



Exploring Challenges Faced by Students in Translating Four English Text Genres

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| Article Info | Abstract |
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| Article History Received: 2024-05-07 Revised: 2024-06-27 Published: 2024-07-03 Keywords: <i>Translation;</i> <i>Challenges;</i> <i>English text.</i> | Translation is not an easy task every translator inevitably faces several difficulties, such as language problems, grammar, and cultural elements in the target language. This study is aimed to investigate the challenges encountered by students in translating English text, focusing on secondary school contexts in Indonesia. This study employed a systematic literature review methodology, the study identifies and analyses difficulties in translation through a five-phased approach. The findings reveal a various obstacle, including linguistic barriers, cultural disparities, and grammatical complexities. The analysis underscores the necessity for targeted interventions to address these challenges and enhance students' translation proficiency. Furthermore, the study emphasizes the importance of linguistic competence, particularly in grammar and vocabulary, in overcoming translation difficulties. |
| Artikel Info | Abstrak |
| Sejarah Artikel Diterima: 2024-05-07 Direvisi: 2024-06-27 Dipublikasi: 2024-07-03 Kata kunci: <i>Terjemahan;</i> <i>Kesulitan;</i> <i>Text bahasa inggris.</i> | Penerjemahan bukanlah tugas yang mudah karena setiap penerjemah pasti menghadapi beberapa kesulitan, seperti masalah bahasa, tata bahasa, dan elemen budaya dalam bahasa target. Penelitian ini bertujuan untuk menyelidiki tantangan yang dihadapi oleh siswa dalam menerjemahkan teks bahasa Inggris, dengan fokus pada konteks sekolah menengah di Indonesia. Penelitian ini menggunakan metodologi tinjauan literatur sistematis, mengidentifikasi dan menganalisis kesulitan dalam penerjemahan melalui pendekatan lima tahap. Temuan mengungkapkan berbagai hambatan, termasuk kendala linguistik, disparitas budaya, dan kompleksitas tata bahasa. Analisis ini menekankan perlunya intervensi yang tepat sasaran untuk mengatasi tantangan ini dan meningkatkan kemahiran penerjemahan siswa. Selain itu, penelitian ini menekankan pentingnya kompetensi linguistik, khususnya dalam tata bahasa dan kosakata, untuk mengatasi kesulitan penerjemahan. |

I. INTRODUCTION

Language has long been acknowledged as a fundamental component of human existence, providing communication across varied cultural and geographical borders. Fernández & Cairns (2011) stated that language is the primary communication system for human beings. The use of a common language and the possession of mutual understanding among individuals enhance the realization of efficient communication. The need for communication and information exchange among individuals across different countries continues to grow significantly with each passing moment. Given that each country has its own language, the field of translation plays a crucial role in bridging these linguistic gaps.

Translation is the process of transforming an original text from one language to another (Herman, 2016). Translation is an attempt to determine a text's comparable meanings in both the original language and the target language. This process involves the transmission of a

message or meaning from the source text to the target text not only converting words from the source language to the target language Bassnett & Guire (1991) say that translation involves replacing the meaning of the source language with that of the target language by considering linguistic analysis and the cultural context of the target language. However, the fundamental aspect of translation ultimately revolves around preserving meaning. Therefore, it is important that the translation be executed correctly to convey the intended meaning from the source language to the target language in preventing misconceptions or miscommunications.

In making a good translation product which is easily comprehensible to readers, a translator must have a good mastery of both languages and deeper background knowledge. outlined the various aspects of translation competence, including grammatical proficiency encompassing vocabulary, morphology, syntax, and grapheme; textual comprehension; pragmatic understanding, involving illocutionary and sociolinguistic

factors; and strategic skills. As mentioned earlier, it is evident that creating a high-quality translation is a challenging endeavor for translators. As it is said by to Rm & Rosa (2020) every translator inevitably faces several difficulties, such as language problems, grammar, and cultural elements in the target language.

Several studies are conducted in which the topic of the difficulties in translating English text was thoroughly examined. Al -Zu'bi (2012) claimed that master's degree students participating in translation program at Yarmouk and Middle East University struggled with translation. This was because they were unfamiliar with political statements and relied on literal translation. Moreover, Ibrahim (2017) has conducted research about an investigation of difficulties of translation which faced by Sudanese students in Dongola University. The research aimed to identify the types of difficulties students face in translation, provide detailed insights into these challenges, and suggest strategies for overcoming them. The result showed that Sudanese University students in College of Education during their second semester, encounter challenges in translation due to issues with grammatical structures, linguistic complexity, vocabulary usage, and disparities between the source and target languages.

Furthermore Siumarlata et al. (2018) also conducted research about students' difficulties in learning translation faced by the Sixth Semester Students of English Department of FKIP UKI Toraja. The findings revealed numerous obstacles faced by students, including lack of motivation and determination, low self-confidence, seeking shortcuts, unawareness of the advantages of learning translation, absence of clear learning objectives, susceptibility to forgetfulness, and deficiencies in grammar. Various surveys are conducted in which the topic of the difficulties in translating English text was thoroughly examined. All these earlier analyses and studies concluded that there are some difficulties in translating English text. However, none of the mentioned survey papers performed a systematic literature review to identify the difficulties in translating English text particularly focusing on specific genre texts learned in secondary schools in Indonesia context. Thus, this research aimed to find and analyze difficulties in translating four English text genres. This research paper adopts the systematic literature review for the identification of various

difficulties that exist in the literature.

II. METHOD

This research approach in this research qualitative and systematic literature review method. Systematic literature review is a method of collecting and analyzing previous studies, which is the crucial foundation for all of sorts of research (Baumeister & Leary, 1997). Systematic literature reviews differ from literature review since it is explicitly planned and methodically executed. A systematic literature review may provide a better level of validity in its results by finding, analyzing, and summarizing all available material on a specific study subject. This research employed Google Scholar, Academia, and Research Gate as journal database. In this research, 20 previous research were included as database that discussed similar topics. The research must be published between 2019-2024.

This systematic literature review aimed to analyze and to find the difficulties in translating English text. Therefore, this study used the five-phased approach provided by Khan et al., (2003).

Phase 1: Framing questions for a review

Translation is not easy work. It not only translating words from the source language to the target language, but also transmitting the message or meaning, it is important that the translation be executed correctly to convey the intended meaning. This study aimed to find out the difficulties in translating English text.

Phase 2: Identifying relevant work.

The second step of a systematic review entails the identification of relevant research by gathering all publications aligned with the research objectives. The selected research must have been published within the time frame of 2019-2024.

Phase 3: Assessing the quality of studies.

The research compiled from Google Scholar underwent filtering based on specific criteria to uphold the quality standards of this study. (1) All relevant studies/literature on the topic (2) Published between 2019-2024

Phase 4: Summarizing the evidence.

The result of searching the relevant studies using keyword "translation difficulties in translating English text" yielded 824,000 titles. Subsequently, the search was restricted to the specific timeframe within the 2019-2024 period, resulting in 17,000 titles. This study incorporates 20 research works into its database.

Phase 5: Interpreting the findings.

The final stage involves the analysis of data through content analysis, leading to the interpretation of the results.

III. RESULT AND DISCUSSION

A. Result

Based on data collected by the author, there are several difficulties in translating English text faced by students. This claim is based on 20 journal article sources that have met the inclusion criteria.

Table 1. Journal article sources that met the inclusion criteria.

| No | Researcher and Year | Journal/Thesis/Publisher | Research Findings |
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| 1 | (Pasaribu & Togi Hutahaeen, 2020) | Acitya: Journal of Teaching & Education | Students encounter challenges when translating narrative texts from English to Indonesian, particularly regarding tense, as well as sentence structure, phrases, clauses, attributions, and indefinite articles. |
| 2 | (Nofrian & syafryadin, 2023) | PROJECT (Professional Journal of English Education) | The study found 5 difficulties faced by students namely a lack of vocabulary, a lack of idiomatic knowledge, difficulty in locating an appropriate phrase in context, difficulty in understanding whole sentences, and grammatical errors. |
| 3 | (Manulang et al., 2022) | Jurnal Mantik | The findings of this study revealed five categories of challenges in text translation, including: non-transmission (11.11%), incomplete message conveyance (12.96%), grammatical errors (35.18%), vocabulary inaccuracies (31.48%), and additions (9.25%). |
| 4 | (Umyati et al., 2022) | LITERAL: English Teaching and Learning Journal | The research identified four common challenges encountered by all participants. Each student |

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| | | | experienced difficulties during the translation process, primarily due to inadequate vocabulary in the target language, limitations due to grammatical differences between the source language and the target language, pragmatic issues, and culturally specific concepts. |
| 5 | (Hasibuan, 2020) | JETAL | The students encountered challenges in grasping the structural differences between English and Indonesian, the target language, during the translation process. Consequently, they faced difficulties in organizing meaning and felt perplexed by the varying patterns between English and Indonesian. When translating, they struggled with adjusting word positions due to these differences. |
| 6 | (Hastuti et al., 2020) | ETERNAL (English Teaching Learning and Research Journal) | The research findings indicated that problems in translating narrative texts from English to Indonesian stem from two main factors: linguistic and non-linguistic. This is supported by the highest percentage of student difficulties, with 55% attributed to linguistic factors and 52% to non-linguistic factors. |
| 7 | (Surayya & Maini, 2023) | Journal of Research on Language Education (JoRLE) | The result of this study from translation text, students made a mistake which as ambiguity, sentence pattern, missing words, and non-linguistic factors. |
| 8 | (Napu & Hasan, 2019) | International Journal of Linguistics, Literature and | The findings show that the translation problems involved |

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| | | Translation (IJLLT) | several linguistic aspects, such as grammatical problems, lexical choice, rhetorical, and pragmatic problems. | | | | factors include insufficient motivation, talent, determination, and cognitive capabilities. |
| 9 | (Sipayung et al., 2022) | Jurnal Pendidikan Tambusai | In the difficulties found linguistic and non-linguistic factors, namely limited vocabulary, grammatical limitations in translating Indonesian into English. | 15 | (Aprianti & Ardi, 2023) | Journal of English Language Teaching | The result shows that, there are five components to the students' problems during the Indonesian to English translation of descriptive text. Word choice, grammatical, rhetorical, pragmatic, and cultural problems are some of them. T |
| 10 | (Julida et al., 2023) | PEBSAS | Studies indicate that students encounter more significant challenges in linguistic aspects, particularly in comprehending the source language, compared to non-linguistic factors like translating terms associated with cultural values. | 16 | (Syonia & Rosa, 2020) | Journal of English Language Teaching | The findings suggest the presence of ten issues observed in students' translations, including inappropriate application of generalization and borrowing techniques, challenges with target language structure, omission of meaning, improper use of literal translation, misunderstanding of context, interference from the target language, addition of meaning, difficulty in finding suitable equivalents, and misunderstanding of the source text |
| 11 | (Kembaren et al., 2023) | Jurnal Review Pendidikan dan Pengajaran | It reveals that the students faced challenges related to omission, addition, misordering, missordering. | 17 | (Martha Suri, 2023) | JURNAL JIPS | Students had trouble translating recount materials because they did not have a large amount of learned vocabulary in English, which was the primary reason for students translating a text. |
| 12 | (Sianturi et al., 2021) | BASIS | The difficulty faced by students in translating a text is their lack of mastery of vocabulary so that in translating activities are still lacking. | 18 | (Fitri et al., 2021) | The Second International Conference of TBI | According to the research findings, students encountered challenges in translation, including insufficient vocabulary, grammatical problems, and misuse of transitional words. |
| 13 | (Agustin & Oktavia, 2023) | Journal of English Language Teaching | The findings of this research indicate that the primary challenge encountered by students is grammatical interpretation, accounting for 44.5% of reported difficulties. Within the linguistic domain, 80% or 8 out of 10 students experienced difficulty in translating texts. | | | | |
| 14 | (Kembaren et al., 2024) | INNOVATIVE: Journal Of Social Science Research | The findings of this study reveal that students face challenges in translating descriptive texts due to two factors: internal and external. Internal | | | | |

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| 19 | (Amalda et al., 2022) | English Language Teaching Prima Journal | Difficulty arranging words, loss of vocab, and comprehension of the text's translation. |
| 20 | (Pahamzah et al., 2020) | International Journal of Innovation, Creativity and Change | The results of this study revealed that students faced difficulties in translating recount texts, particularly in accurately rendering the topic and supporting sentences with correct grammatical structures. The errors observed included omission (32.84%), misinformation (40.69%), misordering (8.04%), addition (18.43%). |

B. Discussion

Based on the aforementioned findings above, four (4) thematic discussions are formulated as follows.

1. The challenges in translative Narrative Text

Several studies discovered students' difficulties in translating narrative text. The overarching problem is the students' struggle with grammar, identified by (Manulang et al., 2022; Nofrian & Syafriyadin, 2023) as the most frequent difficulty. Students often make errors in verb tense, pronoun usage, and sentence structure. This finding is further reinforced by Pasaribu & Togi Hutahaeon (2020) who identifies tense as the most significant challenge, followed by difficulties in sentence structure, phrases, clauses, attributes, and indefinite articles.

Hasibuan (2020) contributes to the understanding of students' challenges by emphasizing the problems arising from a lack of vocabulary and difficulties in understanding English structures and patterns. The linguistic factor of vocabulary is consistently highlighted by (Hasibuan, 2020; Manulang et al., 2022; Nofrian & Syafriyadin, 2023) suggesting that inadequate vocabulary impedes students' ability to accurately convey meaning in the target language.

Furthermore, Hastuti et al. (2020) adds insights into non-linguistic factors such as social values and contextual meanings,

emphasizing the multifaceted nature of the challenges. The difficulties extend beyond grammar and vocabulary to include pragmatic issues, the interpretation of cultural concepts, and the need for contextual awareness during translation.

Adding to this understanding Umyati et al. (2022) outlining the difficulties related to vocabulary, grammatical disparities, pragmatic issues, and culture-specific concepts. The common thread across these studies is the central role of linguistic problems, particularly grammar and vocabulary, in students' struggles with narrative text translation. The findings collectively underscore the need for targeted interventions addressing these linguistic challenges to enhance students' proficiency in translating narrative texts from English to Indonesian.

2. The challenges in translating Argumentative Text

Sipayung et al. (2022) research emphasizes the prevalence of misinformation as a major error in translating argumentative texts, indicating a lack of vocabulary and grammatical limitations as significant linguistic difficulties. In other words, translators struggle with finding appropriate words and constructing sentences correctly, which leads to inaccuracies in the translated texts. Similarly, Napu & Hasan (2019) study underscores grammatical problems as the major challenge in students' translation of argumentative texts. Alongside grammatical issues, pragmatic concerns also affect students' comprehension of the source text's intended meaning. Pragmatics deals with the study of language use in context, including how context influences interpretation. Building upon previous research Surayya & Maini (2023) research further supports the dominance of linguistic difficulties in translating argumentative text. Specifically, it highlights challenges in translating words with double meanings. Additionally, it acknowledges the impact of non-linguistic factors such as ideology, economic factors, and cultural values on the translation process. These factors add layers of complexity to the task of translating argumentative texts. Additionally, Julida et al. (2023) This study

reinforces the idea that linguistic difficulties, particularly a lack of vocabulary and understanding of the source language, present significant challenges in translation. Importantly, it suggests that these linguistic challenges outweigh non-linguistic factors, such as cultural values, in terms of difficulty.

These studies collectively demonstrate the correlation between the linguistic difficulties, particularly related to vocabulary and grammatical limitations, and the non-linguistic factors such as interpreting cultural and ideological values, in students' challenges with translating argumentative texts.

3. The challenges in translating Descriptive text.

Aprianti & Ardi (2023) study emphasized pragmatic translation problems, including word choices, grammatical errors, cultural differences, and rhetorical challenges. Kembaren et al. (2024) focused on difficulties with challenging words, English form patterns, and organizing content. Their research sheds light on the struggles translators face when dealing with complex vocabulary, adhering to English language structures, and structuring the content coherently. Agustin & Oktavia (2023) identified difficulties in ambiguity, contextual/situational meaning, and grammatical meaning, with a focus on linguistic and non-linguistic factors. This suggests that translators grapple with understanding ambiguous passages, grasping the context-specific meanings, and decoding grammatical nuances influenced by both language and extralinguistic elements. Sianturi et al. (2021) pointed out that students struggle due to limited vocabulary mastery, especially with new terms. The findings underline the challenge students encounter in mastering a diverse vocabulary, particularly when encountering unfamiliar terminology. Kembaren et al. (2023) provided specific percentages of difficulties, such as omission, addition, missordering, and misinformation.

The studies reveal a common theme of linguistic and non-linguistic challenges in translation. Students face difficulties in comprehending the intended meaning of

the source text, handling challenging words, understanding language structures, and dealing with ambiguity, contextual/situational meaning, and grammatical meaning. Moreover, the studies highlighted the impact of limited vocabulary mastery on translation activities and the specific percentages of difficulties faced by students, such as omission, addition, missordering, and misinformation.

The search results also provided additional insights into common challenges of translation, such as translating language structure, idioms and expressions, compound words, and cultural considerations. These challenges further emphasize the complexity of the translation process and the need for translators to have a deep understanding of both grammar and culture.

4. The challenges in translating Recount text.

The studies reveal several common challenges in students' translation of recount texts. Syonia & Rosa (2020) research identifies ten problems, such as the improper use of generalization and borrowing techniques, target language structure, and meaning deletion, mainly caused by the students' low translation skills. This comprehensive study highlights a multitude of issues stemming from insufficient translation abilities, ranging from strategic errors to structural inaccuracies in the target language. Similarly, Pahamzah et al. (2020) study emphasizes difficulties in translating a recount text, including omission, misinformation, missordering, and addition, particularly related to the topic, supporting sentences, and grammatical construction. Building upon the previous findings, this study underscores specific challenges encountered during the translation process, including errors in content, organization, and language mechanics. Amalda et al. (2022) research elaborated on challenges related to difficulties with grammar, tense, pronouns, and the word-for-word translation approach, as well as the struggle to understand and use English tenses. Fitri et al. (2021) study identifies difficulties related to lack of vocabulary, grammatical issues, and the use of

transitional words in translating English texts. This research highlights the interplay between lexical limitations, grammatical constraints, and coherence markers, all of which contribute to the challenges in translating recount texts. Martha Suri (2023) research underscored that students had trouble translating recount materials because they did not have a large amount of learned vocabulary in English, which was the primary reason for students translating a text.

These findings collectively underscore the multifaceted nature of the difficulties students encounter in translating recount texts. The challenges include linguistic aspects such as vocabulary limitations, grammatical errors, and the use of specific translation techniques, as well as non-linguistic factors such as cultural and pragmatic challenges. The studies highlight the need for comprehensive support to address the diverse and complex challenges students face in translating recount texts.

IV. CONCLUSION AND DISCUSSION

A. Conclusion

Based on the research, it can be concluded that students face various challenges in translating different types of texts, namely narrative, argumentative, descriptive, and recount texts. The common thread across these studies is the central role of linguistic problems, particularly grammar and vocabulary, in students' struggles in translating English text. Non-linguistic factors such as cultural and pragmatic challenges also contribute to the difficulties. Due to limitation of this research student difficulties in translating four English texts learned in secondary schools in Indonesia context. Further research in this field would be a great help in validating the kind of conclusion that can be drawn from this study.

B. Discussion

The discussion pertaining to this research remains limited and necessitates further input. Future researchers are advised to conduct a more in-depth and comprehensive examination of the subject.

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