

From English to Indonesian: A Study of Student Approaches to Translation across Different Source Languages

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ABSTRACT

This study explores how English Literature students apply translation theory in practice, particularly when restricted to manual dictionaries and prohibited from using electronic translation tools. While translation theory is commonly taught in academic settings, students often deviate from prescribed methods during practical exercises. Using Nida and Taber's (1982) translation model, which includes analysis, transfer, and restructuring stages, this qualitative research investigates the translation strategies employed by nine students from an English Literature class, based on responses to a questionnaire. Data analysis revealed that the source language significantly influenced students' translation choices. When translating English texts, seven students reversed the conventional translation sequence, starting with the transfer stage, followed by analysis and restructuring. In contrast, two students adhered to the traditional order. For Indonesian texts, the translation process was generally more structured, with most students following the prescribed stages, although one student failed to complete the restructuring phase. These findings suggest that students' translation practices are influenced by the inherent challenges of translating between languages with different syntactic and semantic structures. The study provides key insights into how translation theory is adapted in practical settings and highlights the role of the source language in shaping translation strategies. This research offers valuable implications for EFL translation instructors, indicating that instructional approaches may need to address the impact of language-specific challenges on students' application of theoretical models in translation exercises.

1. Introduction

Translation plays a pivotal role in bridging linguistic and cultural divides, facilitating communication between speakers of different languages. As a crucial branch of applied linguistics, it is not just about transferring words from one language to another, but about conveying meanings, emotions, and cultural nuances (Grabe, 2021). In an increasingly globalized world, translation serves as a vital tool for fostering mutual understanding and cooperation. However, the translation process is complex, requiring both linguistic expertise and an acute awareness of cultural contexts, which often go beyond mere word substitution (Ngozi, 2016).

The process of translation involves more than the mechanical transfer of words across languages; it requires a transformation of ideas, thoughts, and

expressions while maintaining their integrity across cultural boundaries. Catford (1965) describes translation as the substitution of a text in one language for a text in another language. However, translation's real challenge lies in navigating grammatical differences, idiomatic expressions, and cultural variances that are inherent in each language (Roza et al., 2024). As a result, translators must not only have command over language but also apply effective strategies to produce a coherent and contextually appropriate translation. Translation students, particularly those in English Literature programs, are expected to learn these strategies through both theoretical and practical applications, preparing them for careers in translation and other language-related fields (Istiqomah et al., 2020).

In the context of translation education, students are typically exposed to translation theory, which aims to equip them with the necessary skills to analyze and comprehend the intricate nuances of the translation process (Mango, 2019). Translation theory provides a framework that enhances students' competence by offering tools to better understand and evaluate their translation decisions. Several scholars, such as Alwazna (2023), have highlighted the importance of applying translation theory in practical courses, especially for novice translators who require a deep understanding of both the linguistic and cultural aspects of translation. However, while these theories are extensively taught in classrooms, real-world application often reveals discrepancies between theoretical knowledge and students' practical translation abilities.

The gap between theory and practice is not a new issue in translation studies. Numerous studies have examined how translation students apply theoretical models during translation tasks, revealing a range of strategies and deviations from the prescribed methods (Borodina, 2021). Research by Nida and Taber (1982) introduced a systematic approach to translation, emphasizing the significance of the stages of analysis, transfer, and restructuring. Yet, studies show that students often alter these steps or overlook crucial aspects, influenced by factors such as the source language's grammatical structure or the lack of proficiency in certain translation techniques (Ngozi, 2016). This deviation from theory is particularly evident when students are restricted from using modern technological tools, such as machine translation systems like Google Translate or DeepL, which may shape their translation choices and strategies (Roza et al., 2024).

Despite the benefits of technology, including machine translation tools, some concerns remain about students' over-reliance on these tools. Borodina (2021) acknowledges that tools like Google Translate can aid professional translators, yet their excessive use may hinder students from developing essential manual translation skills. If students lack access to such tools or are prohibited from using them in academic settings, it is unclear how their performance will be impacted. In these circumstances, it becomes crucial to investigate whether students can still apply translation theories effectively and produce high-quality translations through manual methods, particularly when faced with linguistic complexities that machine translators may not fully address.

While technology and theory continue to shape translation practices, little research has been conducted to explore how students specifically approach translation tasks without technological assistance. This study aims to fill that gap by examining how students in an English

Literature program apply translation theory when translating texts manually, using only traditional dictionaries for support. Understanding the students' process in such a setting provides valuable insights into the strengths and limitations of their translation competence, as well as their decision-making during translation tasks. By investigating these approaches, the study contributes to the broader discussion on how students can be better prepared for careers in translation.

The novelty of this study lies in its exploration of students' translation strategies without the use of machine translation tools, a context rarely studied in existing literature. By focusing on the students' manual translation practices, this research offers a unique perspective on their cognitive and linguistic processes, revealing how translation theories are applied when technological aids are removed. The study also highlights the specific challenges students face when working with different languages, such as English and Indonesian, and how these challenges impact their translation choices. Furthermore, the findings can inform the development of more effective teaching methods that address both the theoretical and practical aspects of translation.

The primary aim of this research is to understand how translation students, after receiving instruction in translation theory, apply those concepts in practice when translating English and Indonesian texts manually. By analyzing the students' approaches and identifying common strategies, this study seeks to enhance our understanding of the translation process at the student level, providing both educators and researchers with actionable insights. This understanding will not only contribute to the improvement of translation curricula but also help refine the way translation skills are taught and assessed in the classroom.

This paper is structured as follows: the first section reviews existing literature on translation theory and the role of manual translation in educational settings. The second section outlines the methodology used to collect and analyze data, focusing on the translation tasks given to the students. The third section presents the findings, highlighting the students' translation strategies and how they adhered to or deviated from theoretical models. Finally, the paper concludes by discussing the implications of the findings for translation education, offering recommendations for future research and practical applications in the classroom. The study underscores the importance of fostering foundational translation skills in students and emphasizes the value of manual translation exercises in enhancing their translation competence.

2. Literature Review

2.1. Previous Studies

Trisvianti (2018) Students' Translation Process in Translating Text at the Twelve Grade of SMA N 1 Air Joman. finds that the most process of translation which students do are jump to transfer firstly, after that analysis, and the last restructuring. Nugroho (2013) The use of Microstrategies in Students' Translation: A Study on classroom Translation Process and Product. This paper explores the microstrategies of translation used by undergraduate students studying English at Dian Nuswantoro University. The findings revealed that the students applied six microstrategies. Surprisingly, students with a GPA below 2.75 displayed higher levels of creativity compared to those with a GPA of 2.75 or above.

The third research was conducted by Syonia & Rosa (2020) with the title "An Analysis of Translation Problems Faced by the Third Year English Department Students of UNP in Translating Historical Recount Text". Researcher found that they encountered 10 translation problems: the improper of use generalization, the improper of borrowing technique, TL structure, meaning deletion, the improper of use literal technique, context misunderstanding, SL interference, meaning addition, inability to find right equivalent, and ST misunderstanding.

The three studies share a common focus on the translation process of students. However, there are notable differences among the studies. The first study specifically examines the translation process of twelfth-grade students at SMA N 1 Air Joman, while the second study focuses on undergraduate students at Dian Nuswantoro University. The third study, on the other hand, analyzes the translation problems encountered by third-year English department students at UNP.

Additionally, the specific aspects of the translation process differ among the studies. The first study investigates the sequence of translation processes, particularly the students' tendency to jump to transfer first, followed by analysis and restructuring. The second study explores micro-strategies proposed by Schjoldager, which are considered more specific, thorough, and numerous compared to other translation strategies. The third study examines the translation problems, such as the improper use of generalization, borrowing technique, and literal technique, encountered by the students.

Meanwhile, this research aims to examine the translating process undertaken by students. The study includes two translating activities, namely translating English text into Indonesian language and translating

Indonesian text into English. The objective is not only to describe the process followed by students during translation but also to identify the tools utilized by them for this purpose. By providing a comprehensive analysis, this research sheds light on the various aspects of students' translating practices and the methods they utilize in order to achieve successful translations.

2.2. Translation Process

Kembaren (2012) stated that there are 3 translation process which is translating, revising the translation product, and proofreading (Kembaren, 2012, p. 10).

2.2.1 Translating

In this stage, translator translate the whole messages of the source context. It is faster using an online translation service, but we cannot depend 100% of its translation product.

2.2.2 Revising the translation product

In this stage, translator revise their translation works so that the target language is accurate, acceptable, and readable for the reader. In this stage usually the translator kept their works overnight to thoroughly to find any errors in their works. Mossop (2014) mention few things that editors should looked at

- 1) Typographical errors.
- 2) The idiomatic word.
- 3) You have to read the sentence twice to understand the meaning.
- 4) The sentence has many advanced words that the reader cannot understand.

2.2.3 Proofreading

After the translation have been revised, that translation works than move to next stage which is proof reading. The translation works will be examined by proofreaders to check if there are any unnatural in the target language that has been translated. Proofreaders usually a speaker of the target language or an expert in that target language. The proofreaders also check if there are any inconsistent in punctuation, capitalization, or typographical errors.

In Weick's terms, the enact-select-retain cycle might be reformulated as translate, edit, sublimate (Robinson, 1959)

- 1) Translate: Act jump into the text feet first; translate intuitively.
- 2) Edit: Think about what you've done; test your intuitive responses against everything you know.

- 3) Sublimate: Internalize what you've learned through this give-and-take process for later use; make it second nature; make it part of your intuitive repertoire; but sublimate it flexible.

There are three stages in the process of translation (Bassnett, 2005; Nida & Taber, 1982). These three stages were analysis, transfer, and restructuring. It can be schematically illustrated as in figure 1:

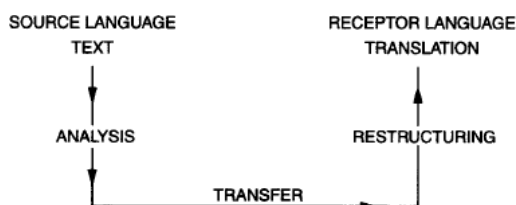


Figure 1 Nida and Taber's model translation process

1) Analysis

The first stage is analysis, where the translator analyzes the surface structure of the text by examining the grammatical relationships and the meaning of words and word combinations (Nida & Taber, 1982). The analysis of the source language text has three aspects: grammatical, referential-semantic, and connotative (Daskan, 2023)

This stage is one of the most important for the translator because the translator must understand the context, messages, and meaning in the source language to be able to translate to the target language. Translator must have a good capability in understanding in linguistic aspect, because in this stage translator may find a difficulty when findings a difficult source language to translate.

The translator should make a note of any lexical items that stand out as crucial terms as he reads the text. These are going to be words that are essential to comprehending the content. A thorough examination of these key words should be one of the first steps in the analysis in order to identify a suitable lexical counterpart in the receptor language. It will frequently be essential to look for additional information in dictionaries and encyclopedias. It is important to identify the essential meaning components that must be communicated.

The level of analysis will depend on how challenging the text is. The need for a careful re-writing into semantic structure prior to any transfer will increase with the difficulty of the content. Extensive semantic displays should not constitute a burden for the translator. It serves as a tool for his analysis. Some people find that

merely rewriting the content in a presentation that is almost semantic is most useful.

2) Transfer

The second stage is transfer, where the translator mentally transfers the analyzed material from the source language to the target language (Nida & Taber, 1982). In this stage, translator transfer the messages, meaning, and content that is in the source's language to the target language. In this stage translator is able to use dictionary, thesaurus, or other services to help them to transfer from source language to target language. In this stage also translator need to know the culture from the target language so that it does not cause a misunderstanding when translating.

Transfer refers to the process of moving from the analysis of the semantic structure to the first draft of the translation. The translator's mind is where the transfer happens. The majority of the skewing between the source text's deep and surface structures will have been reduced by the semantic analysis. Following this, the translator must translate this meaning into the target language and add the proper receptor language skewing.

Translator will accomplish this by determining a lexical equivalent for each notion from the original language and culture. The translator must decide whether to retain the rhetorical and figurative elements of the original language or whether some changes are necessary. He must also decide what grammatical structures to employ in order to convey the intended meaning. The transfer procedure might be exceedingly challenging and the outcome unsatisfactory without a sufficient examination of the translation principles.

3) Restructuring

The final stage is restructuring, where the transferred material is reorganized to ensure that the final message is fully understandable and acceptable in the target language (Nida & Taber, 1982). In this stage, translator is at last stage on translating process which is restructuring. Translator must double check their translations works, so that there are no errors in their works. In this stage also the translator needs their translation logic to make their "transfer" stage look or sound more natural and flexible. The translator's initial task will be to read the larger unit's document while he is checking it. First, the translator should check for unclear or incorrect grammar, overly wordy passages, the improper order, odd phrasing, spots where the links do not seem natural and the writing does not flow readily, collocation conflicts, and stylistic issues. In the second, the translator must ensure that the meaning is accurate. Only a careful comparison with the source text and the semantic analysis will allow him to accomplish this.

Some issues he might run into include: something missing, something added, a new meaning, or a zero meaning, which means that the form just conveys no meaning at all. He will examine the relationships between the sentences, paragraphs, and other bigger units in addition to the meaning of the individual words when determining the meaning of a passage. The third step is for the translator to determine whether or not the theme is understood. He ought to consider this after giving the proposal some thought. One of the things that might be easier to analyze is this. The manuscript will be tested after the translator drafts it himself.

3. Method

3.1 Research Design

This study used qualitative research method. This method analyzed the translation process in the researcher object, so it focuses on the object way of translating job. John w. Creswell (2014) stated that a method for investigating and comprehending the meaning that individuals or groups assign to a social or human situation is qualitative research.

3.2 Setting and Sample of the research

This research was conducted at English Literature Study Program, Faculty of Economics and Social sciences, Fajar University. It is located in Prof. Abdurrahman Basalamah Street number 101 Makassar, South Sulawesi, Indonesia. The research focuses on students from the 5th semester practicum of translation class, comprising a total of 14 students. Out of these, only 9 actively participated and responded to the questionnaires, forming the sample for this study. Purposive sampling was employed to ensure a thorough understanding of the topic from this limited but representative group, aiming to capture detailed insights despite the small sample size.

3.3 Research Instrument

A semi-structured questionnaire is used to get information or data from students about their way and tools to translate the source language text as an instrument of this research. The given questions were about six numbers of question. This questionnaire is highly structured designed, it is more commonly used in quantitative research (Gall et al., 2003). The questionnaire was taken on 13th and 20th of January, 2023 after students did the translation exercises from lecturer. There were two exercises did by students, namely: English text translated to Indonesia, and Indonesia translated to English.

4) Result

Nine students revealed stages in translating text. One most important fact that many stated that translating source language to the target language was based on the language as a source language itself. A lecture of stages in translating a text have been given in studying translation in the classroom. However, students' preferences were varied. They would decide based on their abilities, times, and tools of translating the task.

Analysis Stage

The first stage is analysis. Analysis is analyzing the source language which identify the terms of grammatical relationship and the meanings of the words and combinations of words (Nida & Taber, 1982). The first section is English reading text that transfer to Bahasa Indonesia. From the interviewing, some of student's state:

I translated per sentence because the result of the translation makes more sense than translated word by word.

Student. 2_EXC.17

If I translate a text, of course per sentence because usually if per word the translation will be different from its meaning or rather not close.

Student. 1_EXC.17

My first method is to use a translation machine like Google Translate. After that, I analyzed again and made corrections again until it reached the appropriate meaning

Student. 5_EXC.17

The three statements above, students directly used transfer stage. Students immediately converted the text into the target language without fully understanding the text itself. From the data, it found seven students flipped the process of translating.

On the other hand, two students who started the task from analysis demonstrated a more thorough understanding of the text. They said;

Before translating a text, I usually read by sentence first then I translate it word by word.

Student. 5_EXC.11

I translate the text is word by word.

Student. 3_EXC.11

The two students started the activity from reading the text first then continue transferring word by word. This approach ensures that the students have a clear understanding of text before translating it, which can result in more accurate meaningful translations.

The second section of translation activity is translating a text from Bahasa Indonesia to English Language. From the interviewing script, it proofed that most of the students used analysis stage in the first time unlike the previous section. For example, two of the students said:

Yes, in order to avoid misunderstandings in translating. I read the text then translate them.

Student. 1_EXC.10

Yes, I will try to understand the contents of the text first, then re-translate whether what I mean is appropriate or not.

Student. 2_EXC.10

The two representative students above used Analysis stage in translating Bahasa Indonesia as a source language. Students need to understand the text before convert it to target language. Although, it was two students did transfer at the first stage.

To conclude on the two types of different source language used are; English as a source language found 22% of students began the translating activities from analysis stage. However, it is 78% of students used Analysis stage whereas Bahasa Indonesia as a source language.

Transfer Stage

The second stage is a transfer stage. During this stage, the translator analyzes the source language (SL) and transfers the analyzed material into the target language (TL) in their minds. The process involves understanding the grammatical relationships and the meanings of the words and combinations of words in the source language. The goal is to ensure that the meaning of the source language is accurately conveyed in the target language, maintaining the equivalent effect on the target audience or readers (Jabak, 2020).

Through the questionnaire, it is found that two students did Analysis stage in the second stage. One of the student said:

My first method is to use a translation machine like Google Translate. After that, I analyzed again and made corrections again until it reached the appropriate meaning.

Student. 3_EXC.9

English language as a source language made students have dissimilar way to translate the text. But most students used transfer stage as the first stage in the process of translation. In contrast, when Bahasa Indonesia serves as the source language, most students consistently utilize the transfer stage as the second stage in their translation activities. They said;

Before I translate or look for words that are easy to understand, I first read the text, then understand, and I look for words or discussion that are appropriate to the text.

Student. 2_EXC.8

I translate the text after reading the text. It makes me easy to use my sense of language after understand the text.

Student. 3_EXC.8

The two students above proposed the transferring stage after analyzing stage. By leveraging their understanding the language, they believed it would facilitate conveying the message in a consistent tone, meaning, and cultural context.

Restructuring Stage

The third stage is restructuring. The restructuring stage in Nida and Taber's translation process refers to the final stage where the transferred material is restructured in order to make the final message fully acceptable in the target language. This stage involves adjusting the grammatical structure and word choice to ensure the translated text is natural and idiomatic in the target language, while still conveying the intended meaning from the source language (Evingellista, 2018).

This stage is different from other stage where the transferred material is restructured to make the final message fully acceptable in target language. Based on the data, it was found students' translation activities reveal that all students, regardless of whether English or Bahasa Indonesia was used as the source language, followed the restructuring stage as the final step in the translation process. However, one student did not use final stage, she said;

I don't recheck the result of mine because I have full paid attention in analysis and transfer stage. And I was almost out of time.

Student. 5_EXC.12

Although the restructuring stage is essential for ensuring translations are linguistically and culturally appropriate, many students tend to skip it due to time constraints, prioritizing the analysis and transfer stages instead. The findings suggest that while some students bypass the restructuring phase, a significant number recognize its importance and engage with it to ensure their translations are more natural and idiomatic in the target language. These students understand that literal translations are insufficient without cultural and contextual. Two students specifically highlighted the value of restructuring, noting it was crucial for making the translation suitable for the target audience. This contrast underscores the need for educators to emphasize

the restructuring phase, helping students balance their time and develop more polished translations. The findings also suggest that translation programs should incorporate strategies for effective time management to ensure students allocate sufficient attention to all stages of the translation process, ultimately improving the quality of their work;

Of course, I checked again whether there were wrong sentences or typos.

Yes, because I know that I still have a lot of deficiencies, so before collecting them I always read over and over.

Student. 6_EXC.18

These statements highlight the importance of rechecking the translation task. The two students above represent the broader sample, emphasizing that rechecking is crucial for producing accurate and polished translations. While time pressures can lead some students to skip the restructuring stage, most students recognize the necessity of this step to ensure their translations are correct and idiomatic.

5) Discussion

This study examined how students approach the translation process from English and Bahasa Indonesia, revealing key differences in their translation strategies depending on the source language. One of the main findings is that when translating from English, only 22% of students initially engaged with the analysis stage, with many opting for a more direct translation approach. This could be due to several factors, including a lack of understanding of the translation process, limited language proficiency, and time pressures (Anisah, 2022; Baihaqi, 2024). In contrast, 78% of students employed the analysis stage when translating from Bahasa Indonesia, their native language. This suggests that students were more meticulous when translating in their native language, likely because of their familiarity with the nuances and cultural contexts of Bahasa Indonesia.

The study highlights that students' familiarity with the source language plays a significant role in their ability to engage in a thorough analysis and produce more accurate translations. This finding is important as it demonstrates how native language familiarity influences translation strategies, a topic that has been discussed in previous research. The importance of cultural context in translation is further supported by the work of Ma'Shumah et al., who assert that a translator's awareness of cultural nuances is essential for achieving appropriate translation outcomes (Ma'shumah et al., 2022). This aligns with the findings of Jannah et al., who emphasize that students must first translate their native language to understand the meaning of texts, indicating

that their familiarity with Bahasa Indonesia enhances their translation accuracy (Jannah et al., 2022).

Moreover, translation is a complex process influenced by various socio-cultural factors, underscoring the necessity for translators to navigate both linguistic and cultural dimensions effectively (Suprayetno, 2024). Furthermore, the role of familiarity with the source language is echoed in the research, which highlights that understanding the cultural background of the target language is crucial for effective translation (Paronyan, 2021). This suggests that students who are well-versed in their native language are better equipped to handle the intricacies of translation, as they can draw upon their cultural knowledge to make informed decisions during the translation process. The synthesis of these findings underscores the critical interplay between language familiarity and cultural awareness in enhancing translation quality, thereby contributing to a deeper understanding of translation strategies among students.

Another important finding relates to the transfer stage. When translating from English to Bahasa Indonesia, 78% of students began with the transfer stage, using a more literal translation approach. This suggests that students faced difficulties in adapting English linguistic structures to Bahasa Indonesia, resulting in a straightforward transfer of words and phrases (Safei & Saliha, 2018). On the other hand, when translating from Bahasa Indonesia to English, most students (78%) started with the analysis stage, indicating that they required a deeper understanding of the cultural and contextual aspects of the source text before engaging in the transfer stage.

Translating from a native language into a foreign language necessitates a heightened level of cultural sensitivity and thoughtful consideration, which distinguishes it from the reverse direction of translation. This complexity arises from the need to navigate not only linguistic differences but also cultural nuances that can significantly impact the meaning and reception of the translated text. For instance, (Sinulingga et al., 2023) emphasize the importance of allocating specific time for revisions in the translation process, as this stage is crucial for ensuring that the translation meets defined linguistic and contextual criteria

However, many students often overlook this restructuring phase due to time constraints, which can lead to translations that are incomplete or fail to resonate culturally with the target audience. The restructuring stage is vital for achieving both linguistic accuracy and cultural appropriateness. Students frequently prioritize the analysis and transfer stages, often neglecting the necessary time for restructuring their translations. This oversight underscores the importance of effective time management and prioritization within the translation

process. As highlighted by Mello & Barbosa (2021) the back-translation process serves as a verification mechanism to ensure that the translated text accurately reflects the original content, thereby reinforcing the need for careful restructuring. The lack of attention to this phase can result in translations that do not fully capture the intended meaning, which is particularly critical in cross-cultural contexts where misinterpretations can lead to significant misunderstandings.

Furthermore, the findings of Lehka-Paul (2020) indicate that translators exhibit varying decision-making styles, which can influence the duration and thoroughness of the end revision stage. This variability suggests that some translators may not fully appreciate the significance of restructuring, potentially leading to suboptimal translations. Al-Amer et al. (2014) argue that employing multiple translators can mitigate issues related to dialectal differences and contextual nuances, thereby enhancing the overall quality of the translation.

This collaborative approach can also help in emphasizing the importance of the restructuring phase, as it allows for diverse perspectives and expertise to inform the final product. In light of these insights, it is essential for educators to underscore the importance of the restructuring phase in translation training. Providing students with strategies for effective time management across all stages of the translation process can enhance their appreciation for this critical phase. As Kozyar et al., (2022) suggest, simulation-based learning can be an effective method for practical training, allowing students to immerse themselves in realistic translation scenarios that highlight the importance of each stage, including restructuring. By fostering a deeper understanding of the translation process and the significance of cultural sensitivity, educators can better prepare students for the complexities of translating between languages.

The novelty of this study lies in its exploration of how language familiarity, cultural context, and time management impact students' translation practices in distinct ways depending on the source language. The study sheds light on the challenges faced by students when translating between English and Bahasa Indonesia, highlighting that familiarity with the source language significantly shapes the translation process. The findings suggest that translation training should be tailored to account for these differences and to help students navigate the complexities of both familiar and foreign language contexts. Future research could investigate the role of technology, such as translation software or corpus-based approaches, in supporting students to overcome these challenges. Additionally, exploring the relationship between students' language proficiency levels and their translation outcomes could provide further insights into improving translation education and

practice, particularly for bilingual or multilingual learners. Furthermore, this finding underscores the need for lecturers to monitor students' translation activities and provide feedback on the importance of the restructuring stage. By doing so, lecturers can help students to develop a more comprehensive understanding of the translation process and ensure that they produce high-quality translations that are culturally and linguistically acceptable in the target language.

6) Conclusions

In this study explores the varying approaches students adopt in translating between English and Bahasa Indonesia, revealing key insights into their translation processes based on the source language. The findings show that students tend to be more cautious and meticulous when translating from Bahasa Indonesia, their native language, as they are more familiar with its nuances and cultural context, which drives them to ensure accuracy in conveying the intended meaning. In contrast, when translating from English, students exhibit a different approach, often reversing the typical translation process. This suggests that their understanding of the source language influences the stages they prioritize in the translation process. The novelty of this study lies in its identification of these language-specific translation strategies, highlighting how familiarity with the source language can shape translation practices. The implications for EFL educators and researchers are significant, as the study provides valuable insights into the challenges faced by students in translating between languages, emphasizing the need for targeted instructional strategies to support students' specific difficulties. Future research could further investigate the role of language proficiency, cultural competence, and the impact of different teaching methodologies in shaping translation practices, particularly in the context of bilingual or multilingual learners.

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