Equivalence Problems in Translating SL text to TL Text: Students' Perspective

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Abstract

The problem of translating English text (Source Language, SL) to Indonesian text (Target Language, TL) for EFL students is a serious obstacle even though they already have technology-based supporting facilities. This obstacle can be seen in the results of the translation test from SL to TL text that occurred at a university in Indonesia. The data of this research was obtained through a large number of test results of translation from SL to TL texts, and the results of interviewers as translators. This research is descriptive in a qualitative framework to find the problems of translation. The results showed; (1) translation tends to be weak (sufficient predicate 6% and bad 94%); In the translation, there are serious meaning distortions, inaccuracies in using the equivalent terms of meaning, irregularities in the content of the message in the translation and rigidity in translation. (2) The weakness is caused by the weak competence of EFL students, translation skills, and special skills in translating from SL to TL. (3) This weakness has serious implications for students when they have to understand Source Language messages, transferring and restructuring into good Target language. The problem of students understanding SL texts has an impact on students' weaknesses in completing other course assignments using SL references. Thus, it is necessary to increase the competence of SL and intensive translation training

Introduction

The problem of translating from Source Language (SL) to Target Language (TL) is complex in terms of mastering the message content of SL text, transforming it to the closest equivalent text, and then reconstructing it into the TL text. In other words, the message content of the SL text must be understood in its entirety, before transferring and restructuring it into TL text. The process of transferring the meaning through translation is thus carried out to find the equivalent meaning in the TL that is closest to the message content of the SL correctly. The restructuring process is the last step so that the translation meets the readable level. Translation problems involve various aspects such as multilingualism, grammar, lexical choice, rhetoric, and pragmatic issues (Napu, 2019). A big factor that affects the mastery of SL and translation is the competence of most educators who still have not acquired the rhythm of learning (Lima & Vieira, 2019); and hence there is the limitations of their use of English (Sari, 2019).

Translations can be assessed for their quality; perfection of meaning, and rated as Very Good, Good, Good Enough, and Bad (Rochayah, 2009). A poor translation can be fatal, and dangerous. Serious problems for students in understanding SL text become an obstacle in completing various other course tasks with SL

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references. So far, commonly used methods in translation programs have not created a sense of satisfaction for both the learner and the appraiser educator himself (Heidari Tabrizi, 2021). Although due to the modern and advanced technology, translation studies need special attention. Translators also need to translate SL texts into good TL texts. Though there are studies on the obstacles related to mastery of SL; however, they are still limited in highlighting external factors and arousing students' interest in making SL as part of their academic needs and continuity of their studies.

Translation studies are oriented towards practice (Sdobnikov, 2019). A good practice in translation orients the translator to the function of equivalent meaning suggesting that ownership of the translator for both SL and TL (Khamidova, 2021; Muminovna, 2020). The vocabulary factor is another factor in EFL which, if not owned by translators, could turn the quality of translation to Very Bad. The COVID-19 pandemic has had an emotional effect on translation (López & Naranjo, 2021) and created a learning gap since translation and training are recognized as academic disciplines (Fois, 2021). It is therefore important to fill this void by conducting a study of translation from SL text to TL text by EFL students during this pandemic.

The focus of this study was therefore to analyze the problems experienced by EFL students in translating texts from SL to TL. This research is based on the phenomenon of translation problems experienced by EFL students triggered by various things such as limitations of vocabulary skills, limitations of understanding the content of SL texts, and lack of opportunities to master translation theory and practice. The problem of translating SL text to TL has implications for the quality of various tasks in completing their studies and others widely. Errors in translating SL text to TL text can lead to fatalities. Preventive measures that are commonly prepared by students, include first, increasing the mastery of English language skills seriously, and second, mastering translation theory and practice productively. The ability to translate English text is really an important potential for every student to be able to complete various other coursework that requires it with SL references in it.

Translators have a number of advantages and limitations of mastering SL text and switching it to TL text.   In line with this, there are three important questions. *First*, what is the achievement rate of translation from SL text to TL text by EFL students in Indonesia? *Second*, why is the level of translation achievement of students so low?   *Third*, what are the implications for such a level of translation achievement? These three urgent questions have been further clarified with data analysis until the answers are found in detail in this study.

Background Information and Literature Review

- *Language Learning*

Bahasa studies continue to develop dynamically in human life along with the world's development in the development of various other scientific disciplines. Translation studies in Bahasa language have become a paradigm for transferring knowledge from one language to another (Pikuliak, Šimko, & Bieliková, 2021); and in social practices while making a socio-cognitive review to achieve social goals (Koivistoinen, 2015). The ability *to speak* is an important part of communication (Oradee, 2012), but understanding the content of other people's messages is equally important. The ability to communicate is necessary in everyday social life (Bashir, Azeem, & Dogar, 2011) but to capture the content of a message in SL text is more difficult than the content of the message in the TL text for EFL learners, because every language in this world has its own system.

The language learning process of individuals depends on their ability to capture the meaning and to retain it (Schmidt, 2012). Remembering meaning in language has characteristics (Gil-Glazer, Walter, & Eilam, 2019) for which appropriate and effective learning methods are needed. In line with that, language learning methods are important considering that they can initiate the process of organizing and facilitating language interpretation (Beard, 2018). The learning process can also be divided into four stages, introduction, improvement, refinement and fluency (Bashir et al., 2011). Moreover, learning using storytelling method is believed to be an interesting language learning concept and can improve vocabulary skills (Korosidou & Bratitsis, 2019). In addition, the experience of watching film media and music can also build a learning atmosphere easier to understand (Kährik, Leijen, & Kivestu, 2012). Chen (2013) believes that students should be given the opportunity to explore by learning on their own.

- *Translation*

Translation is a semiotic act in which there is a transition from one semiotic to another both verbally and non-verbally (Trifonas, 2015). The process of translation is a complex process of study (Hanifah, 2016). Translation aims at "reproducing in the receptor language the closest natural equivalent of the source language, first in term of meaning and secondly in term of style" (Nida & Taber, 1969). The translation process must take into account the content of messages in the SL, which has a morphological form, syntax, and a meaningful text (semantics) (Nagy, 2019). Translation of a text can be categorized well if it has met

all three aspects, namely accurate content, correct rules, and easy to understand by the reader (Nababan & Nuraeni, 2012). As the learning system evolves, translation is currently integrated from Translated English text that is transcribed to authentic language text (Bérard, Pietquin, Servan, & Besacier, 2016). During this time, translation textbooks are still needed by most scientists or students as reference materials (Munday, 2013). Thus, the ability of scientists or students to understand SL text and translate it to TL text is urgent.

The ability to translate text is related to basic reading and writing skills (Hanifah, 2016), and the translator is required to be able to understand the content of the SL message and write it into TL with the right equivalent meaning. The equivalence in meaning becomes the most important concept in translation (Faqih, 2018), both formal equivalence and dynamic equivalence. In formal equivalence there are three elements that must be considered: a) grammatical units, for example the translation of nouns should be into nouns, verbs into verbs, all phrases and sentences must be intact, and should pay attention to formal indicators; b) consistency in wording; and c) meaning in the context of the source shall not contain idioms or produce lateral expressions. Meanwhile, dynamic equivalence is given directly to the content of the message that needs to be conveyed to the reader (Faqih, 2018). This idea, potentially, has two main things in this dynamic commensurate, namely equivalence and fairness. Equivalence relates to the content of the message that must be presented to the reader, and the fairness is based on the acceptance of the language and culture as a whole in the context of the target language.

- *Student's Constraints in learning the English language*

Although English is the first international language in the world, every Indonesian student should understand that there are many obstacles in mastering it. Most obstacles are caused by not using the English language in daily conversations, lack of vocabulary, feeling difficulty in getting used to English, and reluctance to practice it. Moreover, the English language system is inseparable from the culture of its speakers (Pambudi, Bachtiar, & Pradana, 2019; Piper, 1989). Students learn English only in classes, schools, and campuses with very small volumes and not too intensively. Besides, a student's anxiety is in making mistakes, and secondly, learning is also very conventional (Pambudi et al., 2019). The difficulty in learning English (Wang et al., 2020) occurs because of the background of Indonesian students who act according to the brain's automatic response when learning English (Butler, 2011).

Constraints that arise in the learning process of the English language are of three types: a) conceptual constraints, for example conflict with local values; b) class-level constraints, related to various students and teacher factors like classroom management practices, resource availability, and like; c) constraints of institutional-community level, such as curriculum and examination system. Meanwhile, the English learning process is also recognized by teacher as expressed by a teacher (Lima & Vieira, 2019). This means that teachers have limitations to promote autonomy and difficulty using learner-centered strategies. Additionally, to understand the essence of the language, there are problems related to generic-specific words (Larson, 1984) as under :

(1). The Source Language text may use a generic term, but the receptor (target) language only has a more specific term in that semantic area;
(2). The Source Language text may use a specific term, but the receptor (target) language only has a generic term available in that semantic area;
(3.) The receptor (target) language uses word in translation that is intended to be understood in a generic sense but it is interpreted by the receptor (target) language speakers in a specific sense.

This ambiguity caused by generic-specific phenomena has serious implications seen in three different alternatives, namely giving the equivalent of meaning (in general to a more specific, in specific to a more generic, and a general meaning with a certain context). All of these are alternatives in translation that are commonly used to convey the content of messages from SL and can be conveyed into TL reasonably and most precisely.

Method

- *Research design*

The study adopted a qualitative research design as the inquiry was based on translating a text from SL into TL, the data for which was collected through qualitative techniques including translations pieces of students, interviews with teachers and students, and literature surveys in national and international studies. While the translation pieces of the Indonesian students exemplified their own knowledge of the TL, the in-depth interviews with a number of informants/translators helped to find out various important information relevant to the problems being faced. Previous research results were also relevant in determining the understanding of the students' competency issues and translation constraints, nationally and internationally.

- *Sample*

The participants of the study were limited to 150 active students of bachelor's and master's study programs from various regions of Java, Bali, Sumatra, Kalimantan, and Sulawesi in Indonesia who were also current students at UIN Kalijaga, Yogyakarta. They were chosen as respondents to translation instrument, a few translators were chosen as interview informants to provide in-depth information to complete the qualitative data. These participants were present in the campus when they were interviewed. Some of these informants were also researchers who had published their work and possessed the knowledge and experience in executing research. Other informants were translators who discussed the language problems of the SL text, as well as executing of translation from SL text into TL text.

- *Research Instrument*

Instruments used for this study on translation involving SL into TL included documentation, literature reviews and in-depth interviews.   The documentations comprised transcribed data of 30 SL texts (simple complex and compound sentences) to be translated into TL text by 150 students as translators. The in-depth interviews were conducted with 15 selected informants who were considered competent enough to provide in-depth data, based on their abilities, experiences, problems faced in translation tasks. All the informants were present in the Yogyakarta campus for the interviews. The reviews of previous studies included national and international studies on SL to TL translations which helped n understanding the implications of the problems faced in the acquisition of translation skills.

- *Research Procedure*

The research procedure involved reading of the prior studies related to the research field focusing on translation skills, preparing instruments (e.g., interview questions) to collect data of research, and preparing translation tasks for students through online searches. After the instruments were prepared, students were sampled through WAG (Wireless Application Gateway) servers and contacted through Zoom platform. They were asked to perform individual translations of the texts (30 simple, complex and compound sentences) provided to them according to their respective abilities. SL Text was sent online through Google Form, and students were asked to return them via the same Google Form after translation in the TL. The collected data was assessed and reduced, displayed and verified that SL texts were translated into TL. One week later, a total of 15 students were selected from various regions, for in-depth interviews. Their interviews were recorded, transcribed, and collected as the second primary data. The Interview process took two days at the campus of UIN Kalijaga Yogyakarta. The interview questions were kept semi-structured to provide flexibility to the informants to answer the questions.

- *Data analysis*

The data collected was analyzed through the content analyses method by qualitative techniques like close reading and content analysis. By adopting a coding process, a few themes were identified in the translation scripts in order to detect serious distortions of meaning; errors in the use of correct terms; impropriety and rigidity in translation (Rochayah, 2009).

Results

Translation from SL Text to TL Text (Simple Sentences)

Students' translation data from SL text to TL text illustrates that it falls in the category of insufficient and incomplete and poorly constructed translation. Table 1 summarizes SL text translations of *simple sentences* into TL text. It is obvious that the translations do not have a perfect translation as there are distortions of meaning, errors in identifying equivalent terms, and a lot of unnaturalness and rigidity. There are a few phrases that show no distortions or errors but they are still erroneous due to their unnatural use and rigidity.

Table 1: *Translation from SL Text to TL Text (Simple sentences.)*

SL Texts to TL Texts	Students' Translation (Codes/IDs)		Coding
SL Text: Allah's prophets are His messengers to humanity in the world **TL Text:** *Para Nabi-Allah adalah para utusan-Nya bagi umat manusia di dunia*	1. *Nabi adalah utusan Allah untuk manusia di dunia* (91001) 2. *Nabi Allah merupakan utusan Allah yang membawa pesan kepada manusia di seluruh dunia* (91013) 3. *Nabi-nabi adalah utusan untuk manusia di dunia* (91003) 4. *Nabi-nabi adalah utusannya untuk manusia di bumi* (91019) 5. *Nabi allah adalah utusannya untuk manusia di dunia* (91019)	a. b. c.	Distortion of meaning (e.g. *Nabi utusan, yang membawa pesan,* etc.) Term error (e.g., *Nabi-nabi, utusan,* etc.) Unnatural and stiff (e.g., *manusia untuk manusia*)

SL Texts to TL Texts	Students' Translation (Codes/IDs)	Coding
SL Text: Prayer is very important throughout one's life although in times of fear, busyness, or sickness **TL Text:** *Sholat sangatlah penting sepanjang hidup manusia meskipun dalam keadaan takut, sibuk, ataupun sakit*	1. *Doa sangat penting sepanjang hidup seseorang meskipun dalam keadaan ketakutan, kesibukan, atau sakit* (90042) 2. *Doa sangat penting walaupun sekali seumur hidup saat ketakutan, kesibukan, atau sakit* (90047) 3. *Berdoa sangat penting di sepanjang hidup seseorang, baik pada saat ketakutan, kesibukan, atau kesakitan* (90009) 4. *Doa sangat penting di sepanjang hidup seseorang, di masa ketakutan, kesibukan, atau penyakit* (91011) 5. *Sholat sangat wajib sepanjang hidup seseorang meskipun di saat ketakutan, kesibukan, atau penyakit* (90016)	a. Distortion of meaning (e.g., *Doa sangat, walaupun sekali seumur hid*, etc.) b. Term error (e.g., *sangat wajib*) c. Unnatural and rigid (e.g., *atau penyakit*)
SL Text: The lecturer made his students be quiet in the class this morning **TL Text:** *Dosen itu telah meminta para mahasiswanya tenang di kelas tadi pagi)*	1. *Dosen itu memaksa murid-muridnya diam di kelas pagi ini* (90034) 2. *Seorang penceramah membuat para murid terdiam pada pagi ini* (90017) 3. *Dosen tadi pagi telah membuat murid-muridnya diam di kelas* (90024) 4. *Para dosen membuat para siswanya diam di tengah malam ini* (90002) 5. *Dosen tadi pagi membuat murid-muridnya diam di kelas* (90027)	a. Distortion of meaning (e.g., *memaksa murid-muridnya, di tengah malam in*, etc.) b. Term error (e.g., *diam, murid-muridnya*) c. Unnatural and rigid (e.g. *tadi pagi telah*)

Translation from SL Text to TL Text (Compound / Complex Sentences)

Like the translations of Simple sentences, the translations of compound & complex sentences also revealed serious distortions, errors and rigidity. Table 2 exemplifies and points out the coding of errors. The low quality of translation was classified as distortions of serious meaning, Error of the equivalent term, and the unnaturalness and rigidity of the language, which made the translation unreadable. Thus, the overall translation of text from SL to TL text in the category was insufficient and can be termed as Very bad.

Table 2: *Translating SL into TL (Compound / Complex Sentences)*

SL Texts to TL Texts	Student's Translation	Coding
SL Text: Those that lower their voices in the presence of Allah's Messenger, and their hearts have been rested by Allah for piety **TL Text:** *Sesungguhnya bagi orang - orang yang merendahkan suaranya di sisi Rasullah, dan mereka itulah orang-orang yang telah diuji hatinya oleh Allah untuk bertaqwa*	1. *Bahwa suara mereka atas kehadiran utusan Allah dan hati mereka sudah dirasakan oleh Allah untuk keshalehan,* (90070) 2. *Mereka yang bersuara dihadapan utusan Allah, dan hati untuk kesolehan,* (90004) 3. *Mereka bersuara dihadapan utusan Allah untuk kesolehan,* (90006) 4. *Orang-orang yang berdoa dihadapan Allah, dan hatinya diuji Allah untuk kesolehan,* (90008) 5. *Orang-orang yang berdzikir dihadapan Allah, dan hatinya diuji kesolehannya oleh Allah,* (90014)	a. Distortion of meaning (almost full sentences) b. Term errors (e.g. *untuk keshalehan, hatinya diuji kesolehannya oleh Allah*) c. Unnatural and rigid (e.g., *oleh Allah*)
SL Text: We sent prophet Nuh to his followers (with the Command): Do the warm the people before there comes to them a grievous Chastisement **TL Text:** *Kami telah mengutus Nabi Nuh kepada kaumnya (dengan perintah): Berilah kaummu peringatan sebelum datang kepadanya azab yang pedih)*	1. *Kami mengutus para Rosul hanya untuk memberikan kabar baik dan untuk memperingatkan: Jadi mereka yang percaya dan sembuh, di atas mereka tidak akan ada rasa takut, mereka juga tidak akan berduka,* (90052) 2. *Kami mengutus para Rosul untuk menyampaikan kabar baik dan pemberi peringatan: Maka, mereka yang percaya dan memperbaiki diri, kepada mereka tidak aka ada rasa takut, dan tidak akan berpedih hati* (90057) 3. *Kami mengirim kan utusan hanya untuk memberikabar baik dan memperingatkan: jadi, mereka yang percaya dan memperbaiki di atas mereka tidak akan ada rasa takut, mereka juga tidak akan berduka,* (90063) 4. *Kami mengutus para utusan hanya hanya untuk memberi kabar baik dan untuk memperingatkanmu: jadi, mereka yang percaya dan menyembuhkan atas mereka tidak akan takut, dan mereka tidak akan berduka,* (90079) 5. *Kami mengirim utusan hanya untuk memberi kabar baik dan memperingatkan: Jadi, mereka yang percaya dan sembuh, di atas mereka tidak akan ada rasa takut, mereka juga tidak akan berduka* (91011)	a. Distortion of serious meaning (full sentences) b. Term errors (*juga tidak akan berduka*) c. unnatural and rigid (e.g., *berduka*)

SL Texts to TL Texts	Student's Translation	Coding
SL Text: The believers have striven with their belongings and their persons in the Couse of Allah: Such as the sincere ones. **TL Text:** *Orang-orang Mukmin/ beriman itu berjihat dengan harta benda dan jiwanya di jalan Allah: Mereka itulah orang-orang yang benar)*	1. *Orang-orang beriman berjuang dengan harta benda mereka dan orang-orang itulah orang-orang yang ikhlas,* (90041) 2. *Orang-orang beriman telah berjuang dengan harta yang milik mereka di jamin oleh Allah, semua telah ada dalam catatan yang tulus,* (91009) 3. *Orang-orang percaya telah berjuang dengan harta benda mereka dan pribadi mereka di penyebab Allah: itulah orang yang tulus, (*90004) 4. *Orang-orang percaya bahwa harta benda yang mereka perjuangkan adalah nikmat yang Allah berikan: itulah orang-orang yang tulus,* (90008) 5. *Orang-orang percaya telah berjuang dengan belongings mereka dan kesengsaraan mereka dalam perkara Allah berikan: demikianlah yang tulus,* (90033)	a. Distortion of serious meaning (e.g., *berjuang dengan harta benda mereka dan*) b. Term errors (e.g., *ikhlas, mereka dan pribadi, tulus,* etc.) c. Unnatural and rigid (e.g., *yang tulus*)

Based on Table 1 and Table 2, a few aspects (ratios) can be highlighted to present a better idea of the nature of weaknesses in TL text translation. For instance, only 6% of translations could be categorized as sufficient (*Score* 46-60) especially the translations of *simple sentences*, while those in *longer sentences* 94% of translations fell in the bad category (weak / score 20-45). The reasons for such a poor score included distorted meanings, and rigid translations.

No translation qualified for the three advanced levels: Good translation (61-75), very good translation (75-85), and translation almost perfect (86-90). The advanced categories comprised Good, if the translation shows no distortion of meaning, or there are one or two terms that are not standard, or there are rigid literal translations but no more than 15% of the entire text. The category of Very good indicated if the translation had no distortion of meaning, there were no term errors, and there were only one or two grammatical /spelling errors. The category of Most perfect stood for the translation that hardly feels like a translation, no spelling errors, no distortion of meaning, no term errors, and no rigidity in the language.

A text translation from SL to TL is the embodiment of two different languages, both having grammatical structures, systems, idiomatic expressions and meaning contexts. SL text was given to respondents as translators with the provision that they should be translated individually to the maximum of their ability. The results of the translation were collected in their entirety and analyzed. The objective was to find out factors that cause the increase and decrease of translation achievement score. This was carried out through an in-depth interview on campus with 15 students studying at UIN Sunan Kalijaga Yogyakarta in undergraduate and master programs of various regions in Indonesia. In fact, these 150 EFL students had been learning English since their school studies at Dasar-Sekolah Lanjut Tingkat Atas School and had even studied one extra semester in high training. The translation test was given online because it took place during the COVID-19 pandemic. TL translation proved to be the result of respondents' efforts, since all of them were active students.

Interview results

The 15 selected translators were able to provide important information during in-depth interviews directly to researchers, all which constituted the primary data of this study. These translators were the informants of the study. The findings of the interview included knowing about various reasons why translators/ students experience serious problems in translating SL text to TL text. Table 3 lists those problems they experienced and the code (construct) identified in those problems.

Table 3. *Problems of translators in translating SL text to TL text*

No	Informant Comments	Coding
01	The first problem of mine is vocabulary, secondly, when compiling verb, I cannot get the real message.	*Vocabularies* *SL message*
02	My first difficulty is not having much vocabulary. Second, I don't understand the English text very well, even though I use google translate.	*Vocabularies* *SL message* *Google Translate*
03	I don't have much vocabulary, so I have trouble understanding the translated content. So, I have to learn more... about vocabulary and so on in English	*Vocabularies* *SL message*
04	I don't have a picture of what a good translation is like. Most of the text I check by google translate and then I edit it myself. But, I still have difficulty understanding the meaning of the original language, English, I still lack vocabulary.	*Google Translate* *SL message* *Vocabularies*
05	I'm not very good at vocabularies. When I use google translate, I know a little about the translation, but it feels like the sentences are often still not coherent.	*Vocabularies.* *Google Translate* *SL message*

No	Informant Comments	*Coding*
06	I feel like I'm still poor at translating science So, I still have a hard time putting together the words to translate that English text .	*Translation*
		SL message
07	When I translated that English text, I used Google translate only, he he he. Because, I feel less able to understand the content of English text, and not sure translating manually.	*Google Translate*
		SL message
		Translation
08	I was confused at first to translate it because, there is a time limitation, I try to understand the source text, but I could not. I typed and entered it into Google translate but I don't have translation knowledge too.	*Google Translate*
		SL message
		Translation
09	In fact, I am still very weak in understanding English texts, let alone having to translate to a good Indonesian. So if there is a lecturer's task that requires me to use English references, I use google translate only. I am embarrassed.	*SL message*
		Translation
		Google Translate
10	My first experience of translation of SL text into TL turned out that I felt a big problem in translating it to TL text, although I was forced to use google translate. I failed to understand the English. My vocabularies are also just a little bit.	*SL message*
		Translation
		Google Translate
11	I have the first problem in vocabulary, second, grammar is difficult to understand for me, it's difficult to understand the content clearly.	*Vocabularies*
		SL message
12	Actually, I feel, poor in English. Moreover, translating English text, this kind of, the first time, for me English text is very difficult.	*Poor in English*
13	My experience, translating English text to Indonesian, this new. I still have a hard time understanding the English text, my Vocabularies are very few.	*Poor in English*
		Vocabularies
14	I think my English is still lacking. The practice of translating only yesterday, even though translation is very important. I'm sorry.	*Poor in English*
15	I have a problem mastering English, let alone translating English texts, mom. I used Google translate only.	*Poor in English*
		Google Translate

Table 3 shows problems which the students faced during translation from SL text to TL text. These translators often used Google translate, however, they were not satisfied with the results. This suggests that translators would find it difficult to do translations from source texts in Indonesia, even if the SL text is simple. A few other problems such as limitations of the English language, including its vocabulary and lack of being familiar with translation theory and practice faced by students as beginner translators are also apparent. These aspects of findings speak of the weak skills (e.g., poor in vocabularies, poor in English, poor in the theory and practice of translation) of the beginner translators.

Such weaknesses need to be carved out and resolved through intensive and continuous practice and equally becoming familiar with theory. Translation is a discipline which requires a blend of theory and practice. A great obstacle that most translators face is the ability to capture the content of the message in the SL text, due to which they fail to do the complete translation. These constraints are not only their weaknesses but they eventually become a barrier to achieving their career goals. Further, being poor in the English language and lack of theory and practice cause poor translation production.

Having identified the root of the problem being faced by a beginner translator in translating a SL text into a TL text, it is suggested to first design a strategy that would provide knowledge and experience of stakeholders and educators to the learners and help them blend the translation theory with practice under an able supervision. The second stage is to help the beginner translator find the meaning equivalent to the message content while translating from SL to TL. This stage of finding a meaningful match will help in making an active interpretation of the translator's thoughts, leading him potentially to discover the corresponding message content it is also important that the beginner translator should discover the most appropriate content, both equivalent and logical, so that there is no shift in the meaning nor there is lowering the quality of the content of the message of the TL.

Implications of Translation Flaws from SL text to TL Text

Implications for translation weaknesses have the potential for *distortion, unqualified, and shifting* constructs as identified in this study. When the translation from SL text to TL text distorts meaning, it is not only bad quality but also poses a danger. Such translations from SL text to potentially unqualified TL text are also of low value and they have the potential to shift the true meaning of the source text. Table 4 provides empirical examples of the few weaknesses when it is done from SL text to TL text in all the categories of *distortion, unqualified, or shifting*.

Table 4. *Implications of Translation Weakness from SL text to TL Text*

Data Source	Implications of Weakness	Coding
English language students' perspectives on the difficulties in translation: Implications for language education http://jlls.org/index.php/jlls/article/view/3136	Students majoring in English have difficulty in translating texts into Vietnamese.	Unqualified
Translation: Types, Choices, and Implications on Teaching Language and Literature https://www.al-kindipublisher.com/index.php/ijllt/article/view/1412	Students translating short stories from the Philippines to English make paraphrasing mistakes, as well as literally.	Shifting
Translation And Language Teaching In Higher Education: Shortcomings And Implications http://193.194.91.150:8080/en/article/19042	Students from the university of Tlemcen have experienced controversy over translation.	Unqualified
Cohesion in Polish-English Translation and Its Implications for Translator Training https://www.ceeol.com/search/article-detail?id=966973	Many students produce inaccurate translations	Distortion
Language, translation and accounting: towards a critical research agenda https://www.emerald.com/insight/content/doi/10.1108/AAAJ-08-2017-3055/full/html	Translation has implications for the establishment of accounting, education and research standards.	Shifting
An Analysis of the Translation Errors in the Tourism Guide Book "Wonderful Riau Islands" and its Impact on the Visit Interests of Foreign Tourists to the Riau Islands Province http://ejournal.stainkepri.ac.id/index.php/salee/article/view/391	The mistranslation of travel guidebooks has an impact on foreign tourists.	Distortion
The Implications of Translation for Professional Communication https://www.taylorfrancis.com/chapters/edit/10.4324/9781315224626-16/implications-translation-professional-communication-timothy-weiss	Translation understanding is important for North America's professional, business, and technical communicators.	Unqualified
Strategies in Solving Equivalent-related Problems in Translation: Implications to Cross-cultural Understanding http://www.journals.aiac.org.au/index.php/IJCLTS/article/view/6826	Improper SL interference loses meaning in TL.	Distortion
Interpretation and Translation of Figures of Speech in the Holy Qur'an: Implications and Theory https://al-kindipublisher.com/index.php/ijllt/article/view/2050	Translating is a daunting task, due to fundamental differences in syntactic, semantic, phonological, and pragmatic aspects.	Shifting
The translation of onomatopoeias in comics: linguistic and pedagogical implications https://sciendo.com/pdf/10.2478/linpo-2019-0005	Comic translators have weaknesses in translation and interpretation of humor.	Shifting
Cultural Implications of Connotations in English and Russian: Ways of Neutralizing Connotation Asymmetry in Translation https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3746428	The problem of Russian-English translation is caused by connotative asymmetry as well as differences in connotations.	Shifting
Translation Implication for Cultural And Literary Equivalence In Teaching English Language http://www.uamd.edu.al/new/wp-content/uploads/2017/12/Dr.-Piro-TANKU.pdf	The translator faces difficulties, if he does not have an adequate scientific background.	Unqualified

This study has found three types of implications of weaknesses in students' translation namely a lot of distortion, being unqualified, or having a shifting of the meaning. When serious distortions of meaning occur, the content of the message is disrupted, resulting in disruption conveying meaning from SL text to TL text. Such distortions in translations also cause chaos and deviations in achieving the students" goals. Translations that are unqualified are weaker translations due to their inferior quality while when shifting occurs in translation, there is a shift in the meaning of the content of the message from SL text to TL text, this is cause due to inappropriate terms, unnaturalness, and rigidity of translation, thus interfering with equivalence and readability levels. The use of erroneous terms and the impropriety and rigidity of language further make the translation data fall in bad / weak category of translation. The Unqualified or shifting weaknesses also indicate errors and weaknesses on the whole, which further adds to its rigidity.

Discussion

This research shows that when serious problems occur in the translations of EFL students from SL to TL text, they first affect the content of the messages in the SL text, distort its meaning as the translator is unable to find the exact equivalent terms, and finally fail in the restructure the translated text in the TL. These problems are categorized as three stages in which translations problems may be analyzed (Nida & Taber, 1969). Translation from SL text into TL text can be assessed based on translation assessment signs (Rochayah, 2009). The occurrence of translation is proven to have serious distortions of meaning, term errors, impropriety, and rigidity which make the value of translation bad and weak (6% is enough & 94% is bad), This is ironic even though modern technology is used to help complete their translation tasks. In addition to the potential of English that must be improved, the science of theory and practice of translation is an important skill to practice. It is different from Sinurat (2017) who found that students problems in translation are more due to a lack of vocabulary than being able to understand the meaning of the SL text clearly.

Students' weakness to translate text reflects two things. *First*, the language learning process pays less attention to vocabulary mastery since learning a language is more defined as grammatical mastery. At the same time language learning is more emphasized on the textual aspect, and less on the practical side which could allow students to get additional vocabulary. *Second*, the low competence of these students reflects that students have low understanding, and a limited ability of meaning association form SL to TL text. Thus, looking at these two issues, changes in the focus of English learning urgently need to be done to ensure better language skills in translation.

The study also revealed that TL text translators even at low and medium difficulty levels experienced weaknesses in translation values. It is because, in the 20th century, translation activity has developed so rapidly that this process has led to the emergence of a new science of translation theory, or in other words science of translation studies. Translation science is an independent genre today that includes areas of research and has reached a major direction, evolving into a general translation theory. Such theoretical evolutions in translation can contribute to improvements in science (Boymatov & Baymatov, 2022).

Problems with student translation are complex and require special attention. For example, if a translator uses the term "Allah's prophets", it would not be correct if a translator translates it as "Allah sent prophets." The use of the term "sent prophets" in this context is more appropriate. Hence, often the weakness in translation is due to the inability to determine the right term. Such translations fall in the category of "not sufficient" and even tend to be "weak/poor". This condition requires solutions and alternatives to make them good translators in the future. Example: Prayer which should mean 'Sholah' is translated as 'Prayer', even though each of these words has a very different meaning. Prayer is an act of worship that includes a special body display, starting with *takbir* and ending with greetings. Prayer is a request to Allah that is obligatory for Muslims. This example hints at the problem caused due to the limited vocabulary skills. However, it is different from a study by Pasaribu and Hutahaean (2020) which states that the students' highest difficulty in translating text is the tense (grammar) problem, rather than vocabulary, which further adds to the problems of sentences, phrases, clauses, attributes, and indeterminate articles.

Based on this study, it is concluded that there are three kinds of needs that must be met to improve students' skills in translating texts, namely: goal needs, learning needs and theory needs (Djonnaidi & Wahyuni, 2019). The difficulty of English text students lies in elliptical errors, idioms, and textual meanings; although Arono and Nadrah (2019) reveal that only a few errors are caused by intra-lingual factors (Utami, 2017). These results show complex and serious weaknesses experienced by students in translating English. This condition carries implications for the need for special attention in the development of students' abilities to be effective and productive. The use of electronic technology with google translate media and electronic dictionary is an opportunity in improving student competence in the world of translation from English texts (SL) into Indonesian texts (TL). Skills in the use of electronic technology are important to facilitate and produce good translation.

The previous research has been less concerned about the translation aspect in English learning because it has paid more attention to proficiency in language and knowledge of grammar (structure). Translation, as shown in this study, should be a strategic aspect of English learning because translation is also related to vocabulary problems in language and language logic that require synchronization with others. Vocabulary learning can be used to carry out further students' ability (Hanif, 2020). Understanding a language that is influenced by the ability of logic and association of words and understandings contained in that language. This dimension was less attentive in previous studies although translation can be considered a strategic entrance in foreign language learning.

Conclusion

The current scenario shows that translation of SL text to TL text by EFL students in Indonesia, despite using modern technology, has failed to achieve its best level. It is realized that there are serious problems faced by these Indonesian translators such as weak SL vocabulary, lack of intensity of learning SL, never found any opportunity to learn translation theory, and lack of practice. The concentration of students who have no0t studied the science of translation further creates obstacles in producing good output. Such serious problem of translating SL text into TL text have made it evident that SL mastery and translation skills intensively demand attention. Paying attention to the problems of students in translating SL text to TL requires a more progressive strategy in order to provide knowledge and skills to them.

The study revealed the need for two things to resolve these serious problems to some extent: first; the development of the potential ability to master SL (English) intensively and effectively. Second, there is a need to develop an intensive and productive translation training strategy. Such initiatives will have important implications namely it might help translators improve their performance levels. Since these translators belong to the undergraduate and master's study programs from various regions in Indonesia, their performance in the experiment reflects the achievement of their grades in the translation courses in their respective programs. Such an implication may be surprising, but it would contribute to draw the attention of researchers who happen to have a background in the scientific discipline of translation linguistics.

This study was limited only to study translation problems that beginners faced in translations from SL text to TL text. It only attempted to understand the causes of such problems, in order to make it evident to the academic world the need to pay special attention to the translation problems of EFL students, and in turn focus on the translation issues in high profiles globally, and not only to Indonesia. In future, it is necessary to conduct research involving several universities by looking at other aspects besides foreign language translation such as difficulties in learning foreign languages among students.

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