

A Process-Oriented Study of Translation Challenges and Competencies among Indonesian EFL Students

Inta Masni Sinaga

English Literature Program, Sekolah Tinggi Bahasa Asing JIA, Indonesia
Email: inta.ms@stba-jia.ac.id

Yeni Noryatin

English Literature Program, Sekolah Tinggi Bahasa Asing JIA, Indonesia
Email: yeni.n@stba-jia.ac.id

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Abstract. This study examined the challenges encountered by fourth-semester students in the English Department of STBA JIA during text translation in the Translation class. Additionally, the competency requirements of students for these tasks should be identified based on translation process translation challenges identified by many experts, and skills outlined by Dewi (2019). This research employs qualitative methodologies utilizing techniques for interviews with six students. The research findings lack knowledge and context and multiple meanings/ambiguity. In the next stage, transfer - conveying the meaning of source text into the target text, the challenges involve choosing the proper technique, method, strategy, or procedure and addressing cultural differences. In the subsequent restructuring phase, the challenge comes from the linguistic structure of the target text. The competency requirements of students must be considered, considering the challenges identified. The competencies needed to overcome those challenges are subject/ knowledge competence, terminological competence, transfer competence, cultural competence, and target language competence. While previous studies have discussed general difficulties faced by EFL students in translation, few have specifically examined how these challenges correspond to each phase of the translation process. The findings show that translation classes should not just focus on language accuracy, but also on increasing students' cultural awareness and subject-specific knowledge. Therefore, including domain-based vocabulary drills and providing Computer-Assisted Translation (CAT) tools into the curriculum is highly suggested.

Keywords: Translation, Translation Challenges, Translation Competence, Translation Course

INTRODUCTION

Translation is essential for altering linguistic and cultural divides, especially in a globalized context where successful communication across languages is required. Maintaining the original text's nuances without changing the meaning is challenging. Even minor errors in tense, aspect, or modality can alter the sense of an expression. Translating requires a high level of cognitive processing, such as rendering the source text, recalling terminology, and reconstructing the meaning in the target language (Sinaga & Noryatin, 2024).

For Indonesian students, the ability to translate materials from their original language into English is a crucial skill, both academically and professionally. However, the process is difficult. Translating from Indonesian to English and vice versa requires more than a word-for-word translation; it requires extensive knowledge of linguistic structure, cultural nuances, and contextual meanings. At STBA JIA, the Translation class is offered in the fourth semester and

focus on translation practice. After learn basic translation theories, followed by regular practice sessions involving texts from Indonesian to English and vice versa. A study from (Noviyanti, 2020) reported that 53.3% of EFL students struggled to translate terms related to cultural, historical, and socio-political values. It emphasizes the enormous challenge in obtaining cultural equivalency across language pairs.

The students' difficulties were primarily the result of their inability to recognize a target language equivalent and their ignorance of the target language's grammatical conventions (Mulyani & Ardiansyah, 2020a). Many learners lack balanced language proficiency, causing challenges in proper translation. There are multiple factors contributing to students' challenges in translation. These features are lexical, grammatical, and stylistic challenges (Rulik & Dewi Sri Kuning, 2023). The grammatical complexity was the primary challenge in translating the material from English to Indonesian. The grammatical challenge in this study was the usage of complex sentences in translation. A further challenge was the employment of passive voice in the subordinate clause. The moderate grammatical challenge in translating the text was the employment of lengthy noun phrases accompanied by adjectives (Indah & Prawiyata, 2023). Although students' impression of their grammatical proficiency is relatively good, they continue to face challenges with certain aspects, such as sentence structures and components. Enhancing students' grammatical competency necessitates collaborative efforts from various stakeholders (Sukaesih, 2023). Translating messages from Indonesian to English presents difficulties, particularly concerning noun phrases. The obstacles generally stem from variations in word order, determiners and articles, prepositions, idiomatic phrases, vocabulary, and the participants' ability and exposure to both languages (Utami et al., 2023). The students encountered challenges in generating equivalent or appropriate meanings, comprehending the context and meaning of sentences when translating from the source language to the target language, selecting acceptable linguistic choices, and selecting a method (Sinambela et al., 2024). The translator must thoroughly understand the meaning of the reduplicated word in the source language prior to defining its counterpart in the target language to avoid distorting the intended meaning during the transfer process (Puspani & Indrawati, 2021). Although previous research has provided methods to improve translation abilities, such as task-based activities, these approaches frequently focus on product-based outcomes and fail to address phase-specific issues during the translation process. Furthermore, few studies have linked these challenges to the specific competences necessary at each step. This study addresses that gap by linking students' translation difficulties with the specific competencies needed at each stage from source text analysis to target text production.

Some studies suggest more task-based translation activities in the classroom, where students can work on real-world translation projects to apply their knowledge in a practical setting. Classroom environments may emphasize comprehension or mechanical learning above actual translation practice, providing students with limited hands-on experience. Translation is a skill that necessitates equal expertise in both the source and target languages. This research provides a new perspective by examining students' translation challenges at each stage of the translation process: source text comprehension, meaning transfer, and target text production. Unlike earlier research, which tries to generalize difficulties or focus simply on translation products, this study correlates individual challenges with the competences required at every phase. This phase-based method offers a more structured and pedagogically relevant framework for resolving translation challenges in EFL classrooms.

This research investigates the challenges fourth-semester students encounter in the Translation Class of the English Department at STBA JIA when translating text from Indonesian to English. It identifies the competencies students need to develop to overcome these

challenges. Translation Class is a practice course that aims to help students produce and develop their translation skills by emphasizing practical translation. It often combines language skill instruction, translation theory, cultural awareness, and hands-on translation experience. Students are assigned regular homework in which they must translate real-world texts from the source language to the target language. Texts may include scientific, literary, subtitle, legal, and game texts. The students present their translations and then assess each other's translations, addressing the difficulties encountered, errors made, and suggested improvements. Students who complete a translation practice course should have good bilingual competence, practical translation abilities, and an increased knowledge of cultural nuances and translation methods. They should be prepared to take on various translation issues in academic, literary, technical, and professional settings.

Thirteen translation competencies are acquired, and they are regarded as most appropriate for the current state of the translation field in Indonesia (Dewi, 2019). The first sub-competence is source language competence, which means understanding the source text in depth is necessary to transfer the message to the target text successfully. The second sub-competence is the target language competence, which is the ability to produce target language expressions naturally, appropriately, and correctly. The third sub-competence is interlinguistic competence, which is the awareness of lexical, syntactic, and stylistic differences between the source language (SL) and the target language (TL). The fourth sub-competence is cultural competence, which is the acquisition of cultural, historical, political, and sociolinguistics knowledge of both source and target languages. A translator will translate a text appropriately or successfully transfer the message from the SL to the TL. The fifth sub-competence is transferring competence, which is the ability to transfer the message from the SL to the TL successfully and appropriately by applying the proper translation ideology, strategies, methods, and procedures with the text type. The sixth sub-competence is textual competence, the awareness of text genre conventions in the SL and TL. The seventh sub-competence is subject-knowledge competence or thematic competence, which is the awareness of learning further some subjects related to the text being translated. The eighth sub-competence is technological competence, which works with CAT (Computer Assisted Translation) tools, word processing features, documents in various formats, etc. The ninth sub-competence is terminological competence, managing terms acquired manually or with CAT tools. The tenth sub-competence is research competence, which is the ability to use information retrieval strategies, such as finding terms, reading assistive texts, and doing brief translation-oriented research like searching for the target text's purpose and audience. The eleventh sub-competence is professional competence or, sometimes known as ethical competence, which is the awareness of understanding the work ethics and responsibility of translation jobs. The twelfth sub-competence is service provision competence, which is the knowledge of the translation business. The thirteenth sub-competence is theoretical competence, which is the ability to make decisions while doing translation and justify one's translation in general based on theoretical models.

METHOD

This research was conducted from October 2023 to September 2024. It was carried out at Sekolah Tinggi Bahasa Asing JIA Bekasi. According to (Creswell, 2012.), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. The research process involves emerging questions and procedures, collecting data in the participant's setting, analyzing the data inductively, building from

particulars to general themes, and interpreting the meaning of data. The final written report has a flexible writing structure. Qualitative research uses individual in-depth interviews, focus groups, or surveys to gather, analyze, and interpret data regarding individuals' actions and statements. It analyzes meanings, concepts, definitions, features, metaphors, symbols, and descriptions of various entities. It is frequently investigative and indeterminate. This study attempts to examine the challenges students encounter in translating specific texts and ascertain the competencies required by students in response to emerging challenges. The research procedures entail a methodical sequence of activities to execute a study, ranging from formulating the research topic to disseminating the findings. The specific procedure may differ based on the research approach employed (quantitative, qualitative, or mixed methodologies); nonetheless, the following is a broad description of the research procedure: Identify the research problem, select the method of research, collect data, analyze and interpret data, and reporting.

The data collection approach in qualitative research includes in-depth interviews, document analysis, observation, and audiovisual materials analysis (Creswell, 2012). An interview is a dialogue between two individuals to exchange information and ideas via questions and responses, facilitating the construction of meaning on a particular issue (Rita Fiantika et al., 2022). This research uses interviews as a data collection technique.

The participants of this study were 6 students from 4th-semester English students of STBA JIA. They were chosen because they are enrolled in the Translation course, where they regularly study translation theory and practice. These individuals were selected as appropriate subjects because they represent EFL learners with a basic understanding of translation processes. The source texts examined in this study included a variety of Indonesian texts assigned in class for translation into English. These literatures varied in type and topic, with narrative, descriptive, expository, and culturally focused works. The diversity of these texts was chosen for demonstrating the variety of challenges that students might face during the translation process.

The interview questions were related to their challenges while translating texts. The questions included the challenge of understanding the source text, transferring the message from the source text, and producing the target text. Data analysis in this study is to answer research questions using the theory described previously. The data that has been collected through interviews is processed and analyzed. The participants' answers related to the challenges in understanding the source text were categorized. Then, the challenges faced by students in the transfer process were also grouped, followed by the challenges faced by students in writing the target text. The grouping of the translation process is based on the process of translation. The challenges of translators are based on various theories from experts related to the challenges of translators, and the competencies needed by students for the challenges that arise are analyzed using Dewi's theory (2019).

RESULT AND DISCUSSION

A. Result

Table 1 The Challenges and Competence

Process of Translation	Challenges	Competence
Source Text	Understanding the Source Text	Source Text Competence, Subject/Knowledge Competence

Process of Translation	Challenges	Competence
Conveying the meaning from Source Text to Target Text	Choosing the Right Method/Technique/Strategy/Procedure Differences	Transfer Competence Cultural Competence
Producing the Target Text	Language Structure	Target Language Competence

Students struggled to understand the source text's material, structure, and meaning during the first phase of translation. This was frequently due to lacking vocabulary, unfamiliar topic, or a lack of contextual awareness, see Table 1. To overcome these challenges, students must have Source Text Competence, subject/ knowledge competence. During the transfer phase, students encountered two primary challenges: choosing an appropriate method, strategy, or technique for accurately conveying the meaning, and addressing cultural disparities between the source and target texts. These challenges highlight the necessity for excellent Transfer Competence, which enables students to efficiently restructure and reformulate ideas between languages. Furthermore, Cultural Competence is required to deal with culturally constrained terms while maintaining equivalence in meaning and tone. In the final phase, learners struggled to create grammatically acceptable and natural-sounding sentences in the target language. The main problem identified was regarding language structure, particularly tense usage, word order, and punctuation. To solve this, students must improve their Target Language Competence, which provides acceptability and fluent production of English.

A. 1. Challenges and Competences Needed in the Source Text Phase

In the translation process, understanding the source text encompasses comprehending a text's original intent, nuances, and circumstances when converting it into another language. Ensure the translated work accurately conveys the source text's aim, style, and intricacies. The interview results show that students who translate the assigned text still have difficulty understanding the meaning or message of the source text, mainly when translating scientific texts that are not well acquainted with the terms.

A.1. 1. Lack of Knowledge and Context – Subject/ Knowledge Competence

Translators must also extensively comprehend the broader knowledge and context to translate a document correctly, although this context is frequently unavailable.

Student: *Merasa kesulitan karena topik yang terpilih juga ilmiah jadi cukup susah bagi saya*

Students said that unfamiliar texts produced significant challenges for translation, which undoubtedly impacted their capacity to comprehend the meaning of the source text. Specific fields, such as science, technology, law, or medicine, have specialized terminology that requires more than translation - deep knowledge of the topic is also needed. A thorough comprehension of the source text is required for the message to be successfully transferred to the target text. Students translate scientific texts. Due to their lack of knowledge of scientific subjects, students-in this case, the translators-find it challenging to understand the original text, which relates to the environment. English language learners struggled to comprehend because they

struggled with the material. Competence in source texts, reading skills, and vocabulary in Indonesian and English is essential. It is also vital to have paraphrasing skills and reading skills. In other words, source language competency is the capacity to wholly and comprehensively understand the source text to convey the meaning to the target text. Another competence is the awareness to learn more about subjects related to the translated text, called subject/knowledge competence. For example, when translating a text about the environment, one must learn more about the environment, read specialized journals, and search for related information to retrieve and keep a glossary.

Student: *Kurangnya resourcesnya yang membahas teks yang diterjemahkan.*

There are frequently insufficient references to the terms used in the original text. Students receive instruction to search for references to the source text in articles, Google Searches, and other sources. However, the absence of relevant references presents a challenge for students when translating the source text. A lack of references in the source text can significantly impact the quality of translation or research, especially in understanding context, culture, and specialized terms. By doing in-depth research, using relevant sources, and collaborating with experts, translators can overcome reference limitations and produce more accurate and meaningful translations. The competence students need to deal with the lack of references related to the source text to be translated is to read more from various sources.

Student:

"...Ada beberapa kata yang asing dan tidak familiar, yang diperlukan referensi dari google translation..."

Students face challenges translating from source to target material, which results from a lack of vocabulary. This is, of course, difficult for translators to comprehend. This is due to restricted knowledge and vocabulary. This challenge requires students to have terminological competency. Understanding important terms and quickly identifying, organizing, and storing terms are prerequisites for this competency.

A. 1. 2. Multiple Meanings / Ambiguity- Terminological Competence

Determining an accurate translation can be challenging when a word or phrase in the original language has several interpretations.

Student:

'.... ada beberapa istilah yang sulit ditemukan karena arti dan maknanya berbeda baik di Deepl.translation ataupun google Translator ..'.

Translators struggle when encountering words in the source text with uncertain meanings. Machine translation, such as Google Translate, often encounters problems with ambiguity since they rely on algorithms that may not correctly recognize context or multiple interpretations. Human translators, with their capacity to understand cultural and contextual nuances, are better skilled in resolving ambiguities. Ambiguity occurs when a term, phrase, or sentence has multiple meanings, making choosing the most acceptable translation difficult. In this case, translators need to Have terminological competence and carefully consider the context in which ambiguous words or phrases occur. This includes comprehending the whole story, cultural context, and speaker's purpose.

A. 2. Challenges and Competences Needed in the Transfer Phase

During this second phase, the translator conveys the message from the source text to the target text. The researcher identified and classified the challenges encountered by students in conveying the source text message as follows:

A. 2. 1 Choosing the Right Method/Technique/ Strategy/ Procedure – Transfer Competence

The capacity to accurately and appropriately convey the meaning from the source language (SL) to the target language (TL) by using the appropriate translation technique, strategies, methods, and procedures with the type of text. Choosing the proper method, strategy, technique, and procedure can be challenging since different approaches work appropriately for various text types, circumstances, and purposes.

Student:

“Ada kesulitan dalam memutuskan metode juga karena kurang sesuainya bahasan sumber ke bahasa target apabila sudah diterjemahkan. Yang diputuskan akhirnya mayoritas beberapa istilah menjadi Not given translation. Untuk menjaga acceptability dan unsur game masih bertahan”.

Student:

..“Ada kesulitan, dan lumayan banyak. Contohnya kata sains yang mana dalam teks terjemahan sedikit asing, sehingga akhirnya memilih not given translation”..

Student:

“Ada kesulitan dalam memilih teknik penerjemahan yang tepat”.

Students stated that choosing the proper method was quite challenging. Because the translated text is a specific type, not all terms can be translated automatically literally or word for word. This difficulty in finding equivalents in the target language means that students often choose not to translate terms from the source text. A theory calls it borrowing, not given translation or transference. What is done is to rewrite the terms in the source text into the target text. Selecting the appropriate translation method or technique and approach significantly impacts the quality of the translation. The translators need transfer competence. Before learning translation theory on how to apply translation methods, techniques, strategies and procedures that aim to produce good translation quality, students only translate word by word. Of course, this affects the accuracy, acceptability, and readability of the translation results. Since the translated texts are various texts that cannot be translated word by word, it is necessary to carefully select methods, techniques, strategies, and procedures correctly.

A. 2. 2. Cultural Differences – Cultural Competence

Student:

“.... kurang familiar dengan budaya disana dan akhirnya hanya menerka-nerka saja sesuai pengetahuan sendiri...”.

Student:

“..... hanya menyesuaikan sesuai unsur budaya yang ada tentang penokohan....”

Students discovered that cultural differences between the source text and the target text made it difficult to convey the meaning of the source text message. They also discovered culturally

charged words that required further knowledge, study, and understanding to translate accurately. Some expressions might not have perfect translations in other languages, which makes it challenging to convey the same meaning or impact on the mind. Cultural references in English may not have the same meaning in Indonesian, necessitating adaptation rather than direct translation. Nida's theory of Dynamic Equivalence emphasizes that translation should focus on literal meaning and on presenting the message in a culturally appropriate style for the target audience. Due to cultural differences, numerous terms in English-Indonesian translations may lack direct equivalents. Translators need cultural competence to translate the text correctly.

A. 3. Challenges and Competences Needed in Producing Target Text Phase

In this final phase of the process, students encounter the challenge of composing the target text. This concerns the target language proficiency that students must possess as translators. The researcher delineated the language structure challenge encountered. Maintaining the same meaning and flow during translation can be challenging due to the different grammatical structures, word orders, and rules of different languages. Here are some interview findings that indicate the challenges relating to the language structure of the target language:

"Ada kesulitannya, yaitu mencari cara agar pembaca bisa membaca dengan mudah dan paham . . ."

"... Kesulitan dalam menyusun struktur kalimat...."

"Kesulitan membuat teks terjemahan terlihat natural, alami, dan lazim"

"Ada kesulitan dalam grammaticalnya dan menyusun kembali kalimatnya dalam bahasa sasaran yang cocok"

"..cuma ada kata kata yang dibalik balik aja. Contohnya dua kata gitu, di inggris itu A B, di indonesia jadi B A. Cuma muter kata aja gitu.."

"..Kayaknya menulisnya sih, kemampuan menulisnya dalam teks sasaran.."

"..jadi saat disusun kalimatnya bagaimana caranya supaya natural, membuat agar natural agak kesulitan..."

"....Kesulitan dalam hal penulisannya, karena dalam cerpen yang dipilih untuk anak - anak maka harus memiliki bahasa sasaran terjemahan sesuai umur, tidak terlalu susah dan tidak terlalu gampang, dan mudah dipahami.."

Target language competency encompasses beyond mere fluency in a language. It includes linguistic, cultural, and stylistic knowledge, allowing translators to produce translations that are not only correct but also natural and acceptable for the intended audience. Students said they even had difficulty rewriting the meaning or message from the source text into the target text. The challenge is writing in the target language, their second language. The translation must have acceptable qualities, namely naturalness and conformity with the target language's grammar. Apart from the fact that the meaning conveyed must also be commensurate, the reader for whom the target text is intended must understand the translated text easily.

Students claimed that the challenge in this process comes in producing target texts that are both acceptable and have excellent readability. Producing a translation that adheres to the syntax and structure of the target language while selecting appropriate word equivalents.

The structural and grammatical disparities between Indonesian and English hinder students during this process.

Translating between languages with disparate grammatical patterns, such as English and Indonesian, can be challenging. Indonesian lacks tenses, articles, and gender-specific pronouns, whereas English possesses these features and indicates considerable structural complexity. This may hinder anyone from conveying certain aspects or information.

B. DISCUSSION

This study does not highlight the most frequent challenges; it strictly focuses on the challenges encountered throughout the translation process. The researcher categorized the translation challenges based on the translation process. The start of the process which involves comprehending the source text, specifically the difficulties encountered by the translator in comprehending the message or meaning within the original text. Recognizing the significance of comprehending the source text's concept or meaning throughout the preliminary translation phase. In translation, the focus is on the message or meaning of the source text conveyed by translators. The analysis indicates that students encounter challenges with translation throughout their comprehension of the source text, such as insufficient knowledge and context. Comprehending the message to be translated poses an essential obstacle for students pursuing translation. Several previous studies have identified this issue (Nuraeni et al., 2019), (Mulyani & Ardiansyah, 2020b), Umyati. et al., 2022)

Interviews with students who translate several text categories reveal that scientific, literary, and legal texts frequently present challenges in comprehending the original text's meaning. This is related to identifying numerous terms in the source text that are unfamiliar to English students. Students struggle to comprehend the source text due to a lack of knowledge of the language to be translated and its contextual background. Students in translation Courses find it tough to comprehend the original content of scientific translation. Consequently, inaccuracies frequently occur in the translation of scientific texts. The translation challenges come from an inadequate comprehension of the original scientific text's meaning (M. Silalahi et al., 2018). The competencies needed by students are subject/knowledge competence and terminological competence. This means a broader understanding of the type of text to be translated is required. When translating scientific texts, students must enrich their knowledge and the context of scientific texts. The same is true for other types of texts. This is relevant to the results of Dewi's research, which stated that the comprehension of advancing knowledge in subjects is relevant to the translated text. For instance, when translating a text on forestry, one should understand the subject more deeply (Dewi, 2019.)

While conveying meaning from the source text to the target text, the challenges faced included selecting the right method/strategy/technique/procedures to deal with cultural differences. Indeed, these two challenges are interconnected (Ali, 2023) To achieve a high-quality and accurate translation, the translator must be able to select the appropriate translation process. The selection of the appropriate approach will impact the quality of the translated text (Silalahi, 2009)

The required competencies are transfer competence and cultural competence. Transfer competence refers to the ability to accurately and suitably communicate the message from the source language (SL) to the target language (TL) by utilising appropriate translation strategies, methods, technique, and procedures applicable to the text type, while adhering to the translation brief and considering the intended purpose and readers. Cultural competence entails the acquisition of cultural, historical, political, and sociolinguistic knowledge of both source and target languages, enabling a translator to

convey a text or message effectively and accurately from the source language to the target language (Dewi, 2019)

In the last stage, the process of restructuring the message from the source language to the target language or producing the target text. Students are required to produce translations that have higher acceptability and readability. The examination of the students' interviews revealed that unfamiliarity with the source language material, insufficient comprehension of target language grammatical rules, and the inability to identify a target language equivalent are the primary factors contributing to the challenges faced by the students. Construct texts with natural wording in relation to the grammar rules and structure of the target language to ensure that readers can readily comprehend the conveyed message (Nababan et al., 2012).

The findings indicated that students faced challenges with linguistic structure. Students struggle to select suitable, natural, and acceptable terms in the target language, considering that the target language is not the students' native language. Consequently, students need to be proficient in comprehending the writing structure of the target language. Target language competence is defined as the capacity to form expressions in the target language naturally, appropriately, and accurately. This capability encompasses grammatical understanding and writing proficiency in both Indonesian, the native language of novice Indonesian translators, and a foreign language they are acquiring. In addition to grammar and writing skills, proficiency in spelling and punctuation is essential for producing the goal text (Dewi, 2019). This is in line with the result of the research (Sukaesih, 2023) which indicates that students' perception of their grammatical proficiency is rather strong, yet they continue to face challenges with certain aspects, including sentence structures and elements. Enhancing students' grammatical competency necessitates collaboration from several stakeholders.

The findings show that the most difficult challenges in the translation process occur during the conveying the meaning - transfer phase, particularly when dealing with culturally distinctive expressions and selecting the appropriate translation approach. This phase also necessitates the most diversified set of competencies-transfer and cultural competence-demonstrating how successful translation is dependent not just on linguistic skills but also on strategic and multicultural comprehension. When compared to the source and target text phases, the challenges in this middle stage had a bigger effect on the overall quality of the students' translation work.

Each of the phases showed specific challenges which corresponded to specific competencies, such as source text competence in the first phase and target language competence in the final phase. This indicates the requirement for an organized approach to translation training. The findings suggest that translation class should be designed to explicitly address each stage of the translation process, with a particular emphasis on meaning transfer and cultural competency. Integrating task-based learning with actual, culturally rich texts can assist students practice technique selection and cultural adaptability. Furthermore, the use of Computer-Assisted Translation (CAT) tools may help learners deal with structure and terminology issues, particularly during the target text production phase.

CONCLUSION

Considering the findings and discussion provided in the previous section, the researchers will present the subsequent conclusions: The challenges encountered by fourth-semester English students at STBA JIA in translating diverse documents, including scientific, legal, game, and literary works, during each translation process, analysis, transfer, and restructuring. Students have challenges in the preliminary phase of understanding the source text due to a lack of knowledge and context, as well as multiple meanings/ambiguity. To overcome

this challenge, they need Source Text Competence, which enables them to fully comprehend the linguistic structure and meaning of the original message, as well as Subject/Knowledge Competence, which provides them with background knowledge about the text's topic. In the next stage, transfer - conveying the meaning of source text into the target text, the challenges involve choosing the proper technique, method, strategy, or procedure and addressing cultural differences. To solve these challenges, students need Transfer Competence, which allows them to properly evaluate, restructure, and adapt meaning from one language to another, as well as Cultural Competence, which provides them to comprehend and convey culturally specific elements. In the subsequent restructuring phase, the challenge comes from the linguistic structure of the target text. This challenge can be solved with Target Language Competence, which ensures that students will produce fluent, grammatically correct, and contextually relevant translations in the target language. The competency requirements of students must be considered, considering the identified challenges. Future study may investigate follow-up research to see how students' translation skills progress over time with constant practice and exposure to translation concepts. This research has limitation; it was limited to a small sample of students from one institution, STBA JIA, which could affect the findings' applicability to other contexts or student populations.

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