CHALLENGES IN TRANSLATING INDONESIAN TO ENGLISH AND ENGLISH TO INDONESIAN OF NARRATIVE TEXTS (A STUDY OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS AT UIN RADEN FATAH PALEMBANG)

Anggi Dwi Umyati[1], Dewi Warna[1], Rizqy Dwi Amrina[1]*
[1]Universitas Islam Negeri Raden Fatah Palembang, Indonesia
***Corresponding Email: rizqydwiamrina_uin@radenfatah.ac.id**

Abstract:
The objective of this study is to find out about EFL student teachers' challenges in translating Indonesian to English and English to Indonesian of narrative texts on Translation Subject at UIN Raden Fatah Palembang. This research used qualitative case study approach. In order to gather the data, the researchers did interview to four EFL student teachers of 2018, and the researchers used thematic analysis to analyse the data. According to the results, it was found that there were four challenges faced by all participants. All of students felt challenged in translation process because they were lack of vocabulary in target language, limitations due to grammatical differences between the source language and the target language, pragmatic problems, and culture-specific concepts.

INTRODUCTION

Translation is such complex activity. Newmark (1988) said that translation as a craft consisting in attempt to renew a written message and/or statement in a language by the same message in another language. Based on this definition, the valuable thing in translation is the message. The message should be expressed as same as the source offered. Hastuti et al. (2020) said that a good translation should be in the same meaning as the original text. This is one of the challenges in translating Indonesian to English and English to Indonesian because sometimes students do not understand well about the message that they would like to translate into English or Indonesian. Hastuti et al. (2020) supported that the students usually translated the text literally and they cannot comprehend the meaning of the text. As the result, it makes them difficult to deliver the same message of the source language says. Therefore, translation is not an easy work to do.

When translating Indonesian to English or English to Indonesian narrative texts, equivalence and non-equivalence at word level can pose challenges. According to Sari (2018), challenges of translation can be to achieving equivalence between the source language and the target language. Baker (2011) differentiated three equivalence notion levels between the source language and the target language. Those are word choice or word level equivalence, grammatical equivalence, and pragmatic equivalence. Also, he wrote a common problem of non-equivalence at word level. It is cultural issues. From equivalence and non-equivalence aspects mentioned above, translating Indonesian to English text and English to Indonesian text is not simply then.

Additionally, narrative text is one of quite difficult text to be translated. Hastuti et al. (2020) confirmed that the students are hard to retain the meaning of narrative text from source language to target language because mostly in narrative text there are idioms. In the narrative text, there is some vocabulary which contains implicit meaning, such as in the novel or short story. So, narrative text is a kind of text which is not easy to translate.

Researcher had found five previous studies that were related to this research. The first was conducted by Sari (2018) who found four types of students' difficulties in translating Indonesian to English, they were: grammatical structure, choice of words, appropriate of using pronouns, and transitional. The second previous study was from Hastuti et al. (2020) who stated that the difficulties faced by students in the process of translating narrative text from English into Indonesia were linguistic and non-linguistic factors. In linguistic factors, there were five issues, such as lexical meaning, grammatical meaning, contextual meaning, textual meaning and socio cultural meaning, whereas, non-linguistic factors included the knowledge in any

topics, such as ideology, cultural, historical and medical. The next research was written by Napu and Hasan (2019) about students' translation problems of academic essay which found five problems in translation task, such as: word-choice problems, grammatical, rhetorical, pragmatic problems, and cultural issues. Another study had been researched by Chishiba (2018). He found some possible areas of limitations in achieving equivalence in translation, they were: limitations because of grammatical differences between source and target languages, limitations in aspect of gender, and limitations of cultural specific concepts. The last previous study was from Lucito (2018) which revealed that the difficulties faced by students in the process of translating culture text were vocabularies and terminologies meaning. This was because of their lack of vocabularies and terminologies meaning in religious culture story.

LITERATURE REVIEW

Definition of **Translation**

Translation process is transferring written message. Hatim and Munday (2004) stated that translation is the process of delivering a writing form from source language (SL) to target language (TL). It means that they stress more on translation as a process not explicitly on the object being delivered is meaning or message. In addition, Taamneh (2018) said that translation is a human activity that has the aim to find equivalent text in the target language (TL), it is very necessary if the translator has a nice experience as well as a great background about the target language which he is trying to translate to. He believes that translation relates closely to the translator's experience or background about target language (TL) to get equivalent in the translation result. From these definitions about translation, it is concluded that translation is a process of transferring the message or meaning equivalence to target language. In this case, translators are provided with discourse as unit of meaning. It is in the sets of words, phrases or sentences which is understandable for the participants of the communication. Otherwise, people are hard to catch the message of the translation text in target language without connecting to the translation definition.

Characteristics of Translation

A good translation includes several characteristics. Budianto and Fardhani as cited in Sari (2018), stated that translation work has the following requirements: (1) It replaces or reproduces message from the source language to target language; (2) It is in the form of written message or textual text; (3) It does not deliver the form of source language discourse, but the thought or message or content; (4) Translation is a process or exercise (5) The target

language must have the same message or meaning with the source language; (6) The translation uses an idiomatic expression in target language to maintain the style, so it seems like the original discourse; (7) There must be target language equivalent of the source language used by the second text.

Translation Procedures Considered as Kinds of Translation

Translation is a complicated task. It means that to translate a source language to target language is not simply. The translator needs to see the procedure which is operational. Newmark (1988) differentiated four types of translation procedures; (1) Textual level, (2) Referential level, it includes general references used by the translator, i.e. dictionary, glossary, books, encyclopedia, etc. (3) Cohesive level, (4) Natural level. He described in textual level that the translator must understand kinds of text which are translated, while, in cohesive level that the translator will have to check the translated text cohesiveness. Also, he said in the natural level that the translator needs to be sure if the translation is understandable and acceptable in the target language.

Translation Methods

A way which translator uses in the translation process for each purpose is called as translation methods. The method in translation is very important because it influences the purpose and the desire of translator's to the overall result of the translation text (Lucito, 2018). Newmark (1988) differentiated eight methods of translation: (1) Word-for-word translation; (2) Literal translation; (3) Faithful translation; (4) Semantic translation; (5) Adaptation; (6) Free translation; (7) Idiomatic translation; (8) Communicative translation.

The Differences and Similarities Between Indonesian Concepts and English Concepts

It is found that there are some similarities and differences between Indonesian and English. The similarities and the differences are adapted from TruAlfa and Indodic.com in Indonesian Journal of English Language Studies as cited in Sari (2018) being explained next. The similarities are: (1) The arrangement ways of sentences and paragraphs are same; (2) Indonesian and English construct words in the same by attaching prefixes and suffixes; (3) These two languages have passive sentences and active sentences; (4) Punctuation is used in both languages, such as commas, periods, parenthesis, etc.; (5) Capitalization is almost the same between Indonesian and English. The differences are: (1) Tenses are not used in Indonesian. It is used in English; (2) There is no gender in Indonesian. English has gender (male/female/neuter/personal pronouns); (3) Plural concept of Indonesian can be meant by the context or repetition of the words using hyphen to show they are more than one. Whereas, English plural concept is adding 's/es' for the

suffixes of the words; (4) No contractions are used in Indonesian. It is opposite in English which uses contractions, such as aren't, can't, isn't, etc.; (5) The adjectives which modify the noun are located after the noun in Indonesian concept. English modifying adjectives are placed before the noun; (6) Articles are not definite in Indonesian language. It is definitely got in English phrases; (7) Indonesian does not change the verb form between 1st person singular (I) and 3rd person singular (he/she). English has different verb spellings for them. For instance, 'I go' (1st person singular) and 'she goes' (3rd person singular); (8) Indonesian language gives hyphen for repetitions or plural form, while, English uses hyphen for adjectives and nouns that form together from different words, compounding the words into one meaning. For example is 'life-giving' (adj).

Translation Equivalence

Equivalence can be described as a closely similarity in meaning. The source language and the target language translation should be in the same meaning as likely what Chishiba (2018) stated that equivalence happens when there are two or more "languages explain the same situation by distinguished stylistic means". Translation equivalence includes various types. Baker (2011) distinguished four equivalence notion levels between the source language and the target language. They are word level equivalence between source language and target language including semantic fields and word choice, grammatical equivalence or structures of the source language text and target language text due to the diversity of grammatical categories (number, gender, person, tense and aspect), textual equivalence between source language and target language including information and cohesion, and pragmatic equivalence between both languages in terms of coherence and interpretation process or implicature.

Indonesian-English and English-Indonesian Translation Challenges

Challenge is such a difficulty or something new faced by someone. Because a challenge can be a difficult task, there are only two possible results if someone is facing something challenging; passed or failed. Ormrod in Calikoglu (2019) stated that challenge is a level at which students believe that they will be successful if they make a sufficient effort. Unlike Ormrod, Malone as cited in Calikoglu (2019) uses 'challenge' as a task that requires effort and in whose outcome success is not guaranteed.

There are several important components in translation which are challenging for a translator. These components are included in Indonesian language but some items are not found directly in English or included in English but not in Indonesian. It shows that the translation components make problems for the translator and the translator is hard to get equivalent in the translation result, sometimes. Baker (2011) claimed some challenges happen

commonly relating to equivalence in translation process. These challenges are word choice that is used from source language to target language including vocabulary difficulty; grammatical equivalence of the source language text and target language text due to the diversity of grammatical categories usage (number, gender, person, tense and aspect); and pragmatic equivalence between both languages in terms of coherence and implicature. Also, the translator may face a challenge which is linked to non-equivalence at word level. Baker (2011) stated a common type of challenge or problem in terms of non-equivalence at word level. It is cultural issues due to culture-specific concepts between languages. The source language possibly has cultural concepts that are really unknown in the target language.

Definition of Narrative Text

Narrative text is a kind of text which has the aim of retelling a story happened in the past. According to Zubad in Hastuti et al. (2020), a narrative text involves complication or problematic events and a resolution to solve them. In writing a narrative text, the writer must use the narrative mode which means the methods to communicate with readers are a process of narration. It can be concluded that narrative text is a text to retell a past story which has conflicts or problematic events, and resolution to fix the problems.

Generic Structure of Narrative Text

The generic structure of narrative texts includes Orientation, Complication, and Resolution. They are cited in Hasibuan (2019): (1) Orientation, the writer introduces the participants and informs about the settings (place and time); (2) Complication, the writer tells how the problems begin which leads to the crisis (climax) of the participants; (3) Resolution, the writer describes how the problems (the crisis) are resolved; it can be happy or sad ending; (4) Coda, this is an optional part which provides moral lessons taken from the story.

Types of Narrative Text

Narrative text has many types or forms. Hasibuan (2019) wrote some different types (or genre) of narrative text and its typical features, such as humor, romance, historical feature, the diary novel, fantasy, and science fiction.

RESEARCH METHODOLOGY

Research Design

This research was a kind of qualitative study which was exploring the problems of a social phenomenon. Cresswell (2013) confirmed that qualitative

research is an inquiry process in terms of understanding human or social issues. A qualitative research is needed to be conducted in order to get a complex, detailed understanding of the problems. There are several approaches in conducting a qualitative research. One of the approaches is case study approach that was used in this study. According to Rashid et al. (2019), Case study method enables researchers to conduct in-depth exploration of intricate phenomena within some specific context.

Research Site and Participants

This study was taking place at UIN Raden Fatah Palembang since this university obligated the EFL student teachers to take Translation Subject when they were at the sixth semester. The participants in this research were EFL student teachers of 2018 classes of PBI 1 and PBI 2 at UIN Raden Fatah Palembang. This study used purposeful sampling. Based on the data provided by the lecture, from all the Translation classes, B is the lowest score. Consequently, the criteria of selective participants in this research were the EFL student teachers who had already got Translation Class at the sixth semester and had score B of Translation class. In addition, Cresswell (2013) suggested not more than 4 or 5 individuals will be chosen as the sample of case study research. So, the researchers did interview to 4 EFL student teachers who had got criteria of selecting the sample. They were two students of PBI 1 class and others were from PBI 2 and were selected based on the lecturer's recommendation who had taught Translation Subject which was seen from the way that the students understood the material not too well or unclearly.

Data Collection and Analysis

Data collection technique in qualitative study used in this research was interview. Interview was used for requiring extensive data. In terms of interview data collection technique, both recording and transcribing equipment should be organized in advance of interview (Cresswell, 2013). The researchers did face to face interview with the participants. For getting more information from the participants of research, the researchers used open-ended interviews. There were 20 questions of interview related to the challenges in translation process. The questions were adapted from Baker's theory (2011) in his book entitled *In Other Words; A coursebook on translation* about translation equivalence and non-equivalence problems.

Since this study used interview for collecting the data, the information was obtained in a way of thematic generation. In analyzing and using the data by thematic generation, the researchers began to identify and drew upon common themes within the interview. According to Alhojailan (2012), thematic analysis is an analysis for qualitative research which is used to

analyze the classifications and shows themes relating to the data. Thematic analysis explains an iterative process as to how to go from confused data to a map of the most necessary themes in the data. Maguire and Dellahunt (2017) described six steps of doing thematic analysis: (1) Familiarize the data; (2) Attach prior codes; (3) Look for the forms of themes; (4) Review themes; (5) Define and name themes; (6) Produce the report.

A strategy to establish trustworthiness was triangulation. Rahman and Yeasmin (2012) said that triangulation is a strategy to get the validity of research findings. This study used member checking to support the truthfulness of interview data since the researchers used one kind of data collection methods which was interview. Member checking provided the researchers to check the findings with participants for the accuracy of the research findings. Torrance (2012) stated that member checking includes research participants responding about transcripts of interviews in the aim of checking for its accuracy and for the researchers' interpretive claims about participant's answers. In this case, the researcher gave the transcript of interviews back to the participants and asked them about the compatibility between the content of the transcript and what the participants had given the information through the interview. Then, the participants and the researchers dealt that the transcript was accurate and compatible to be source for research findings.

FINDING AND DISCUSSION

FINDING

The researchers had done interviews to 4 EFL student teachers who were initiated as D (first interviewee, M (second interviewee), A (third interviewee), and V (fourth interviewee). This interview was aimed to gain information about challenges faced by EFL student teachers at UIN Raden Fatah Palembang in translating Indonesian to English and English to Indonesian of narrative texts. There were four topics which were listed in the table and were described by using the codes. These topics were explained as following below.

Table 1
Themes and Codes of Challenges Faced by EFL Student Teachers in Translating Indonesian to English and English to Indonesian of Narrative Texts

No.	Theme	Codes
1.	Lack of vocabulary of the target language	Some phrases could not be translated by using word for word strategy. The meanings of some unfamiliar words were hard to be interpreted. Challenge in choosing one word meaning with another suitable one on dictionary was hard.
2.	Limitations due to grammatical differences between the source language and the target language	English and Indonesian had different concepts of grammar.
3.	Pragmatic problems	Challenging in making the translation discourse coherent by using suitable method was not easy. It was hard to organize the translation text clearly and understandable to target language.
4.	Challenges due to culture-specific concepts	Every language had different culture for formal and informal ways that were really unfamiliar and hard to be understood by other people in other countries. It was difficult to express cultural terms of religious belief and social custom from source language to target language because some of the terms did not exist in target language culture.

DISCUSSION

Based on the data, it was found that there were 4 challenges in translating Indonesian into English and English into Indonesian of narrative texts based on the data gained through interview. These data were analyzed by using thematic analysis.

The first challenge was lack of vocabulary of the target language. Based on the result of interview data, all of the interviewees felt difficult to translate some words or phrases from English into Indonesian or Indonesian into English by using word for word strategy. It was because word for word strategy was not appropriate to be used in translating a sentence even a whole text. Sentences could not be translated word by word and made the sentence had ambiguous meaning. Because all of participants in this study have ever used word for word strategy in translation, it was hard for them to translate the text clearly and to interpret the meanings of some unfamiliar words. Also, when the students tried to find the similar word on dictionary, there was a challenge for them in matching the word meanings.

The second challenge was Limitations due to grammatical differences between the source language and the target language. These differences related to the grammar concepts between Indonesian and English. It was because Indonesian and English had different structures and word compounds. It was known, too, that narrative text used several kinds of tenses. All of the participants in this study said that they were difficult to translate in the correct tenses, even though they did not feel challenged in translating pronouns and singular-plural forms from English into Indonesian or Indonesian into English. One of them said that the grammatical in Indonesian and English actually had same structure but the sentence pattern was different.

Pragmatic problems were the third challenge. Firstly, it was because the students were challenged in order to make the translation discourse coherent by using suitable method. They still got confused using these methods. In order to conduct same aim of translation from source language to target language and to make the translator's mean delivered to readers; the translators had to translate by considering to coherence of text and the process of interpretation in the target language. In this case, it was difficult for them to organize the text clearly and understandable to target language.

The last challenge was due to culture-specific concept. There were two reasons found relating to this challenge. First, every language had different culture for formal and informal ways that were really unfamiliar and hard to understand by other people in other countries. For example in novels, the author sometimes used the informal language that was relating to his culture and it did not occur to other country. Besides, culture-specific concepts were caused by another reason. It was about difficulty in expressing cultural terms of religious belief and social custom from source language to target language because some of the terms did not exist in target language culture. According to Baker (2011), these culture-specific concepts did not only occur in religious belief, but also in social custom.

CONCLUSION

The researchers had done the research about challenges in translating Indonesian to English and English to Indonesian of narrative texts at UIN Raden Fatah Palembang and had analyzed the research findings by using thematic analysis. It was found that there were four challenges faced by all participants. They are concluded below.

Firstly, the challenge was because students were lack of vocabulary. They felt difficult to translate the narrative texts because it contained some phrases which could not be translated by using word for word strategy; some unfamiliar words had the meanings which was hard to be interpreted by them; and some word meanings which the other suitable one with these meanings was not easy to be found. Secondly, students were challenged because of limitations due to grammatical differences between the source language and the target language. It was caused by the different concepts of grammar for both languages. Thirdly, pragmatic problems became one of the challenges for students in translation process. It was explained that the students felt difficult to make the translation discourse coherent by using suitable method and to organize their translation texts clearly and understandable to target language. The last challenge was due to culture-specific concepts. It happened because every language had different culture for formal and informal ways that were really unfamiliar and hard to understand by other people in other countries. Besides, it was about difficulty in expressing cultural terms of religious belief and social custom from source language to target language because some of the terms did not exist in target language culture.

Based on the students' challenges explained above, the researchers offer several suggestions to encourage teaching and learning process in translation class that the researchers hope these suggestions will help to solve the problems. First due to lack of vocabulary, the students should not use word for word strategy to translate the whole narrative texts, the students have to familiarize some phrases in target language by watching the movie, reading the books, dictionaries or novels, even sharing knowledge with other members in a community. Second suggestion relates to grammatical problems, especially it is about tenses. The researchers suggest the students to read a lot grammatical materials in books or to do structure and written expressions of TOEFL practices. It is better to be done with the lecturer so the students can be guided well rather than they study by themselves. The third is due to pragmatic problems. In this case, the researchers suggest the students to write more about essays or just a paragraph so that they can be familiar to write the coherent texts by using suitable method. The students must use all the methods, such as repetition keywords, synonyms, antonyms, and pronouns with the suitable position in the text. The last suggestion is about culture-

specific concepts challenge. Actually, the students can be easy to translate because they are familiar with the words. So, the researchers give the suggestion for the students to do the things which can make them know a lot of vocabulary about religious and social custom of other countries' cultures.

REFERENCES

Alhojailan, M.I. (2012). Thematic analysis: A critical review of its process and evaluation. *West East Journal of Social Sciences*, *1*(1), 39-47. https: //westeastinstitute.com

Baker, M. (2011). *In other words; a coursebook on translation* (2nd ed.). Routledge Publisher.

Bell, R. (1991). *Translation and translating: Theory and practice.* Longman.

British Council Indonesia Foundation. (2021). *Empat terjemahan bahasa inggris yang salah dan harus dihindari orang indonesia.* British Council Foundation. https://www.britishcouncilfoundation.id/zh-hans/node/2039

Budianto, & Fardhani. (2010). *A practical guide for translation skill.* UIN-MALIKI Press.

Calikoglu, B.S. (2019). Challenge-Oriented behavior types: A new explanation. *International Electronic Journal of Elementary Education (IEJEE)*, *12*(2), 197-204. https: //DOI.26822/iejee.2019257667

Chishiba, G. (2018). The translator's challenges to achieving equivalence in translation practice. *Journal of Advances in Social Science and Humanities*, *4*(2), 36440-36446. https: //DOI.org/10.15520/JASSH42281

Cresswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). SAGE Publications, Inc.

Elo, S., Kaariainen, M., Kanste, O., Polkki, T., Utriainen, K., & Kyngas, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE Journals*, *4*(1), 1-10. https: //DOI.org/10.1177/2158244014522633

Hadla, L.S. (2015). Coherence in translation. *Research on Humanities and Social Sciences Journal (IISTE), 5*(5), 178-184. https://DOI.org/10.1.1.856.7420

Hatim, B., & Munday, J. (2004). *Translation; an advanced resource book*. Routledge Publisher.

Hashim, H.U, & Yunus, M.M. (2018). English as second language (ESL) learning: Settiing the right environment for second language acquisition. *Tadris: Journal of Education and Teacher Training, 3*(2), 207-215. https: //DOI.org/10.24042/tadris.v3i2.2941

Hasibuan, N.J (2019). *The students' difficulties in translating narrative text at grade x of SMA Negeri 1 Sibabangun Tapanuli Tengah.* IAIN Padangsidimpuan. http://etd.iain-padangsidimpuan.ac.id/id/eprint/2760

Hastuti, Y., Kardena, A., & Eliza. (2020). Students' difficulties in translating narrative text from English into Indonesian. *ETERNAL (English Teaching Learning and Research Jounal)*, *6*(1), 135-148. https://DOI.org/10.24252/Eternal.V61.2020.A12

Hornby, A.S. (2010). *Oxford Advanced Learner's Dictionary* (8th ed). Oxford University Press.

Lucito, M. (2018). *The analysis of students' difficulties and strategies used in english translation process (A Case Study at Department of English Language Education UIN Ar-Raniry).* UIN Ar-Raniry. https://repository.ar-raniry.ac.id/id/eprint/4623

MacDonald, S., & Headlam, N. (2011). *Research methods handbook*. CLES. http://www.cles.org.uk/wp-content/uploads/2011/01/Research-Methods-Handbook.pdf

Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *All Ireland Journal of Teaching and Learning in Higher Education (AISHE-J), 8*(3), 3351-33514. http://ojs.aishe.org/indeks.php/aishe-j/article/view/335

Napu, N., & Hasan, R. (2019). Translation problems analysis of students' academic essay. *International Journal of Linguistics, Literature and Translation (IJLLT), 2*(5), 01-11. https://DOI.org/10.32996/ijllt.2019.2.5.1

Natsir, N. (2017). Hubungan psikolinguistik dalam pemerolehan dan pembelajaran bahasa. *Jurnal Retorika, 10*(1), 01-71.

Newmark, P. (1988). *A textbook of translation.* Prentice Hall International.

Nugraha, A., Nugroho, A.B., & Rahman, Y. (2017). English-Indonesia translation in the short stoey "A blunder" by Anton Chekmov. *Indonesian EFL Journal, 3*(1), 79-86. https://journal.uniku.ac.id/index.php/IEFLJ/article/download/656/513

Rahardjo, M. (2011). Bahasa sebagai alat komunikasi publik dan pembangunan wacana. *LiNGUA Jurnal Ilmu Bahasa dan Sastra, 2*(1), 59-69. https: //DOI.org/10.18860/ling.v2i1.558

Rahman, K.F., & Yeasmin, S. (2012). Triangulation research method as the tool of social science research. *BUP Journal, 1*(1), 154-163. https://www.academia.edu/7019439

Rashid, Y., Rashid, A., Warraich, M.A., Sabir, S.S., & Waseem, A. (2019). Case study method: A step-by-step guide for business researhers. *International Journal of Qualitative Methods*, *18*, 1-13. https://DOI.org/10.1177/1609406919862424

Sari, S. (2018). *The difficulties faced by students' in translating Indonesian text into English at the eight grade students of SMP N 1 Salatiga in the academic year of 2017/2018.* IAIN Salatiga. https://repository.perpus.iainsalatiga.ac.id/id/4192/1

Siumarlata, V., Pamarruan, Y., & Sallata, Y.N. (2018). Obstacles in learning translation (A study at the sixth semester students of English Department of FKIP UKI Toraja). *Exposure Journal*, *7*(2), 127-138.

Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif dan R&D.* PT Alfabet.

Taamneh, I.M. (2018). The most common translation problems encounter the saudi students in translating selected Arabic literary items and their point of views behind these problems. *International Journal of Applied Linguistics & English Literature,* *7*(5), 77-86. https: //dx.doi.org/10.7575/aiac.ijalel.v.7n.5p.77.

Torrance, H. (2012). Triangulation, respondent validation, and democratic participation in mixed methods research. *Journal of Mixed Methods Research, 6*(2), 111-123. https://DOI.org/10.1177/1558689812437185.

Yuliasri, I. (2016). Students' common errors in translation. *The 5th ELTLT International Conference Proceedings* (pp. 325-329). Universitas Negeri Semarang. https://lib.unnes.ac.id/32917/1/18.