



Translation Equivalence Degrees among Indonesian EFL Undergraduate Students

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Abstract

Purpose

The way to produce an equivalent translation text appears hard that every translation work should engage with diverse language and cultural systems. The issues are expected to affect both translation students and professional translators. Therefore, this current work aims to discover in -depth information about translation equivalence degrees among Indonesian EFL undergraduate students.

Method

This study employed qualitative content analysis. The research data included documentation of the translation texts from English into the Indonesian language, which resulted in 22 students majoring in English education at a public university in Banten Province, Indonesia. The source language texts were derived from the news-item texts published in national newspapers. The data analysis procedure comprised comparing the two texts, classifying, discussing, drawing conclusions, and making interpretations.

Results/Findings

The study of the translation texts revealed that 11 texts (50%) referred to near-optimal translation, six texts (27%) to partial translation, and five texts (23%) to poor translation.

Conclusion

Given that none of the students' translation outputs achieved the optimal equivalency; this conclusion suggests that students' translation knowledge and skills still need to be improved by regular practice and discussion at each translation course meeting.

Keywords

EFL, Equivalence degrees, Translation text, Undergraduate students.

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Abstrak

Tujuan

Upaya untuk menghasilkan teks terjemahan yang sepadan bukan pekerjaan yang sederhana mengingat bahwa setiap kegiatan penerjemahan akan berhadapan dengan sistem bahasa dan budaya yang berbeda. Masalah-masalah ini kemungkinan akan dihadapi oleh mahasiswa penerjemahan maupun penerjemah profesional. Oleh karena itu, penelitian saat ini bertujuan untuk menggali informasi yang mendalam mengenai derajat kesepadanan dalam penerjemahan mahasiswa jurusan Bahasa Inggris di Indonesia.

Metode

Metode yang digunakan dalam penelitian ini adalah analisis isi kualitatif. Data penelitiannya yaitu dokumentasi teks terjemahan dari Bahasa Inggris ke Bahasa Indonesia yang dihasilkan oleh 22 mahasiswa Jurusan Pendidikan Bahasa Inggris di sebuah universitas negeri di Provinsi Banten, Indonesia. Teks bahasa sumber diambil dari teks berita yang diterbitkan oleh surat kabar nasional. Prosedur analisis data mencakup perbandingan kedua teks, pengodean dan klasifikasi, pembahasan, penarikan simpulan, dan interpretasi.

Hasil/temuan

Hasil penelitian menunjukkan bahwa ada 11 teks (50%) yang merujuk pada derajat kesepadanan yang mendekati optimal, enam teks (27%) yang menunjukkan derajat kesepadanan parsial, dan lima teks (23%) menunjukkan derajat kesepadanan yang buruk.

Kesimpulan

Mengingat bahwa tidak ada satupun hasil penerjemahan mahasiswa yang memenuhi derajat kesepadanan optimal, penelitian ini menyimpulkan bahwa pengetahuan dan keahlian mahasiswa masih perlu ditingkatkan melalui latihan dan diskusi reguler dalam setiap pertemuan di perkuliahan penerjemah.

Kata kunci

Derajat kesepadanan; teks terjemahan mahasiswa.

المخلص

الهدف

إن الجهود المبذولة لإنتاج نصوص مترجمة معادلة ليست مهمة بسيطة بالنظر إلى أن كل نشاط ترجمة سيتعامل مع أنظمة لغوية وثقافية مختلفة. من المحتمل أن يواجه طلاب الترجمة والمترجمون المحترفون هذه المشكلات. ولذلك يهدف البحث الحالي إلى استكشاف معلومات معمقة فيما يتعلق بدرجة التكافؤ في الترجمة لدى طلاب تخصص اللغة الإنجليزية في إندونيسيا.

الطريقة

الطريقة المستخدمة في هذا البحث هي تحليل المحتوى النوعي. بيانات البحث عبارة عن توثيق للنصوص المترجمة من الإنجليزية إلى الإندونيسية التي أنتجها 22 طالباً من قسم تعليم اللغة الإنجليزية في إحدى الجامعات الحكومية في مقاطعة بانتن بإندونيسيا. نص اللغة المصدر مأخوذ من النصوص الإخبارية التي تنشرها الصحف الوطنية. وتشمل إجراءات تحليل البيانات المقارنة بين النصين، والترميز والتصنيف، والمناقشة، واستخلاص النتائج، والتفسير.

النتائج

وأظهرت نتائج البحث أن هناك 11 نصاً (50%) تشير إلى درجة تكافؤ قريبة من الأمثل، وستة نصوص (27%) تشير إلى درجة تكافؤ جزئية، وخمسة نصوص (23%) تشير إلى درجة تكافؤ جزئية. تشير إلى ضعف درجة التكافؤ.

الخلاصة

مع الأخذ في الاعتبار أن أيًا من نتائج الترجمة للطلاب لم تحقق الدرجة المثلى من التكافؤ، يخلص هذا البحث إلى أن معارف الطلاب ومهاراتهم لا تزال بحاجة إلى التحسين من خلال الممارسة المنتظمة والمناقشات في كل اجتماع في دورات الترجمة.

الكلمات الرئيسية

درجة التكافؤ، نص ترجمة الطالب، EFL (الإنجليزية كاللغة الأجنبية)

INTRODUCTION

In recent decades, many parties appear to have increased their demand for translation services. Translation is now recognized as both a course in foreign language learning and a subject of study with its own set of specialties. Translation is viewed as a process in the language field, the result of which is both a translated text and its process (Moentaha, 2006). It is transferring meaning from one language unit, either whole or part, to another language (Bracaj, 2015). From an individual standpoint, translators play an important role in bridging communication and information across individuals, groups, institutions, and countries. Translators should be objective in creating and communicating the target text's meanings as intended in the source text. Translators must pay close attention to the situation and cultural circumstances of both the source and target languages.

Translation is not an immediate process. The talent and skills to translate are not learned overnight. Translation requires expertise, practice, talent, and knowledge. (Baihaqi, 2017). It states that good translation results from a combination of language knowledge (cognitive), language sense (emotive), and language skills (rhetorical) (Hoed, 2006). In translating, there are at least two properties: intellectual and practical (Machali, 2000). Intellectual properties include the translator's mastery of the source and target languages, knowledge of the subject being translated, the application of knowledge, and translation skills, whereas practical tools include the ability to use resources and recognize the context of both source and target texts.

The perspectives shown above demonstrate that translations include not only academic and practical factors, but also situational and cultural aspects. It's hardly surprise that translation is seen as a science, craft, and art. These inform translators that every translated material must meet the requirements of readability, understandability, and, of course, equivalence.

Translation practice produces the translated text that readers in the target language read. The target language readers may be unaware of the entire procedure that translators go through while translating source language texts. The target language readers only see the translated text. Translation is a dynamic process, as demonstrated by how it operates, the methods and procedures used, and the intended audiences.

Translators may also encounter impediments and challenges during the translation process. These could stem from the translator's lack of grasp of both linguistic and cultural issues, the text topic, insufficient translation facilities, and other factors. Another issue that is likely experienced by the translator is the wrong use of translation methods, procedures, and strategies, which causes the translated material to stay unequal.

Translation theorists have contested the equivalence of translations on many occasions. This can be covered throughout study, practice, and even translation classes. This dynamic happens because equivalence is at the heart of the translation process, which entails comparing texts from two different linguistic and cultural systems. Despite this, it provides readers with high-quality translation results (Sayogie & Supardi, 2021). Equivalence refers to the translation itself. It serves as a bridge when it is difficult to identify the desired meaning or message in the source language. The problem of equivalence extends beyond the word or phrase level to phrases, sentences, and even conversation that includes socio-cultural settings. Equivalence refers to the similarity and accuracy of meaning expressions from the source language in the target language (Hatim & Munday, 2004). It also views equivalence as the way to transfer the accurate meaning of the source language to the target language (Armstrong, 2005). These perspectives imply that the attempt to produce an equivalent translated text is not a straightforward procedure because it is tied to the similarity and accuracy of communicating the meaning of two different language systems.

The equivalence depends not only on the accuracy of the meaning of the text being transferred, but also on the purpose and function of the text (Skopos Theory) and who the intended readers are (Audience Design) (Hatim, 2009). The method for establishing equivalence must be based on the results of the analysis of the text function, whether expressive, informational, or vocative, as well as the target audience, whether general or specific. Translators must consider three key conditions when developing an equivalent translation text (Nababan, 2008); (1) Do the translated texts have the same interpretation as in the source text? (2) Do the translators be objective towards the source text? (3) How do the source text readers respond when it is first published?

In general, equivalence can be grouped into linguistic-oriented equivalence and cultural-oriented equivalence (Baihaqi, 2017). It views the dichotomy as based on the rules proposed by Saussure, *langue*, and *parole* (Munday, 2014) *Langue*, as the basis for linguistic-oriented

equivalence, is manifested in the language system. For cultural-oriented equivalence, parole is manifested in language production.

Because language is the fundamental assumption for linguistic-oriented equivalence, this focuses on identifying equivalence versions in the linguistic units of both the source and target languages. The analysis includes components of lexical, grammatical, semantic, and stylistic (Reiss, 2014). In linguistic-oriented equivalency, lexical elements are relevant to the analysis based on the literal meaning presented in the text. Grammatical elements are used to analyze meaning based on the relationships between units in a text. The semantic element is concerned with the study of the meaning conveyed in the text. The analysis of stylistic aspects is tied to meaning through the selection of word forms. This type of equivalency is based on the opinions of Jean-Paul Vinay and Jean Derbelnet on direct and oblique translation, respectively, as well as J.C. Catford on translation shift. They were former translation theorists for linguistic-oriented equivalence analysis and have been resorted to for modern translation studies.

Cultural-oriented equivalency is based on Parole and considers not only the equivalent form of language units but also their fit to the situation and culture. This equivalency is related with extra-linguistic aspects such as the situational and cultural context, the issue being discussed, time, place, target audiences, and translator attitudes (Reiss, 2014). In cultural-oriented equivalence, the situational and cultural surroundings have a significant impact on the translated text. Any translated document can convey an unequal and even incorrect version since the translator cannot assess both the situation and culture of the source and target languages. The text topic component refers to the translator's understanding of the theme and scope of both texts. Because the source text is about medicine, for example, the translator should be familiar with the medical field and its different technical jargon. The time and location elements refer to the period, facts, and qualities of the source and target texts. Next, the target readers refer to whether the readers of the translated content are popular or specific readers. The attitude element refers to the translator's proclivity to identify lexical, grammatical, and stylistic features of the translated text.

Nida and Baker's perspectives serve as the foundation for cultural equivalency. Nida, a former translation theorist, proposed formal and dynamic equivalents. Baker investigated the aspects of equivalence at different linguistic levels and highlighted how context affected translation.

All conversations must provide categories for translation equivalency. In relation to the topic, it suggests a categorization of equivalence in translation into seven degrees: optimal translation, near-optimum translation, partial translation, weaker and stronger translation, poor translation, mistranslation, and zero/non-translation (Bayar, 2007). Bayar categorized these seven degrees based on the level of accuracy, readability, acceptability, cohesiveness, coherence, and how they meet with the linguistic and extra-linguistic features. Accuracy means the equivalent meaning between SL and TL. It is the basic principle of translation; it should be the focus of every translation work. Accuracy is not just the form but also the message and ideas that are equivalently conveyed from SL to SL. Acceptability is the degree of naturalness of a translated text against the norms, rules, and culture of the TL. A translation with a high level of acceptability will produce a natural and flexible translation text. Readability is the degree to which a translated text is uncomplicated. The translated text is said to have a high level of readability since the text is uncomplicated by TL readers. The readability is also influenced by several factors, including the sentence length, the number of new words, and the grammatical complexity. Accuracy, acceptability, and readability have an important role in evaluating the quality of the translation; that is, the equivalent translation. Accuracy is the highest criterion, followed by acceptability and readability. Accuracy should be the main goal in examining the translation quality. Cohesive and coherence, then, are related to the surface and deep structures; they fulfill the relationship among units (cohesive) and concepts (coherence). Besides, the requirements to meet all extra-linguistic features are also essential to reaching the optimum translation degree.

The maximum level of translation equivalency causes meeting all linguistic and extra-linguistic characteristics of both the source and target languages. The target language text is considered to be optimal since it is accurately structured in terms of linguistic and extra-linguistic elements; the translated text meets the criterion of cohesiveness and coherence; and it is the most readable and acceptable to target language readers. Second, near-optimum translation is essentially the same as optimum. The difference is that the target language text lacks readability (whether or not understood). The third degree represents a partial translation. This degree happens when unacceptability is the primary issue. The following is a weaker and stronger translation. It occurs when the target language version is narrower (tighter) for the weaker and wider (widening) for the stronger than the source language version. The fifth degree is a poor translation.

Readability, correctness, and acceptability are the key issues with this degree. The sixth is a mistranslation. The key issue at this degree is not only readability, correctness, and acceptance but also the distortion of meaning, which makes the translated text appear out of context. The final degree is non-translation. This is the lowest degree because no equivalent version exists in the target language. To alleviate the challenges, translators frequently employ borrowing or loanwords of the original terms available in SL to TL, or they provide additional information, footnotes, and glossaries.

Table 1. The translation equivalent degrees (adapted from Bayar, 2007)

Equivalent degrees	Equivalent results
Optimum translation	The highest degree, meet all linguistic and extra-linguistic features
Near-optimum translation	Reduce from optimum due to the readability
Partial translation	Reduce from near-optimum due to the acceptability and readability
Weaker and stronger translation	Tighten and widen versions from the optimum
Poor translation	The poor version due to accuracy, acceptability, and readability
Mistranslation	The poor version due to accuracy, acceptability, readability, and out of context
Zero/non-translation	The lowest degree, no one-to-one equivalent version

To summarize, the table shows that the optimum translation has the maximum equivalence degree; the TTs are correct, readable, acceptable, cohesive, and coherent; and the translators have access to both linguistic and extra-linguistic characteristics. The nearly-optimal translation fits the criteria of cohesiveness and coherence, but it reduces readability (readability is hampered). The term "partial translation" refers to the partially rendered purpose of the SL. The weaker and stronger translations duplicate the SL goal by using attenuated phrases in weaker versions and stronger terms in stronger versions. The terrible translation may maintain the SL, but the readability is really low. The mistranslation is akin to a poor translation in that it lacks readability and does not keep the TL. The last zero/non-translation occurs when the texts are culturally constrained or contain cultural terminology; there is no one-to-one corresponding version.

Since the discussion of translation equivalent is related to other variables that translators should carefully analyze, along with the translation ideology, the equivalence in translation is also part of the macro-level translation (Baihaqi, 2022). The discussion of these two theories will be linked to other translation theories and aspects. The study of ideology in translation, for example, will invariably be linked to the translator's predisposition to select the methods and procedures in his or her translation works, as well as how linguistic and cultural factors influence a translation job. In contrast, the micro-level debate focuses solely on the theory under consideration. The micro-level will only concentrate on methods, procedures, and tactics (Baihaqi, 2022). Similarly, this present research focuses on the macro-translation because it also covers the other theories and aspects associated to the equivalent.

The translator may encounter difficulties when carrying out his or her duties. It contends that equivalence is a crucial aspect of translation, and the process of discovering equivalences is sometimes contentious (Pym, 2004). The confrontation since equivalency has sparked extensive discussion and debate in translation studies. Each theory has a different perspective on the topic of equivalence in translation. This clearly demonstrates that creating an equivalent translated text is not a quick task. It demands ongoing practice, experience, and learning.

Equivalence in translation is one of the themes covered by both the English and translation departments while teaching translation at the university level in Indonesia. The learning outcomes are often designed to help students master linguistic, cultural, and translation theories, generate an equivalent translated work, and employ a variety of technology facilities and other supporting resources. It appears, directly or indirectly, that

translation plays a crucial role in increasing language learning (Umiyati & Susanthi, 2020); this is especially true given that the goal is to study foreign languages, including English. Previous research has looked into how translation can help EFL students improve their English mastery and skills. This can be discussed based on past works (Putrawan, et al., 2019) and (Siregar, 2018) which examined the issue of EFL undergraduate students' perceptions and beliefs on translation; (Asgarian & Vefali, 2015), (Askari & Nikoopour, 2018), (Hassan, 2020), (Husna, et al., 2021), (Karjo & Metta, 2019), (Mohammad, 2019), (Rosyidah, et al., 2020), (Sari, et al., 2022), and (Sundari & Febriyanti, 2017) who investigated the issue of EFL learners' competencies and processes in translating; and (Al-Kindi, et al., 2020), (Romios, 2020), and (Sinambela, et al., 2024), who studied the issue of EFL students' translation results. Considering the previous works had insufficiently discussed the EFL students' equivalence degrees, this current work, therefore, promotes the issue regarding: how is a translation equivalence degree among Indonesian EFL undergraduate students? The results of this research are expected to enhance the in-depth information and facts regarding the results of translation work by Indonesian EFL undergraduate students.

METHOD

This study employed a qualitative content analysis method. It carefully analyzes textual information before standardizing it to produce an interpretation of the information. Content analysis can provide a detailed picture, boost a researcher's comprehension of a phenomenon, and inform a set of activities depending on the textual form provided (Krippendorff, 2018). Furthermore, in analyzing the meaning of textual forms, researchers should follow the basic rules regarding the suitability of the material with the communication model, the rules of analysis, the focus of the analysis on categories, and the criteria for credibility and dependability (Mayring, 2014). The procedure of data analysis for this present research was developed from qualitative content analysis of inductive category development: (1) formulating the research question, (2) determining the category definition (here is focused on translation equivalence degrees by comparing the two texts), (3) formulating and classifying the category, (4) revising and discussing the category through the text, and (5) interpreting the result (Mayring, 2014). The focus of the analysis of this study was selected from units of words and phrases. Member-checking and long-term engagements in the research were established to ensure the credibility and dependability of this current study.

The data in this study were collected from the documentation of the English-to-Indonesian translation texts by 22 students of the English Education Department at a public university in Banten Province, Indonesia. The source language text originated from the news texts published by the English national newspapers. In this work, the documentation technique aimed to classify and analyze information about the degree of equivalence in the students' translated texts. The analysis procedure included comparing the two texts, coding and classification, discussing, and drawing conclusions and interpretations.

FINDINGS AND DISCUSSION

After formulating the research question, the next step is determining and classifying the category of definition by focusing on: optimum translation, near-optimum translation, partial translation, weaker and stronger translation, poor translation, mistranslation, and zero/non-translation (Bayar, 2007). Since the categories have been classified, the final step is discussing the text and interpreting the result.

After discussing and analyzing 22 student translation papers, it was discovered that 11 texts (50%) correspond to near-optimum translation, six texts (27%) exhibit partial translation, and five texts (23%) demonstrate poor translation. These data demonstrate that the majority of the equivalence degrees achieved by students in their translation texts are near-optimum translations; they reduce from optimum owing to readability.

Table 2. Students' translation equivalent results

Equivalent Degrees	<i>n</i>	%
Optimum translation	-	-
Near-optimum translation	11	50
Partial translation	6	27
Weaker and stronger translation	-	-
Poor translation	5	23
Mistranslation	-	-
Non-translation	-	-
<i>∑</i>	22	100

Here are some examples of student translation results for equivalence degrees above.

Near-optimum Translation

ST1 : Farming is the oldest occupation of the world and it is still the means of living for the greatest percentage of the world's population.

TT1 : *Pertanian adalah pekerjaan tertua di dunia dan bertani masih menjadi mata pencaharian bagi sebagian besar penduduk di dunia.*

ST2 : All living organisms on this planet, including human beings, use water as one of their basic needs for survival. Water is used for metabolic process. It is also used as daily need for hygiene and recreation.

TT2 : *Semua organisme yang hidup di planet ini, termasuk manusia, menggunakan air sebagai salah satu kebutuhan dasar mereka untuk bertahan hidup. Air digunakan untuk proses metabolisme. Hal ini juga digunakan sebagai kebutuhan sehari-hari untuk kebersihan dan rekreasi.*

From the examples above, it can be seen that the results of the translation versions attempt to meet all linguistic and extra-linguistic features. The results, however, seem constrained by the source language norms. The target language versions reflect less readability.

To reach readability, the TT1 must avoid versions that lead to redundancy. The ST1 clause it is still may not be translated since it is preceded (anaphora) to farming, which is pertanian or bertani. The optimum translation also can be resolved by avoiding the repetition of ST phrase the world to dunia and the world's population to penduduk bumi. To reach the optimum translation, the TT1 version can be reproduced as follows:

TT₁ : *Pertanian adalah pekerjaan tertua di dunia dan masih menjadi mata pencaharian bagi sebagian besar penduduk bumi.*

The readability is also a problem for the non-optimum translation found at TT₂. The ST pronoun *their* may not be translated since it is preceded (anaphora) to *all living organisms, including human beings*, that is *semua organisme termasuk manusia*. The TT₂ version can be reproduced as below:

TT₂ : *Semua organisme yang hidup di planet ini, termasuk manusia, menggunakan air sebagai kebutuhan dasar untuk bertahan hidup. Air digunakan untuk proses metabolisme. Air juga digunakan sebagai kebutuhan sehari-hari untuk kebersihan dan rekreasi.*

Partial Translation

ST₁ : Indonesia has been ahead of most of the world in preserving natural wonders. The range of protected areas extends from volcanoes to orangutan habitats and coral reefs, nearly 200 reserves and parks.

TT₁ : *Indonesia telah berada di depan dari sebagian besar dunia dalam melestarikan kekayaan alam. Cakupan kawasan yang dilindungi terbentang dari gunung berapi hingga kediaman orang utan dan terumbu karang, hampir 200 cagar alam dan taman.*

ST₂ : If we can agree that government has some role to play in our lives, then let's at least make it a positive one. Consider the benefits of free, fully-subsidized public transportation.

TT₂ : *Jika kita setuju bahwa pemerintah mempunyai beberapa peranan dalam kehidupan kita, maka mari paling tidak kita membuatnya menjadi suatu hal yang positif. Pertimbangkan manfaat dari gratis dan disubsidinya angkutan umum.*

From the students' version above, it can be observed that the translation result does not succeed in conveying the intended message that the source language has. The equivalent version used in the translated text appears to be different from the source language version. Considering readability and acceptability are the main problems in partial translation, the translators should be careful in selecting the equivalent terms and in reproducing the meaning.

The main issue with partial translation is readability and acceptability. To reach readability and acceptability, the ST₁ phrase most of the world is amplified to sebagian besar negara di dunia rather than sebagian besar dunia since the subject of the ST₁ is Indonesia as a country that has been ahead in preserving natural wonders. Besides, the phrase sebagian besar dunia is also less accurate in TT₁. The case of acceptability also occurred in the ST₁ phrase, orangutan habitats. Since both texts are formal-technical, the TT₁ version of habitat orangutan is more acceptable than kediaman orang utan. In TL, besides, the word kediaman refers to the place for humans, not for animals. To reach the optimum translation, the TT₁ version, therefore, can be reproduced as below:

TT₁ : *Indonesia telah berada di depan dari sebagian besar negara dalam upaya pelestarian kekayaan alam. Hamparan wilayah yang dilindungi membentang dari pegunungan berapi hingga habitat orang utan dan terumbu karang, hampir 200 cagar alam dan taman.*

Similar to the TT₁, the readability and acceptability were also problems in TT₂. The ST₂ phrase *free, fully-subsidized public transportation* is amplified to *transportasi umum yang gratis dan disubsidi penuh* rather than *gratis dan disubsidinya angkutan umum*. The amplification to use the conjunction *dan* and pronoun *yang* in TT₂ is intended for its acceptability since the phrase *gratis dan disubsidinya angkutan umum* is less acceptable in the TL, see (Molina & Albir, 2002). Furthermore, both English and Indonesian Language also serve different patterns in phrases. The English phrase is constructed by Modifier+Head (M+H); *free* is M, and *public transportation* is H. On the contrary, the Indonesian Language phrase is formed by Head+Modifier (H+M); *transportasi umum* is H, while *gratis* is M. Nevertheless, the pattern does not valid for *calque* since it tries to express a literal translation of SL terms lexically or structurally, i.e., *Prime Minister = Perdana Menteri*, and another example of *calque*, i.e., *Directorate General = Direktorat Jenderal*, see (Molina & Albir, 2002). The phrase *has some role to play*, also, can be transposed to *berperan*. To reach the optimum translation, the TT₂ can be reproduced as follows:

TT₂ : *Jika kita setuju bahwa pemerintah berperan dalam kehidupan kita, maka mari paling tidak lakukan satu hal yang positif. Pertimbangkan manfaat dari transportasi umum yang gratis dan disubsidi penuh.*

Poor Translation

- ST₁ : Popular term is the meaning that native speakers understand because they hear people used in everyday speech in this way from childhood.
- TT₁ : *Istilah populer memiliki makna bahwa pembicara asli memahaminya karena mereka mendengar orang-orang telah sering menggunakannya setiap hari semenjak masa kanak-kanak.*
- ST₂ : Coming from the creators of Ice Age, big things were expected of Robots. Rodney Copperbottom (voiced by Ewan McGregor) is an inventor and hopes that one day his skills will benefit robots everywhere, especially his doting mom and dad.
- TT₂ : *Berasal dari pencipta film Ice Age, hal-hal besar yang diharapkan dari Robots. Rodney Copperbottom (disuarakan oleh Ewan McGregor) adalah penemu dan berharap bahwa suatu hari keahliannya akan menguntungkan robot dimana-mana, terutama ibu dan ayahnya yang penyayang.*

The results above show that the main problems are accuracy, acceptability, and readability. Both TT versions produce poor translation; these are the main problems with poor translation. The equivalent results cannot convey the meaning as intended in the SL text; the results are also difficult to read and understand by the TL readers.

To grasp the optimum translation, the translation version must cope with its accuracy, acceptability, and readability. There are some problems resulting from the TT₁ above. In terms of accuracy, the ST₁ phrase *the meaning* is incorrectly translated to *memiliki makna*. This is the noun phrase, so it should be translated to *adalah makna*, not as a verb *memiliki makna*. The ST₁ phrase *native speaker* is also incorrectly transferred to *pembicara asli*. The accepted term in TL is *penutur jati*. The TT₁ version will also lead to ambiguity since this can be meant *first speaker*. The cases for acceptability and readability are also found in TT₁ above. The ST₁ active-form *understand* will be more acceptable and readable in TT₁ by modulating it to passive-form *dipahami* rather than *memahami*. Similarly, the ST₁ clause *they hear people used in everyday speech in this way* is expanded to *mereka biasa mendengar dari orang-orang yang menggunakannya dalam percakapan sehari-hari seperti itu* rather than *mereka mendengar orang-orang telah sering menggunakannya setiap hari*. The expansion is intended to its acceptability since the original TT₁ clause is less acceptable. Lastly, the ST₁ word *childhood* is also contextually acceptable to its TT₁ version by transposed it to *sejak kecil* rather than *masa kanak-kanak*. As a result, the TT₁ version can be reproduced as below:

- TT₁ : *Istilah populer adalah makna yang dipahami penutur jati karena mereka biasa mendengar dari orang-orang yang menggunakannya dalam percakapan sehari-hari sejak kecil.*

The lack of accuracy, acceptability, and readability also found in TT₂. The ST₂ word *voiced* is incorrectly translated to TT₂ to *disuarakan*. This version seems less acceptable; it also looks uncommon for the TL. To make the TT₂ version more acceptable, it must be modulated to *pengisi suaranya*. The problem for acceptability and readability also occurred for ST₂ clause *one day his skills will benefit robots everywhere*. The clause is translated to TT₂ to *suatu hari keahliannya akan menguntungkan robot dimana-mana*. Again, the version looks uncommon for the TL situation, and the result remains less acceptable. To reach the optimum translation, the clause shall be reproduced to *suatu hari keahliannya akan bermanfaat bagi robot di mana pun*. The ST₂ clause *especially his doting mom and dad* is also incorrectly transferred to TT₂ to *terutama ibu dan ayahnya yang penyayang*. The translators look inaccurate to deliver the meaning aimed at the ST₂. To solve the problem, the TT₂ version shall be modulated to *terutama bagi ibu dan ayah yang disayangnya*. All in all, here is the reproduced version.

- TT₂ : *Berasal dari pencipta film Ice Age, hal-hal besar juga diharapkan dari Robots.*

Rodney Copperbottom (Ewan McGregor sebagai pengisi suaranya) adalah seorang penemu dan berharap suatu hari nanti keahliannya akan bermanfaat bagi robot di mana pun, terutama bagi ibu dan ayah yang disayanginya.

There are three translation degrees resulting from the students' translation works above: near-optimum, partial, and poor translation. There are 11 texts (50%) that refer to near-optimum, six texts (27%) are partial, and five texts (23%) are poor translations. Near-optimum translation occurs when the translated text delivers the meaning as intended in the source language text, but it reduces from optimum due to its readability. Both partial and poor translation degrees reduce from optimum due to accuracy, acceptability, and readability. Those are massively caused by the lack of student mastery of linguistic (lexical, grammatical, semantic, and stylistic) and extra-linguistic (setting, context, and topic) aspects of both source and target languages. The findings clearly reflect that students' translation skills need to be enhanced, considering none of their results are optimal. Furthermore, this current study conforms to previous works, such as those conducted by (Asgarian & Vefali, 2015), (Askari & Nikoopour, 2018), (Hassan, 2020), (Husna, et al., 2021), (Karjo & Metta, 2019), (Mohammad, 2019), (Rosyidah, et al., 2020), (Sari, et al., 2022), and (Sundari & Febriyanti, 2017), who prove several weaknesses of EFL learners' competencies and processes in translating; and (Al-Kindi, et al., 2020), (Romios, 2020), and (Sinambela, et al., 2024),) investigated some main hurdles to EFL students' translation outcomes. These works are crucial since the learning outcome for translation courses in the EFL environment is to generate an optimal and equivalent translation among students (Baihaqi, 2022), (Calis & Dikilitas, 2012), and (Mollaei, et al., 2017).

CONCLUSION

Based on the findings, this may infer that 11 texts (50%) are near-optimal, six texts (27%) are partial, and five texts (23%) are poor translations. As a common effect of near-optimal translation, the translated text conveys the intended meaning of the original text but falls short of being optimum owing to readability. The translation versions are accurate to the original language version. As a result, these demonstrate that students' translation knowledge and skills require further development, particularly given the lack of an optimal translation degree among their translation texts. In terms of results, various proposals are effectively delivered. Students are required to increase their knowledge, practices, and skills in translation; their command of both the source and destination languages and their translation skills across a variety of text materials and topics. Translation lecturers and instructors are supposed to impart and provide: complete theory and practice of translation; the number and variety of translation jobs; guided learning while students manage their own work; and an accurate syllabus and materials. According to the results, other researchers are required to produce further studies through action research or R&D that precisely study the ways and procedures to improve the quality of students' translation skills and results.

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