketing and broadcast agreements. (p. 36)	Untuk Kejuaraan Dunia dan Pertandingan Resmi FIVB bagian Senior, FIVB dapat mengurangi, 1 kali, jumlah dari time out permintaan dan/ atau Technical Time Out yang berhubungan dengan perjanjian sponsorship, marketing, dan televisi. (p. 28)
74.	SEQUENCE OF REGULAR GAME INTERRUPTIONS (p. 36)	PENGHENTIAN BERTURUT-TURUT (p. 28)
75.	During all time-outs (including Technical Time Outs), the players in play must go to the free zone near their bench . (p. 36)	Selama seluruh time out, pemain yang bermain harus menuju daerah bebas di dekat bangku cadangan tim mereka. (p. 29)
76.	An exceptional substitution means that any player who is not on the court at the time of the injury/illness, except the Libero, second Libero or their regular replacement player, may be substituted into the game for the injured/ill player . (p. 37)	Pergantian istimewa berarti bahwa ada pemain-pemain yang tidak berada di lapangan pada saat terjadi cedera, (kecuali Libero, Libero kedua atau pemain yang digantikan libero), bisa menggantikan pemain yang cedera atau sakit . (p. 30)
77.	An EXPELLED or DISQUALIFIED player must be substituted immediately through a legal substitution. (p. 38)	Pemain yang dikenakan sanksi DIKELUARKAN atau DISKUALIFIKASI harus diganti melalui pergantian resmi. (p. 30)
78.	The coach does not need to make a substitution hand signal except if the substitution is for injury or before the start of the set. (p. 38)	Pelatih tidak perlu memberikan isyarat tangan kecuali pergantian tersebut untuk pemain yang mengalami cedera atau sebelum dimulainya sebuah set (p. 30)
79.	The coach does not need to make a substitution hand signal except if the substitution is for injury or before the start of the set. (p. 38)	Pelatih tidak perlu memberikan isyarat tangan kecuali pergantian tersebut untuk pemain yang mengalami cedera atau sebelum dimulainya sebuah set (p. 30)
80.	The coach does not need to make a substitution hand signal except if the substitution is for injury or before the start of the set. (p. 38)	Pelatih tidak perlu memberikan isyarat tangan kecuali pergantian tersebut untuk pemain yang mengalami cedera atau sebelum dimulainya sebuah set (p. 30)
81.	INTERVALS (p. 41)	WAKTU SELANG (p. 33)
82.	The Libero on court is the Acting Libero . (p. 42)	Libero di lapangan adalah Libero Bermain . (p. 34)
83.	FAIR PLAY (p. 42)	FAIR PLAY (p. 34)
84.	Disqualification (p. 42)	Diskualifikasi (p. 34)
85.	REFEREES (p. 50)	PARA WASIT (p. 41)
86.	REFEREEING CORPS AND PROCEDURES (p. 50)	KORPS PERWASITAN DAN PROSEDURNYA (p. 41)
87.	the faulty contact of the player with the net primarily on the blocker's side and with the antenna on his/her side of the court. (p. 54)	Kesalahan kontak dengan net terutama di sisi bloker atau dengan antenna pada sisi lapangan tempat ia berada. (p. 41)