

## STUDENTS' TRANSLATION OF ENGLISH TEXT INTO INDONESIAN TEXT AT THE FIFTH SEMESTER OF KHAIRUN UNIVERSITY

Mirna Bueke<sup>1</sup>, Samsudin Hi. Adam<sup>2</sup>, Suratman Dahlan<sup>3</sup>

<sup>1,2,3</sup> English Language Education Study Program of Khairun University, Indonesia  
Email: mirna.bueke@gmail.com, dahlaneman98@gmail.com

### ABSTRACT

This study aims to find out: (1) students' difficulties in translating English texts into Indonesian, and (2) the causes of difficulties in translating texts at the fifth Semester students of English Language Education Study Program of Khairun University. This study applies a qualitative descriptive method and in analyzing data using content analysis. This study involved 12 participants. The research instrument used a test in the form of a literary text entitled "An Immortal Soul". The results showed that students had difficulty understanding the meaning of the text, because lack of vocabulary mastery, grammatical issues, and difficulty translating literary texts. The causes of these difficulties include a lack of background knowledge about literary texts, most of the students are still translating word for word and also cultural differences. This shows that fifth semester students still have difficulty translating English texts into Indonesian, especially in literary texts. As a result, students need more practice to get a good translation.

**Keywords:** students' difficulties, translation, and literary texts

### INTRODUCTION

English has been established as an international language as a verbal language for communication. English is also a universal language of instruction used in almost every corner of the world (Kaine, 2008) cited in (Rahmawati, 2018). In this modern era, English plays an important role in various aspects, especially in education and work. Despite the position of English as the first foreign language, students are not only guided to be able to speak English, but also must have competence in translating, because translation can help them provide understanding and information to others who need it without having to experience difficulties.

Thus, translation is one of the important aspects that must be mastered by students, making it easier for them to interact with the outside world and be able to compete in the era of globalization. Translation itself is a general term that refers to the transfer of thoughts and ideas from one language to another, both written and spoken language by Usman, et al (2022).

Difficulty translating English text is one of the problems faced by students. Most of them are still translating text from English to Indonesian word for word. In translating, if you only translate word for word, then the meaning or message of the source language cannot be conveyed properly into the target language. The causes can be seen from the lack of background knowledge about linguistics, vocabulary, grammar problems, translating literary texts, linguistic factors, non-linguistic factors, idioms, phrases, clauses, lexical meanings, mother tongue, and culture.

#### 1. Definition of Translation

According to Brislin (1976:4), translation is a general term that refers to the transfer of thoughts and ideas from one language to another, both in written and spoken form (cited in Dahlan & Latif, 2019:291). Furthermore, Catford defines translation as the replacement of textual material in one language (SL) with equivalent textual material in another language (TL). This definition emphasizes that the meaning of the source text is transferred to the target text according to the author's intention.

Another opinion expressed by Newmark 1988 defining translation as translating the meaning of a text into another language in the manner intended by the author of the text. Meanwhile, Sofyan & Tarigan (2018) points out that translation is how the source text (ST) is transferred to the target text (TT) without changing the original meaning or message contained in the ST from the point of view of its language metafunctions (ideational, interpersonal, and textual metafunctions).

On the other hand, Ayuningtyas (2018) argues that translation is not only about changing literary words into words, sentences into sentences in the source language into the target language. However, translation requires knowledge and understanding to choose the closest and most appropriate equivalent in the target language to convey the message contained in the source language into the target language appropriately. This is also in line with Nida and Taber's statement that translating consists of reproducing in the recipient's language the natural equivalent of the source language's message, firstly in terms of message and secondly in terms of style.

Based on the explanation above, it can be concluded that translation is the process of transferring meaning in the form of knowledge or information from the source language to the target language.

## 2. Principles of Translation

The main purpose of translation is to produce the message content in the source language well into the target language. A translator can translate one language to another precisely, the message will be conveyed clearly. Poor translation, on the other hand, can lead to misunderstandings and miscommunication because the message is not conveyed clearly from the source language to the target language. In this case, there are several conditions that must be considered in order to produce a good translation. Hariyanto & Suryawinata (2003) cited in Lailaturrahmi (2018), explained that the principles of translation are classified into two types; the principles of translation that are shared in the Source Language Text and the principles of translation that are shared with the readers of the Target Language Text.

## 3. Translation Processes

To translate text, a translator needs several processes. Astria (2017) defines the translation process as a series of activities carried out by translators when transferring messages from the source language to the target language. According to Nababan (2008) translation process consist of three steps: a. analysis of source language text, b, transfer of message, c, restructuring.

- a. Analysis Source Language Text is being in reading activity. Next the reading activity of source language text intended to understand the content of the text. A translator cannot understand the content without reading the text. After translator can understand the meaning and structure of the source language, the translator will be able to get the message in it. 2) The next step is to transfer the content, meaning and messages from the source language to the target language. In this step, translator required to find the equivalent of source language word into target language. This transfer process, content, meaning and message is an internal process. After the content, meaning and message come to the translator's mind, they are expressed orally or in writing in the target language. And 3) Restructuring is the alteration of the communication process in a stylistic way appropriate to the target language of the reader or listener. Once the translator has completed the steps of analyzing and reconstructing their understanding of the source language into the target language, they have created a translation.

## 4. Types of Translation

The definition of translation can be distributed based on the definition used by Nida and Taber which divides translation into literal translation and dynamic translation.

Larson also proposes two main types of translation, namely formal-based translation and semantic-based translation. The main type is formal-based translation which tries to follow the form of the source language and is called literal translation. Meanwhile, semantic-based translation tries to convey the meaning of the source language text naturally in the recipient language. Idiomatic translation uses the natural form of the target language, both grammatical and lexical elements, the sounds in the idiomatic translation are the same as the recipient language in which the original was written.

## 5. Methods of Translation

Newmark (1988: 45-47) classifies seven translation methods, namely;

a. Word-by-word translation

It often appears as an interline translation. The main use of word-for-word translation is to understand the mechanics of the source language or to interpret difficult texts as a pre-translation process (Newmark 1988:45). The main purpose of word-for-word translation is to understand the meaning of the source language or construct difficult texts as a translation process.

b. Literal translation

The grammatical structure of SL is translated to its nearest TL equivalent, but the vocabulary is again translated separately and out of context. As a pre-translation process, this presents a problem to be solved (Newmark 1988:46). Literal translation focuses on the target language and the grammar follows that of the target language.

c. Faithful translation

A faithful translation tries to reproduce the exact contextual meaning of the original within the constraints of the TL grammatical structure. It "transfers" cultural words and maintains a degree of grammatical and lexical "abnormality" (deviation from the SL norm) in translation.

d. Meaning translation

Semantic translation emphasizes aesthetic value and meaning (Newmark 1988:46).

e. Customization

This is the "freest" translation format. Mainly used for drama (comedy, poetry). Themes, characters and plots were usually kept, the SL culture was changed to its TL culture, and the text was rewritten. (Newmark 1988:46).

f. Free translation

A free translation is a reprint that is not in the form of the original text and has no method or content. These are usually much longer paraphrases of the original, so-called "intra-language translations", often wordy and not translations at all (Newmark 1988:46).

g. Communication translation

Communication translation seeks to reveal the exact contextual meaning of the original text in such a way that the content and language are readily accepted and understood by the reader (Newmark 1988:46). It translates the contextual meaning of the source language into the target language, making the message easier to understand (Newmark 1988:46).

## 6. Translation of Strategy

According to Lorsch (1991), states translation strategy as a potentially conscious procedure for the solution of a problem which an individual is faced with when translating a text segment from one language to another. Plonska also claims that literal translation is a standard procedure used by a translator who translates a text until the person becomes aware of a problem with the translated text.

Vinay and Darbelnet mention two methods of translating "direct, or literal translation and oblique translation. Within the direct translation framework, they include three procedures: borrowing, calque, and literal translation. In the context of oblique translation they enumerate four procedures: transposition, modulation, equivalence and adaptation; however, the latter two terms are used in a different sense than in modern translation theory (cited in Plonska, 2014). Equality "Equality consists in translating the same situation by two texts using completely different stylistic and structural methods". The translation strategy also has general characteristics, namely; "(a) involves text manipulation; (b) must be applied to the process; (c) is goal-oriented; (d) is problem-centered; (e) is consciously applied; (f) is intersubjective".

## 7. Difficulties of Translation

A common difficulty in doing translation is that no two languages are exactly alike in terms of phonological, morphological, lexical, syntactic, and semantic features. That is why students find it difficult to translate English into the target language (Al-Darawish (1983) in Arono, 2019).

Arono and Nadrah investigated the Bakers' theory, which students studied difficulties in translating English text are:

The students find it difficult to translate because of the lack of mastery of the students' vocabulary. Students also find it difficult because they do not master grammar patterns. And the difficulty of translating literary texts, Newmark said in Jean Nizke explaining that literary texts contain figurative meanings which are difficult to translate into the target language or vice versa.

Hariati (2018) said that several important factors for the translation process must be considered systematically, in order to be accepted. This study aims to explain how these factors become the main source of difficulties in translation. Linguistic factors have a direct and important influence on translation process. Each of the linguistic factors, lexical, syntactic and textual, can interfere with translation. It can be safely assumed that differences between languages are a major source of translation difficulties (Hariati, 2018: 33).

Non-linguistic factors involve knowledge in ideology, culture, history, politico-social, chemistry, science, engineering, biology, medicine, agriculture, and economics. Translation works to bridge the cultural gap between the two worlds and enable communication between different language communities (Hariati, 2018: 34).

In addition, this research has been carried out by previous by Arono & Nadrah (2019) regarding "Difficulties of Students Translating English Texts" which states that students' difficulties in translating are lack of vocabulary, difficulty translating Islamic texts, literary works, and grammar problems. Meanwhile, another difficulty stated by Baker (1992) in Alrishan (2015) is the use of idioms that have similar forms and meanings in different contexts from the target language. Based on the explanation above, this research is very important to find out the difficulties of students in translating texts, as well as the causes of students' difficulties in translating English texts to Indonesian texts. In this case, the researchers found difficulties whether their difficulties were lack of vocabulary, grammatical problems, culture, or difficulties in translating literary texts.

From the reason above, the researcher conduct research entitled "Students' Translation of English Text into Indonesian Text at 5<sup>th</sup> Semester of Khairun University".

## RESEARCH METHOD

This research used the qualitative descriptive method to find the difficulties students had in translating English texts into Indonesian texts, and to find out the causes of the difficulties students had in translating. The reason researchers use a qualitative approach is to be able to obtain

information and data naturally and richly in research, and to be able to explore in depth the problem under study. Leo (2013) stated that qualitative research is the research based on the collecting, analyzing, and interpreting narrative form to get deep understanding from the particular phenomena observer. The subjects of this research are the fifth semester students at English Language Education Study Program of Khairun University Ternate.

The research instruments that were used in this qualitative research is test in the form of English text consisting of 4 paragraphs. Researchers used English texts to find out students' difficulties in translating, as well as the causes of difficulties in translating texts. The test was conducted once, the researcher asked the students to translate the text in 90 minutes. After the students finished translating, the researcher collected them and then the researchers analyzed every word, sentence, and paragraph that the students had translated. This research, the data through students' responses to the translation of English text into Indonesian, in Semester V Students of Khairun University of English Education Study Program. The study transcribes the results of data collection through test, namely the results of text translation. The data is presented in a descriptive analysis based on what they have translated in translating English.

## RESULT AND DISCUSSION

In the findings, the researcher presents the data needed to answer questions about students' difficulties in translating English texts into Indonesian, and the causes of difficulties in translating texts at the fifth Semester students of English Language Education Study Program of Khairun University. In collecting data, the researcher used a test in the form of a literary text entitled "An Immortal Soul". The results showed that students had difficulty understanding the meaning of the text, because lack of vocabulary mastery, grammatical issues, and difficulty translating literary texts. The causes of these difficulties include a lack of background knowledge about literary texts, most of the students are still translating word for word and also cultural difference.

**Tabel 1. Students' Difficulties in Translating English Text**

No.	Source Language	Student Target Language	Target Language
1	According to Plato, man is a dual creature". We have a body that "flows," is inseparably bound to the world of the senses, and is subject to the same fate as everything else in this world—a soap bubble, for example.	Menurut Plato, <u>laki-laki</u> adalah makhluk ganda. Kita memiliki tubuh yang " <u>mengalir</u> ", yang terikat dengan dunia indra, dan tunduk pada nasib yang sama seperti segala sesuatu di dunia ini- <u>sebuah gelembung sabun, seperti contoh.</u>	Menurut Plato, manusia adalah makhluk ganda. Kita memiliki tubuh yang "berubah" yang tidak terpisahkan dengan dunia indra, dan tunduk pada takdir yang sama seperti segala sesuatu yang lain di dunia ini-busa sabun, misalnya.
2	All our senses are based in the body and are consequently unreliable. But we also have an immortal soul—and this soul is the realm of reason. And not being physical, the soul can survey the world of	Semua indra yang kita miliki itu saling berhubungan. <u>Tetapi, kita juga memiliki jiwa yang tidak mati-dan jiwa ini hadir pasti dengan alasan.</u> Tidak secara fisik, jiwa dapat memunculkan ide-ide yang ada di dunia.	Semua yang kita indrai didasarkan pada tubuh kita dan karenanya tidak dapat dipercaya. Namun, kita juga memiliki jiwa yang abadi—dan jiwa inilah dunianya akal. Dan, karena tidak bersifat fisik, jiwa dapat

- ideas.
- 3 Plato also believed that the soul existed before it inhabited the body. Plato juga percaya bahwa jiwa ini ada sebelum jiwa ini memasuki tubuh. menyelidiki dunia ide. Plato juga percaya bahwa jiwa telah ada sebelum ia mendiami tubuh.
- 4 As the human being discovers the various forms in the natural world, a vague recollection stirs his soul. He sees a horse—but an imperfect horse. Sebagai manusia yang menemukan berbagai bentuk alam dunia, ingatan samar-samar menggerakkan jiwanya. Dia melihat seekor kuda—tetapi tidak sempurna. Ketika manusia menemukan berbagai bentuk di dunia alamiah ini, suatu ingatan yang samar-samar menggerakkan jiwanya. Dia melihat seekor kuda—tapi kuda yang tidak sempurna.
- 5 Plato calls this yearning eras—which means love. Plato menyebutkan hasrat ini adalah zaman-yang berarti cinta. Plato menyebut kerinduan ini eros—yang berarti cinta.
- 6 The soul, then, experiences a “longing to return to its true origin.” From now on, the body and the whole sensory world is experienced as imperfect and insignificant. Si jiwa kemudian mengalami “keinginan untuk kembali ketempat asal yang sebenarnya”. Mulai sekarang, tubuh dan seluruh dunia indra dalam sebagai tidak sempurna dan tidak signifikan. Maka, jiwa mengalami “kerinduan untuk kembali pada asal-usulnya yang sejati”. Sejak itu, tubuh dan seluruh dunia indra dianggap tidak sempurna dan tidak penting.
- 7 The soul yearns to fly home on the wings of love to the world of ideas. It longs to be freed from the chains of the body. Jiwa menginginkan tuk terbang kerumah dalam sebuah sayap-sayap cinta ke gagasan ide. Ia rindu untuk melepaskan dari rantai-rantai tubuh. Jiwa rindu untuk terbang pulang dengan sayap-sayap cinta ke dunia ide. Ia ingin dibebaskan dari belenggu tubuh.
- 8 Let me quickly emphasize that Plato is describing an ideal course of life, since by no means all humans set the soul free to begin its journey back to the world of ideas. Ijinkan saya dengan cepat menekankan bahwa Plato menggambarkan jalan hidup yang ideal, karena tidak berarti semua manusia membebaskan jiwa untuk memulai perjalanannya kembali ke dunia ide. Aku harus buru-buru menekankan bahwa Plato sedang menggambarkan suatu jalan hidup yang ideal, sebab tidak semua manusia membiarkan jiwanya bebas untuk memulai perjalanan ke dunia ide
- 9 Most people cling to the sensory world’s “reflections” of ideas. They see a horse—and another horse. But they never see that of which every horse is only a feeble imitation. Kebanyakan mereka berpegang teguh pada “refleksi” dan ide. Mereka melihat seekor kuda dan kuda lain, tetapi mereka tidak pernah melihat bahwa semua kuda hanya tiruan belaka. Kebanyakan orang bergantung pada “bayangan” ide di dunia indra. Mereka melihat seekor kuda—dan kuda yang lain. Namun, mereka tidak pernah mengerti bahwa setiap kuda itu hanyalah tiruan yang buram.
- 10 What Plato describes is the philosophers’ way. His philosophy can be read as a description of philosophic Apa yang digambarkan Plato adalah filsuf. Filosofinya, dapat dibaca sebagai deskripsi praktik filosofi. Yang dikemukakan Plato adalah jalan sang filosof. Filsafatnya dapat dipahami sebagai suatu gambaran dari

	practice.		praktik filosofis
11	Plato believed similarly that all natural phenomena are merely shadows of the eternal forms or ideas. But most people are content with a life among shadows.	Plato percaya bahwa fenomena alam hanyalah bayangan dari bentuk nyata sebuah ide. Tetapi kebanyakan orang puas dengan kehidupan diantara bayang-bayang.	Plato juga percaya bahwa semua fenomena alam itu hanyalah bayang-bayang dari bentuk atau ide yang kekal. Tapi kebanyakan orang sudah puas dengan kehidupan di tengah bayang-bayang.
12	They give no thought to what is casting the shadows. They think shadows are all there are, never realizing even that they are, in fact, shadows. And thus they pay no heed to the immortality of their own soul.	Mereka tidak memikirkan apa yang membuat bayangan. <u>Mereka mengira hanya bayangan yang ada, bahkan tidak pernah menyadari bahwa mereka sebelumnya adalah bayangan.</u> Dan dengan demikian mereka tidak mengindahkan keabadian jiwa mereka sendiri.	Mereka tidak memikirkan apa yang membentuk bayang-bayang itu. Mereka mengira hanya bayang-bayang itulah yang ada, tanpa pernah menyadari bahwa bayang-bayang tersebut, sesungguhnya, hanyalah bayang-bayang. Dan dengan begitu, mereka tidak mengindahkan

It appears that students experience some difficulties in translating English texts into Indonesian. The first difficulty is related to the lack of vocabulary, the second is grammar problems, and the third is difficulty translating literary texts. The first difficulty relates to vocabulary mastery. Most students find it difficult in doing translation because of lack of vocabularies. It is because students do not have the knowledge of how to translate a literary work by choosing suitable word equivalents, so that students make mistakes in choosing diction words whose content does not match the sentences before and after. Equivalence at the word level is the first element to be considered by translators. In fact, when the translator starts to analyze the source language to find the term 'equivalent' directly in the target language. For example, in the sentence "Man is a dual creature", previously "Manusia adalah makhluk ganda", not "Laki-laki adalah makhluk ganda". This shows students are not able to translate contextually. It's means that students have difficulty in choosing diction in translating literary texts that are not in accordance with the context.

They think that translating literary texts is the same as translating texts in general. Even though in translating literary texts from English to Indonesian, we must first look at the context and meaning before translating. The students' difficulties in translating English texts into Indonesian have been supported by Baker. Baker (1992) said that the difficulties of translators in translating texts from English to Indonesian were caused because of lack of vocabularies mastery. Likewise with previous studies that say the same thing. Fitri in 2020, also found that most students had difficulty translating English texts due to a lack of vocabulary mastery. On the other hand, students still use inappropriate words that can change the meaning from the source language to the target language so that the message to be conveyed is not conveyed properly.

Thus, it can be concluded that translating literary texts well requires background knowledge and understanding in vocabulary mastery, because it is important to find the closest and most suitable

equivalent in the target language to convey the message contained in the source language. It means that the lack of mastery vocabulary is also an important aspect of translating.

Second, another difficulty in translation is grammar. Students experience grammatical difficulties which found to be limited to aspects such as singular and plural nouns. For example, most of them use errors in the choice of verbs and aspects in sentences. They do not know how to translate sentences or texts properly because they lack grammatical patterns, when sentences are complex and long, it is difficult to translate them well. Some of them also make the wrong conjunction. That is because every language has a different grammatical structure. This grammatical difference makes it difficult for students to find the right meaning and meaning in the target language. According to Baker (1992), one of the translator's difficulties in translating English texts is grammar. The results are similar to the research conducted by Arono & Nadrah in 2019 which also found that difficulties in translating were also caused by grammatical problems.

Lastly is the difficulty in translating literary texts. Students stated that they always had difficulty translating literary texts. The reason for their difficulties is because they do not have background knowledge about literary works, so it is difficult for them to understand the contents of the text. This shows that the importance of background knowledge for a translator. Some translators, in this case, students translate sentences in the text based on their guesses. Naturally, they had no knowledge of what they were translating. In addition, they also find it difficult to determine the equivalent or word that is closest to the source language to the target language in finding the right correlation of meaning in the context. On the other hand, cultural differences also affect their difficulties in translating literary texts. In this section, they have to know the meaning behind the words written by the writer. Newmark says that literary texts contain figurative meanings that are difficult to translate into Indonesian or vice versa (quoted in Arono & Nadrah, 2019). This is supported by Zhang & Liu (2016), found that background knowledge and cultural differences also contribute to students' difficulties in translating texts, including influencing the translation process including differences in ways of thinking, beliefs, customs, and interests.

Thus, it can be concluded that translating literary texts requires a strong understanding and background knowledge. The translator must have the ability to analyze, sense and feel the literary text. Mastery of foreign languages and their own culture will be a good basis for translators. However, only mastering a foreign language is not enough to become a good literary translator, because they need to be more familiar with the meaning contained in the text.

## CONCLUSION

Based on the finding and discussion previously, from the translation results of the 12 participants involved in this study. The researcher concluded that students had difficulties translating literary texts from English into Indonesian including difficulties in vocabulary, grammar, and difficulties in translating literary texts. This is because they find it difficult to find equivalences that are close to the source text into the target text and difficult to guess the meaning of the text, because they do not have background knowledge of literary texts on how the terms should be translated. As a result, they tend to translate word for word which often leads to misunderstandings. In addition, the difference between English and Indonesian culture also contributes to the barrier.

## REFERENCES

- Alrishan, A., & Smadi, O. (2015). Difficulties EFL Jordanian University Students Encounter in Translating English Idioms into Arabic. *Journal of Education and Practice*, 6(10), 124-133.
- Arono & Nadrah. (2019). Students' difficulties In Translating English Text. *JOALL (Journal of Applied Linguistics and Literature)*, 4(1), 88-99



- Astria, H. H. (2017). *An Analysis of Translation Method Used by Students at the sixth semester of English Education Department UIN Alauddin* (Doctoral dissertation, Universitas Islam Negeri Makassar).
- Ayuningtyas, D. P., Ifadah, M., & Aimah, S. (2018, July). *Students' Difficulties in Translating Idiomatic Expression from English into Indonesian*. In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 2, pp. 494-501).
- Baker, Mona (1992) *In Other Words: a Coursebook on Translation*, London: Routledge.
- Catford, J. C. (1965). *A linguistic theory of translation* (Vol. 31). London: Oxford University Press.
- Hariati, D. S. (2018). *The Analysis of Students Difficulties In Translating Argumentative Text From English To Indonesian At The Second Grade Students of MAN Tebing tinggi* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).
- Lailaturrahmi. (2018). *The Students' Problems in Translating English Text into Indonesian Text at the Fourth Semester Students of English Language Education Department of UIN Ar-Raniry* (Doctoral dissertation, Universitas Islam Negeri Ar-Raniry Darussalam-Banda Aceh).
- Larson, M. L. (1991). *Translation. Translation*, 1-279.
- Leo, S. (2013). *Kiat Jitu Menulis Skripsi, Tesis dan Disertasi*. Jakarta: Penerbit Erlangga.
- Lorscher, W. (1991). *Translation Performance, Translation Process and Translation Strategies: A Psycholinguistics Investigation*. Tübingen: Gunter Narr
- M.R. Nababan, (2008), *Teori Menerjemah Bahasa Inggris, Yogyakarta: Pustaka pelajar, Page*.
- Nababan, M., Nuraeni, A., & Sumardiono. (2012). *Pengembangan Model Penilaian Kualitas Terjemahan. Kajian Linguistik dan Sastra*. 24(1), 39-57.
- Plonska, D. (2014). *Strategies of Translation. Psychology of Language and Communication*. 18(1), 1-8. DOI: 10.2478/plc-2014-00xx
- Rahmawati, A. (2018). *Efl Students' Critical Thinking in Speaking Activities (a Descriptive Study at English Conversation Club (Ecc) in Sman 1 Maja)*. *Journal of English Language Learning*, 2(2), 17-34.
- Sofyan, R., & Tarigan, B. (2018). *Theme markedness in the translation of student translators*. *Indonesian Journal of Applied Linguistics*, 8(1), 235-243.
- Suryaningtyas, V. W., Nugroho, R. A., Cahyono, S. P., Nababan, M. R., & Santosa, R. (2019). *Appraisal in Bilingual Tourism Information Media: Developing an SFL-Based Translation Model*. *ASIA TEFL, Journal of Language Teaching and Applied Linguistics*, 4(1).
- Nida and Taber. (1982). *The Theory and Practice of Translation*. Netherlands: Brill
- Usman, A. H., Dahlan, S., Daud, A., & Mahmud, A. F. (2022). *The influence of background knowledge on students' translation result: an interlingual translation*, *JOLLT Journal of Languages and Language Teaching*, 10(3), pp. 453-460. DOI: <https://doi.org/10.33394/joltt.v%vi%i.5189>
- Zhang, W., & Liu, X. (2016). *Proceedings of the 2016 International Conference on Economy, Management and Education Technology: The Study on Factors Influencing Translation Variation*. <https://doi.org/https://doi.org/10.2991/icemet-16.2016.372>