

**EFL STUDENTS STRATEGIES OF TRANSLATING
READING PASSAGES AR-RANIRY
STUDENTS EXPERIENCES**

THESIS

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**FACULTY OF TARBIYAH AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY**

BANDA ACEH

2026/1448 H

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THESIS

Has been Approved and Submitted to the Thesis Munaqasyah Defense as
One of The Requirements to Obtain a Bachelor's Degree In the Field of
Education in English Language Teaching

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On:

Friday,

August 28th 2026 M
Rabiul Awal 15th 1448 H

In Darussalam, Banda Aceh

Board of Examiner

Chairperson



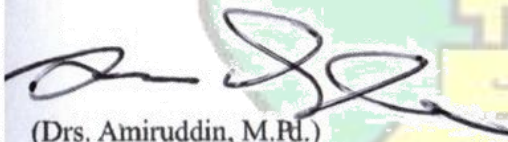
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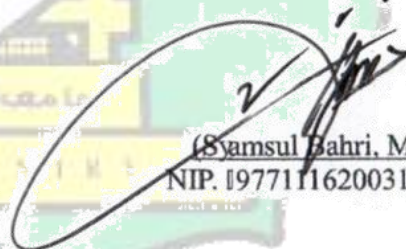
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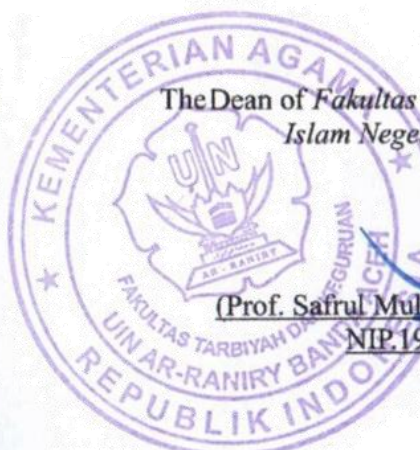
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Banda Aceh, 25 Agustus 2026

Saya yang membuat pernyataan ini:



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ACKNOWLEDGEMENT

Alhamdulillah, the researcher would like to express her deepest gratitude to Allah SWT for providing her with the health, strength, and blessings to complete this thesis. Peace and salutations be upon Prophet Muhammad SAW, who has guided us from the darkness into the light.

The researcher would like to express her utmost gratitude and appreciation to her thesis supervisor and academic advisor, Dr. Mustafa AR, M.A., for his continuous guidance, valuable insights, and constant encouragement throughout her academic journey since the first semester. The researcher extends her sincere thanks to all the lecturers of the English Language Education Department for imparting valuable knowledge and meaningful experiences during her study. May Allah SWT grant them happiness in this world and the hereafter.

The researcher expresses her deepest and endless gratitude to her beloved parents, who have supported her wholeheartedly, surrounded her with incomparable love and comfort, and never stopped praying for her. This thesis would not have been accomplished without their unwavering dedication and sacrifices. The researcher also dedicates her love and thanks to her beloved sisters, Wilda Khumaira and Sakia Safwatunnisa, for always supporting and loving her throughout this journey.

The researcher would also like to express her deepest gratitude to her beloved friend who have accompanied her since junior high school until now: Wahni, words cannot describe how much your presence means. Thank you for always listening and pushing me forward. Thank you for always being there, listening patiently to all my endless stories, and encouraging me to persevere. May Allah SWT always ease your path in everything you do. She is also sincerely thankful to her dear friends who have been by her side since the beginning of her university journey and throughout the completion of this research: Sumaira Lutfia,

Najwa Adelia, Suci Zumrati Aulia, Your Presence and support, especially during the thesis proses, meant so much to me. I also extend my gratitude to all 2022 PBI students who became a beautiful part of my journey in this city. May Allah SWT always protect and bless all of you in every step of your life.

Banda Aceh, 24 Agustus 2026

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ABSTRACT

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Thesis Working Title : EFL Students Strategies of Translating Reading Passages Ar-Raniry Students Experiences
Supervisor : Dr. Mustafa AR, M. A
Keywords : EFL Students, Translation Strategies, Word for word translation, Newmark's translation theory, reading passages.

Translation plays a crucial role in helping EFL students understand and convey meaning between English and Indonesian, particularly in academic settings where reading comprehension often depends on students' ability to translate texts accurately and naturally. However, many EFL students still rely heavily on word-for-word translation, which frequently produces sentences that are grammatically awkward or semantically distorted. This study, therefore, aims to investigate the translation strategies used by EFL students of the English Language Education Department at UIN Ar-Raniry when translating English reading passages into Indonesian, and to examine how these strategies affect the quality of their translation results. Specifically, the study seeks to answer two research questions: (1) what types of translation strategies are utilized by the EFL participants in translating reading passages, and (2) how do these strategies affect the participants' translation results. Using a qualitative research design with a content analysis approach grounded in Newmark's (1988) translation theory, the researcher collected data from ten purposively selected students of the 2022 batch through a hands-on translation test and an open-ended questionnaire. The findings

reveal that five of Newmark's eight translation methods were used by the participants: word-for-word translation (40%), literal translation (20%), semantic translation (20%), idiomatic translation (10%), and communicative translation (10%), while faithful, adaptation, and free translation were not found. Word-for-word and literal translation, which stayed close to the English word order and word choice, tended to produce translations that were less natural and, in some cases, distorted the intended meaning, whereas semantic, idiomatic, and communicative translation more consistently produced translations that were both accurate and natural to read. The questionnaire results further reveal that unfamiliar vocabulary, idiomatic expressions, long or complex sentences, and grammatical differences between English and Indonesian were the main difficulties reported by the participants, and that fear of missing information or producing an incorrect translation was a common reason for relying on word-for-word translation. In conclusion, although word-for-word translation was the participants' most frequently used strategy, it was not their most effective one, since translation quality depended less on how many words a participant recognized than on whether they translated for meaning or for form. Based on these findings, it is recommended that EFL students reduce their reliance on word-for-word translation and focus on understanding overall meaning before translating, that teachers and lecturers provide structured practice comparing different translation strategies, and that future researchers examine translation strategies across a wider range of text types and larger, more diverse participant groups.

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CHAPTER I INTRODUCTION

This chapter introduces the background of the research on the translation strategies, challenges, and self-perceptions of EFL participants in translating English texts into Indonesian. This chapter also presents the research questions, research objectives, and the significance of the study. In addition, key terms related to the research are defined to provide a clear understanding of the core concepts discussed throughout the study.

A. Background of study

Language is one of the important things in human life. it is a part of a culture an it can identify someone's culture (Andriyanie, Firmawan, & Tri, 2016). Languages are important in almost every aspect of life because they allow people to share their experiences, feelings, and thoughts with others. They must be fluent in both oral and written communication. People cannot interact or communicate with one another without the use of language. When a person knows a language, he can speak and be understood by others who know that language (Nurhayati & Fitriana, 2018). By using the language, we can communicate with others. According to Ethnologue (2024), approximately 7,170 languages are currently spoken worldwide. Of these, English has emerged as the most dominant language for global communication, with roughly 1.5 billion native and non-native speakers. The translation is one of the ways to solve it. Translation, as the process of rewriting a text in another different language (Rosa, 2019).

One way of understanding languages in the world is through translation (Swarniti, 2019). It will make the text good and easy to read. Not just about the paragraphs, it is also about every sentence used in a paragraph (Swarniti, 2021). English is the first foreign language in Indonesia which is being considered important in transferring and developing science, technology, arts, and building the relationship among countries (Fauzi, 2021). With the development of technology and the need for mastering foreign languages especially English has been recognized by many parties, including parents, schools, and government (Hidayati, 2020).

English education is one of the subjects at school and colleges. English is a difficult subject for some students. English is considered a challenging subject for many students. Beyond mastering linguistic components such as grammar, tenses, and vocabulary, translators must also possess a deep understanding of socio-cultural contexts, pragmatic nuances, and translation strategies to transfer messages accurately from the source language (SL) to the target language (TL). Consequently, translation becomes a crucial skill in language learning (Sinaga, 2018). One of all crucial problems in learning English is translating. Translation is very useful, especially for people who can't speak and understand foreign languages. In academic setting, translation is equally important. Aiming to get a readable and understandable translation, a translator should be careful to identify the SL into the TL when

converting the idea of the message. A translator must realize many different things from both languages. A translator provides the compatible words or sentences to convey the SL into TL, so that all people with different background knowledge of a particular language will easily absorb the information (Xirera, Muth'im, Nasrullah 2021).

Translation is a general term that refers to the removal of refractions and ideas from the source language (SL) and the target language (TL). Translation is the process of transferring message or meaning from one language (source language) to others (target language) (Siregar, Lubi, & Gultom, 2020). Another thought by Larson in (Syafrizal et al, 2018) stated that translation a change of form. Translation helps students in making basic connections between the source language and the target language. It also helps the students to understand better the text of one language to other language. Because of those benefits of translation in academic context, it is critical for students in the English Language Education Study Program who are learning a foreign language as the subject of this research to learn how to translate. As the next English teacher, they should master translation because they will be doing a lot of translations in the future, such as translating textbooks that will be utilized in their classes. Even sometimes, English teachers find students difficult in the process of learning English because some students think that learning English is very difficult so that students cannot translate every word, sentence, or

paragraph in a text (Sianturi, Marpaung, Sipahutar, & Rambe, 2021). The product of translation by which the translator translates by reading the overall text and transfer the source language into the target language (Jefriyanto & Samidi, 2018).

There are some aspects which are important to know in translating. Some of them are the message, the audience, source language and target language. The message refers to the topic of the text. It means a good translator should have more knowledge about the topic of the text. The audience refers to target of the readers and their education level.

Source language and target language refer to the circumstances in which the translation takes place or received. In translating, a translator should carefully keep attention for every word that is translated because it will influence the equivalence meaning between SL and TL on its translation. To translate a text from source language into target language, the translator should consider the process of translating.

Firstly, they must have many words understand in using language structure. Secondly, understand in using translation methods in translating. The translator needs to use some methods in translating, so that, they cannot confuse in translating. Using some affective methods can produce a good translation. That is the reason the translator should be able to translate each sentence or paragraph in writing using translation methods. Translation method is very important thing that translators need to learn, because it can be affected to the quality of

translation result. The quality of translation result can be judged from the three aspects: accuracy, acceptability, and readability. To form a translation method, translation experts provide several translation methods as described by (Newmark,1988), In page 68-80 namely word of word translation, literal translation, faithful translation, free translation, semantic translation, idiomatic translation, adaptation translation, communicative translation.

In the modern era, English is an important language to communicate. English has become a new challenge for many people in Indonesia. Foreign language influences much toward Indonesian literature and they are related to each other. The goals of the learning process happened the relationship between student behavior change and teacher reactions. So, how do they get the information from the foreign language, of course through translation.

Nowadays, translation has an important role in human life, especially for Indonesians. It is because much information does not exist in Indonesian which means that a great deal of It is presented in foreign languages, particularly in English (Choliludin, 2005). In many places in this country, it can be found many textbooks, journals, news, movies, even advertisements are addressed in English. This situation may become a barrier for someone who wants to get information from the English text.

Translation activity has a large benefit in developing knowledge or science as well as in the international exchange of information and culture. The translation is considered as the important thing for the development of every field. Through translation, the students are helped in the daily interaction and the exchange of information with its language diversity. Translation allows the students to skill developed of a foreign language in education. The translation is the process of matching one language to another in order to get the meaning or information conveyed by the speaker or the writer. translation plays such a crucial role for people include students in helping them to get information which is written in English. Regarding this, Weber (1984) says translation is the process of transposition of a text which is written in the source language into the target language. It can be said that the translation product can be help people who do not understand English to get information from the English text.

According to Newmark (1998) translation is as rendering the meaning of a text into another language in the way the author intended the text. Translation plays an important role for people who do not understand a foreign language such as English. In his book, A textbook of Translation, He defines the translation methods as the processes which emphasize the relation between source language (SL) and target language (TL). As there are many types of text, more than one

strategy will be needed in the translation process. For example, the strategies used for translating the informative text will be different from the strategies used in translating literary text. Furthermore, the strategy used in translating text in the printed media will be different from the strategy used in translating text on the internet.

Translation strategies are the strategies that the students used when they are translating a text. This strategy is important in order to help them in translating process and to make the translation is easier to understand by the readers. In fact, there are so many strategies that the students can use when translating a text. The problem that raises from this fact is the student do not know their own strategies that they use in translating process. However, it is important to know their own strategies in order to make them understand how the application of translation strategies by the students in the translation class at the procedures of translation is.

Many English texts are translated into Bahasa Indonesia by altering sentence patterns, or vice versa. In translation studies, translation can be viewed both as a process the act of transferring meaning and ideas from a source language (SL) into a target language (TL) and as a product, which is the resulting text that must reflect the original meaning of the SL.

At the State Islamic University of AR-Raniry Banda Aceh, Procedures of Translation is offered to students in the English

Education Department, including the class of 2022. Every student may employ different strategies when translating a text. Therefore, this study aims to analyze the strategies used by these students in translating English texts into Bahasa Indonesia.

B. Research Question

The researcher formulated the research questions as follows:

1. What types of translation strategies are utilized by the EFL participants in translating reading passages?
2. How do these strategies affect the participants translation results?

C. Object of the Study

The object of study encompasses both the cognitive processes (the choices of translation methods) and the physical data systematically, analyzed in this qualitative research. Specifically, the objects are categorized as follow.

1. The students translation strategies and their experiences

Focuses on what strategies the participant use when translating (like translating word for word or focusing on the meaning) and what they actually feel or face during the process.

2. The participant translated documents and questionnaires

This consists of 10 sets of English to Indonesian translation works of reading passages produced by the undergraduate students of the department of English language education at UIN Ar-Raniry (Batch 2022).

D. Research Significant

The Significance of exploring EFL students translation strategies and their experiences lies in its potential to deepen our understanding of how students actually handle translation tasks and how these strategies impact the accuracy of their work. By discovering the common patterns and challenges students face through their first hand experiences, this research can help educator gain valuable insight into the specific difficulties students encounter. Ultimately, these insights can be used to develop more effective teaching strategies and improve curriculum design, guiding students away from rigid, word for word translation and helping them choose better techniques to enhance their language proficiency.

E. Research Terminology

In this study, these documents refer to the physical translation works written by the students. Instead of just reading the text generally, I will break down their translations line by line to discover their common translation habits, find specific patterns, and count how often they make certain mistakes.

1. Translation Strategies

In this research, translation strategies refer to the actual methods or steps used by UIN Ar-Raniry students when converting the meaning of English reading texts into good Indonesian whether they try to convey the natural meaning or simply translate it word by word.

2. Word-for-Word Translation

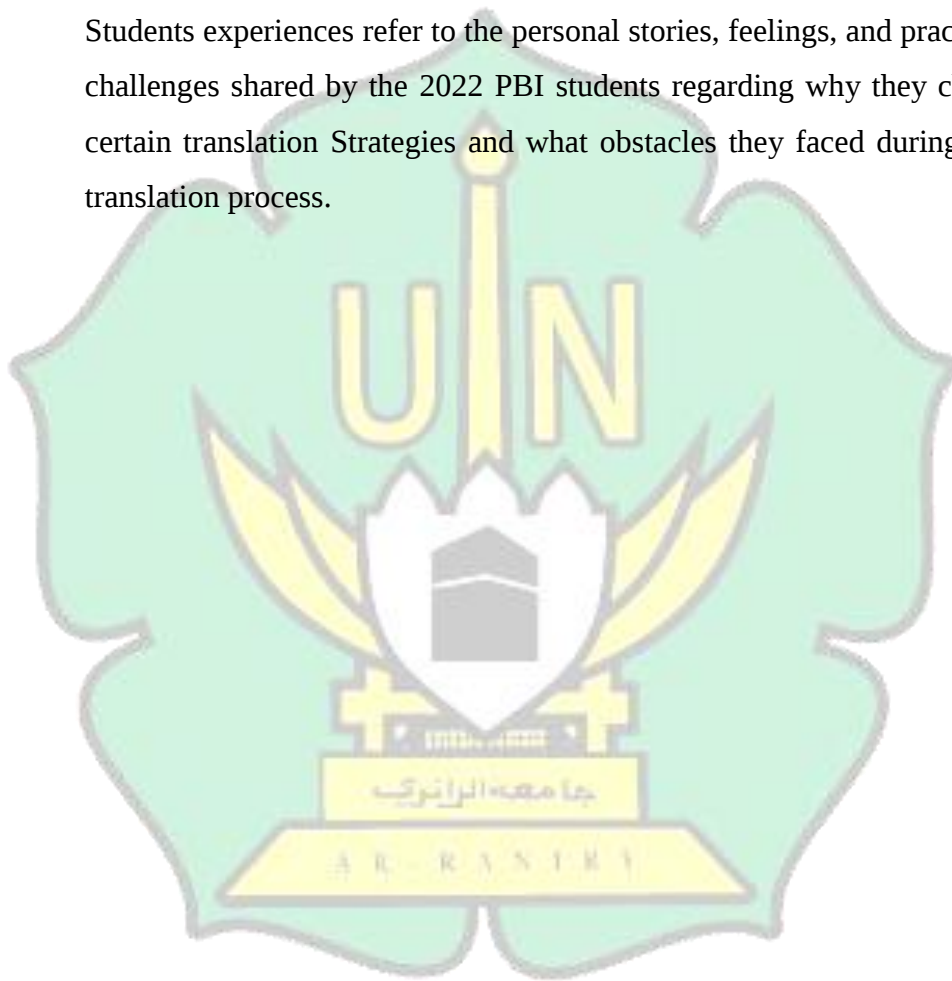
Word-for-word translation refers to a rigid translation habit where students translate English sentences strictly word by word using a dictionary, while keeping the original English word order. As a result, the Indonesian output often sounds awkward or loses its true context.

3. Reading Passages

Reading passages refer to the specific English texts given to the PBI UIN Ar-Raniry students (Batch 2022) as their translation assignment. The Indonesian translations that these students produce from the texts will be the main source of data that I collect to answer my research questions.

4. Students Experiences

Students experiences refer to the personal stories, feelings, and practical challenges shared by the 2022 PBI students regarding why they chose certain translation Strategies and what obstacles they faced during the translation process.



CHAPTER II

LITERATURE REVIEW

This chapter presents a comprehensive review of the relevant literature and theoretical frameworks supporting this study. It covers the fundamental concepts of translation, including translation strategies, procedures, and the concept of naturalness in translation. Furthermore, this chapter reviews previous related studies to highlight the research gap and provides a conceptual framework that guides the analysis of the participants translation processes.

A. Concept of Translation

1. Definition of translation

The translation is rendering the meaning of a text into another language in the way that the author intended the text, (Newmark, 1988). Pramuniati and Basyaruddin (2016) stated that translation is the process of transferring the meaning of the text (native language) into another language text (target language) that has the same meaning as the original text. A good translation, verbally or in writing, will give more meaning or the message delivered. Whether the translation is obedient or not in the source language form is not important, the most important is the translation to the same meaning of the message in the source language.

According to Newmark (1988), There are several translation strategies, such as word-to-word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation. Translation is the replacement of textual material in one language by equivalent material in another language, aiming to preserve the meaning and intent of the original text.

2. Types of Translation Strategies

According to Newmark (1988), translation Strategies are classified into eight types, which are conceptually structured in a V-Diagram continuum. These methods are categorized based on their orientation: four methods emphasize the Source Language (SL), while the other four emphasize the Target Language (TL), as illustrated below:

SL Emphasis (BSu)	TL Emphasis (BSa)
Word for word translation	Communicative translation
Literal translation	Idiomatic translation
Faithful translation	Free translation
Semantic translation	Adaptation

On the SL-oriented side of the V-Diagram, the methods are as follows:

- a) Word-for-word translation
which preserves the original word order and translates each word individually by its most common meaning without regard to context.
- b) Literal translation
which converts grammatical structures to their nearest target language equivalents while still translating lexical items singly.
- c) Faithful translation
which attempts to reproduce the precise contextual meaning of the original while observing the grammatical differences of the target language.
- d) Semantic translation
which takes into account the aesthetic and expressive quality of the source text to produce a more nuanced rendering (Newmark, 1988).
- e) Communicative translation
which renders the exact contextual meaning in a way that is natural and acceptable to the target readership.

f) Idiomatic translation

which prioritizes natural-sounding language, sometimes using colloquialisms or idioms that are not present in the original

g) Free translation

which reproduces the content without following the form or structure of the original.

h) Adaptation

the freest form of translation, typically used for plays and poetry where cultural context is fully converted to suit the target audience (Newmark, 1988).

Based on this classification, word-for-word translation occupies the most source-language-oriented extreme of the diagram, which is directly relevant to the translation patterns observed among students in this study.

B. Word-For-Word Strategies and Experiences in EFL students

1. Word-for -Word Translation Strategies

Word-for-word translation, also referred to as interlinear translation, is the most direct and source-language-bound form of translation. Newmark (1988) defines it as a strategies in which the source language word order is preserved, and the words are translated singly by their most common meaning, typically without regard to context, grammar, or the natural conventions of the target language. In practice, this means that the translated text mirrors the structure of the original sentence almost exactly, with each word replaced by its dictionary equivalent in the target language.

Masduki (2011) further clarifies that word-for-word translation operates strictly at the word level without any structural adjustment to fit the target language system. This is what distinguishes it from literal translation, which at least makes some

grammatical adaptations. Because word-to-word translation does not account for the structural, idiomatic, and cultural differences between languages, the resulting text often sounds unnatural or even incomprehensible. For learners of English as a foreign language, this method is sometimes used instinctively as a first strategy when vocabulary knowledge is limited, making it a common but problematic approach in academic translation tasks.

2. The Characteristics and impact of Word-for-Word Translation

Word-for-word translation displays several identifiable characteristics that distinguish it from other translation methods. The most prominent is the preservation of source language word order. When students use this method, they translate each word in the exact sequence it appears in the English text without rearranging the structure to suit Indonesian syntax. For example, the English phrase "a beautiful flower" would be rendered as "sebuah cantik bunga" rather than the correct Indonesian form "sebuah bunga yang cantik," because the adjective is placed before the noun following English grammar rather than Indonesian grammar (Newmark, 1988).

Another characteristic is the reliance on single, context-free dictionary meanings. Translators using this method tend to select the first or most common meaning of a word without considering how that word functions in a specific sentence. This is especially problematic for words with multiple meanings or grammatical roles, such as auxiliary verbs, articles, and prepositions, which often have no direct equivalent in Indonesian. Sianturi et al. (2021) observe that this pattern is consistently visible in EFL student translations, where grammatical mismatch between English and Indonesian produces awkward or misleading results. A third characteristic is the literal rendering of idiomatic and culturally

specific expressions. Phrases that carry meaning only at the cultural or contextual level, rather than at the word level, lose all their meaning when translated word by word, resulting in target language text that is confusing or meaningless to the reader (Xirera, Muth'im, & Nasrullah, 2021).

3. Common Challenges and Experiences in EFL Translation

- a) The use of word-for-word translation in academic contexts produces a range of problems that directly affect the quality, accuracy, and readability of the translated text. The most frequent problem in Word-for-Word translating are: Grammatical inaccuracy in the (TL), Loss or distortion of meaning, Reduced readability, Lexical and semantic ambiguity, Cultural untranslatability.

- b) Grammatical inaccuracy in the target language

English and Indonesian follow different grammatical conventions regarding word order, article use, verb forms, and sentence structure. When students translate word by word without adjusting for these differences, their sentences become grammatically incorrect in Indonesian. Words such as "a," "the," "is," and "was" are particularly problematic because they have no direct Indonesian counterpart, yet students often attempt to translate them literally, resulting in awkward or structurally impossible sentences (Sianturi et al., 2021).

- c) Loss or distortion of meaning

Because word-for-word translation ignores the relationship between words and their context, the overall meaning of the

source text frequently fails to be transferred accurately. This is particularly evident in sentences containing idiomatic expressions, phrasal verbs, and collocations, where the meaning of the whole phrase is entirely different from the sum of its individual words. Xirera et al. (2021) found that students relying heavily on this strategies often produced translations that were composed of recognizable vocabulary but conveyed a different or incomplete meaning from the original.

d) Reduced readability

A word-for-word translation typically sounds stiff and unnatural, failing to meet the standard of acceptability in the target language. Masduki (2011) emphasizes that a good translation must be not only accurate but also readable and natural-sounding, a standard that word-to-word translation consistently fails to meet.

e) Lexical and semantic ambiguity

Word-for-word translation often ignores the fact that many English words carry more than one possible meaning depending on context. When students translate each word in isolation, they tend to select the wrong meaning of a polysemous word, producing sentences that are confusing or even contradictory to the intended message. Saragih and Damanik (2025) confirmed that semantic ambiguity frequently arises when translating between English and Indonesian, as a single English word may correspond to several different Indonesian equivalents depending on the surrounding context.

f) Cultural untranslatability

Certain words, expressions, or concepts in English are deeply tied to a specific cultural background and therefore have no direct

equivalent in Indonesian. When students translate such culture-specific terms word by word, the cultural nuance and intended meaning are often lost or distorted, resulting in a translation that is technically composed of the "right" words but fails to convey the original message accurately. Ma'shumah and Sajarwa (2022) explained that cultural untranslatability occurs when the target language lacks a corresponding term for a source-language concept, requiring translators to go beyond literal, word-for-word rendering to preserve meaning.

These five problems grammatical inaccuracy, loss or distortion of meaning, reduced readability, lexical and semantic ambiguity, and cultural untranslatability collectively demonstrate that word-for-word translation systematically compromises accuracy, naturalness, and faithfulness to meaning. Rather than transferring meaning between two linguistic and cultural systems, this strategy reduces translation to a mechanical substitution of words, disregarding grammar, context, and cultural nuance in the process.

This is especially relevant to the present study, since English reading passages typically contain complex sentence structures, context-dependent vocabulary, and culturally embedded expressions precisely what EFL Students translation struggles to handle. When EFL students at UIN Ar-Raniry apply this strategy, the resulting translations tend to exhibit the same patterns of grammatical flaws, semantic inaccuracy, and reduced readability described above. This recurring pattern therefore constitutes the central problem examined in this research through systematic content analysis.

C. Reading Passages

1. Nature of Reading Passages

In the context of English language teaching and learning, a reading passage is a written text used as the primary material for

developing students' reading comprehension skills. Reading passages can take a variety of forms, including narrative, descriptive, expository, procedural, and argumentative texts, each with its own organizational structure, vocabulary range, and communicative purpose. According to Grabe (2009), reading comprehension involves the ability to simultaneously extract and construct meaning from a written text, which requires not only word-level recognition but also understanding of sentence structure, paragraph cohesion, and broader discourse organization.

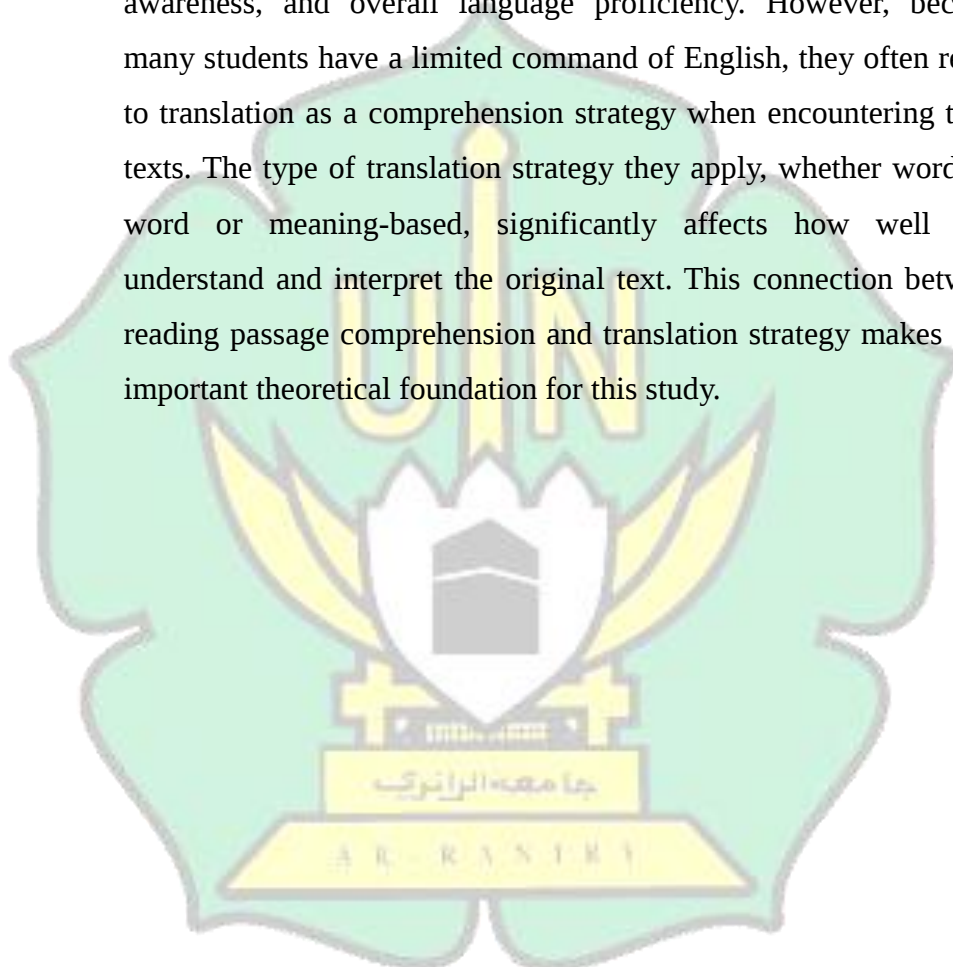
In English language education programs in Indonesia, including at UIN Ar-Raniry, reading passages are commonly used in classroom activities to develop students' vocabulary, grammar awareness, and overall language proficiency. However, because many students have a limited command of English, they often resort to translation as a comprehension strategy when encountering these texts. The type of translation strategy they apply, whether word-by-word or meaning-based, significantly affects how well they understand and interpret the original text. This connection between reading passage comprehension and translation strategy makes it an important theoretical foundation for this study.

2. Reading Comprehension in the Context of translation

In the context of English language teaching and learning, a reading passage is a written text used as the primary material for developing students' reading comprehension skills. Reading passages can take a variety of forms, including narrative, descriptive, expository, procedural, and argumentative texts, each with its own organizational structure, vocabulary range, and communicative purpose. According to Grabe (2009), reading comprehension involves the ability to simultaneously extract and construct meaning

from a written text, which requires not only word-level recognition but also understanding of sentence structure, paragraph cohesion, and broader discourse organization.

In English language education programs in Indonesia, including at UIN Ar-Raniry, reading passages are commonly used in classroom activities to develop students' vocabulary, grammar awareness, and overall language proficiency. However, because many students have a limited command of English, they often resort to translation as a comprehension strategy when encountering these texts. The type of translation strategy they apply, whether word-by-word or meaning-based, significantly affects how well they understand and interpret the original text. This connection between reading passage comprehension and translation strategy makes it an important theoretical foundation for this study.



CHAPTER III RESEARCH METHOD

This chapter describes the research methodology used to framework employed to execute this study. It details the research design, the settings and research participants involved, as well as the instruments used for data collection, namely the hands-on translation test and the open-ended questionnaire. Additionally, this chapter explains the procedures for data collection, data analysis techniques, and the trustworthiness of the qualitative data.

A. Research Design

This study employs a qualitative research design, specifically using content analysis, to examine the phenomenon of EFL students translation among students when translating English reading passages into Indonesian. Content analysis is chosen because it allows the researcher to systematically and objectively examine the students' translation results and classify them based on an existing translation theory, rather than merely describing the data in general terms.

The research focuses on collecting translation test results and questionnaire responses from a sample of students. The translation test provides the primary data, in the form of English reading passages translated into Indonesian, while the questionnaire provides supporting data related to the reasons behind the students' translation choices. These two forms of data are examined together to identify patterns of word-for-word translation and to explore the possible reasons behind students' reliance on this strategy, such as limited vocabulary, lack of understanding of target language structure, or certain translation habits.

Both the translation results and the questionnaire responses are analyzed based on the translation theory proposed by Newmark (1988), rather than a general qualitative data analysis model. This approach allows the researcher to classify the students' translation strategies using Newmark's translation methods

and to evaluate the accuracy, fluency, and meaning preservation of their translations in a way that is directly grounded in translation theory. The findings aim to provide insights into the common translation strategies used by students and the challenges they face, and to inform more effective teaching strategies that promote deeper comprehension and more natural translation skills.

B. Research participants

The participants in this study selected using purposively sampling, consisted of 10 students from the English Language Education Department at UIN Ar-Raniry, specifically from the 2022 academic (batch 2022). This batch comprised a total population of 180 students, distributed across 6 different units (classes). Given the relatively large size of this population, it was neither practical nor necessary to involve all 180 students in this study. Therefore, the researcher determined a smaller, more manageable sample that could still adequately represent the characteristics of the population and provide sufficient data to answer the research questions.

From this population of 180 students, the researcher selected 10 participants to take part in the study. These participants were not chosen randomly; rather, they were carefully selected to ensure that the data collected would align with the specific objectives of this study. The selection process was carried out systematically, involving several technical steps designed to identify students who met the criteria required for this research, such as their willingness to participate, their availability, and their relevance to the focus of the study.

Batch 2022 was purposively chosen as the population of this study because, at the time this research was conducted, these students were themselves in the process of writing their own theses. This shared condition made them a strategic and highly relevant group to investigate, since their active engagement in academic research and writing activities made them more familiar with the research process and more likely to respond seriously and attentively to the translation task and questionnaire given. This relevance was expected to make

the data collection process more effective and to help ensure that the data obtained from the participants were valid and reliable for further analysis.

The process begins with an academic screening, in which the researcher verifies that the students have completed the relevant Translation courses. This step is crucial to ensure that the participants possess the foundational knowledge and formal experience required for the translation task. Subsequently, a preliminary translation task is conducted to evaluate the students' translation patterns. Specifically those who demonstrate a consistent tendency toward utilizing EFL Students translation strategies.

Furthermore, ethical considerations are maintained by providing each participant with a clear explanation regarding the purpose and nature of the study. Written informed consent is obtained from all participants prior to the data collection process. This ensures that their participation is voluntary and that the translation test results and questionnaire responses obtained from the ten participants are valid and ready for further analysis.

C. The Technique of Data Collection

In this study, the researcher collects the data through two main instruments, namely a translation test and a questionnaire. The translation test is used to obtain the actual translation work produced by the students, while the questionnaire is used to find out the reasons behind their translation choices. The process is carried out through the following practical steps:

1. Conducting a translation test

The researcher provides the ten selected students with a specific English text to be translated into Indonesian. This text is chosen because it contains certain sentences that often challenge students, potentially leading them to use word-for-word translation. To get original results, the students are asked to complete the translation individually within a set time, without using automated translation tools.

2. Questionnaire

After completing the translation test, the same ten students are given a short questionnaire consisting of both closed and open-ended questions. This questionnaire is designed to explore the reasons behind their translation choices, such as their level of vocabulary mastery, their understanding of Indonesian sentence structure, their translation habits, and the difficulties they experience when translating English reading passages. The questionnaire results are used to support and clarify the patterns found in the translation test, so that the researcher can understand not only what kind of translation strategy the students use, but also why they tend to use it.

3. Documentation

The researcher collects all the translation results and questionnaire responses from the students as the primary data. These documents are then compiled and organized to be analyzed further. Besides the translation results and questionnaire sheets, the researcher also keeps the signed consent forms from the students as proof that they participated voluntarily. By following these steps, the researcher ensures that the data collected is both authentic and sufficient to answer the research questions.

D. The Technique of Analysis Data

The data were analyzed by applying Newmark's (1988) translation analysis framework. This framework is used because it allows the researcher to examine the students' translations directly through the concepts introduced by Newmark himself, so that no other qualitative data analysis model is needed. The analysis consists of the following five steps:

1. The researcher carefully read the source text to understand its meaning, communicative purpose, and context. In this study, the source text

refers to the English reading passage given to the students. This step establishes a clear standard of the intended message of the original text before it is compared with the students translations.

2. The researcher examined each students translated text and compared it with the original reading passage. This comparison allows the researcher to see how closely the students translations follow the source text, both in terms of word choice and sentence structure.
3. The researcher identified the translation strategies used by the students based on Newmark's (1988) translation methods, namely word-for-word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation. Since this research focuses on word-for-word translation, the researcher pays special attention to sentences that show this pattern, while also identifying sentences that belong to the other seven methods. The results of this step are then presented in the form of a table showing the frequency of each method found in the students' translations.
4. The researcher evaluated each translation by examining lexical choice, grammatical structure, equivalence, and meaning to determine whether the intended message of the source text was accurately conveyed. In this step, the researcher observes whether the meaning is maintained, distorted, lost, or unnecessarily added, and whether the word choice used by the students is appropriate.
5. The researcher interpreted the findings to explain the students' translation strategies and their experiences in translating the reading passage, together with the questionnaire responses that support these findings. This interpretation focuses on why the students tend to use certain translation strategies, particularly word-for-word translation, and how these strategies affect the accuracy, fluency, and overall meaning of the translated reading passages. This interpretation is carried out entirely based on Newmark's (1988) translation theory.

CHAPTER IV FINDINGS AND DISCUSSTION

This chapter consists of two main sections: Findings and discussion. The findings section presents the reason from the translation test and the open ended questionnaire administered to the research participants. It presents a detailed analysis of the translation strategies used, the underlying factors influencing these strategic choices, the primary difficulties encountered, and the participants self evaluations regarding translation naturalness. Furthermore, a critical discussion is provided to contextualize these findings within the existing literature.

A. Findings

This section presents the data collected from the translation test and the open-ended questionnaire completed by ten participants of the English Language Education Department, UIN Ar-Raniry, coded P-01 to P-10. Two English reading passages, “The Origins of Coffee” and “The Silk Road and the Exchange of Ideas,” were translated individually by each participant without the help of any translation tool. In line with the two research questions of this study, the findings are presented in two parts:

1. The translation strategies used by the participants, based on Newmark’s (1988) eight translation methods,
2. How these strategies affected the accuracy and naturalness of the participants’ translation results.

For each strategy, at least three excerpts from the participants’ translations are presented as evidence, comparing the source-language (SL) sentence with the participant’s target-language (TL) translation. The questionnaire responses are used throughout both parts to support and clarify the patterns found in the translation test.

1. Translation Strategies Used by the Participants

This part answers the first research question, “What types of translation strategies are utilized by the EFL participants?” The ten translation results (P-01

to P-10) were examined sentence by sentence and compared with the two source texts, following the five analysis steps described in Chapter III. Each participant's translation was classified into one of Newmark's (1988) eight translation methods based on how closely the sentence structure and word choice followed the source text, and how naturally the result read in Indonesian. The frequency and percentage of each strategy found among the ten participants are presented in Table 4.1.

Table 4. 1 Frequency and Percentage of Translation Strategies Used by The Participants

No.	Translation Strategy	Occurrence	Percentage
1	Word-for-word translation	4	40%
2	Literal translation	2	20%
3	Faithful translation	0	0%
4	Semantic translation	2	20%
5	Adaptation translation	0	0%
6	Free translation	0	0%
7	Idiomatic translation	1	10%
8	Communicative translation	1	10%
	Total	10	100 %

As shown in Table 4.1, word-for-word translation was the most frequently used strategy among the ten participants, accounting for 40% of the data, followed by literal translation and semantic translation at 20% each, and idiomatic and communicative translation at 10% each. No participant's translation matched the criteria of faithful translation, adaptation translation, or free translation. The dominance of word-for-word translation confirms the assumption stated in the methodology, since the participants were purposively selected based on their tendency to rely on this strategy. The absence of adaptation translation is expected, since this method is normally reserved for creative text such as plays or poetry rather than the expository reading passages used in this study (Newmark, 1988).

Word-for-word translation was found in the work of *P-06, P-07, P-08, and P-09*, literal translation in the work of *P-02 and P-10*, semantic translation in the work of *P-03 and P-04*, idiomatic translation in the work of *P-05*, and

communicative translation in the work of P-01. For each participant, at least three excerpts are presented below as evidence, drawn from both reading passages and compared directly with the corresponding source-language (SL) sentence.

a. Word-for-Word Translation

Word-for-word translation was the strategy most frequently found in the data, occurring in the translations produced by P-06, P-07, P-08, and P-09. Across these translations, the defining pattern is consistent: certain English words were carried into the target text without being translated, and the Indonesian sentences were arranged to follow almost the same word order as the English source, even in places where this order no longer produced a natural Indonesian sentence. The examples below illustrate how this strategy operated at the level of individual words, phrases, and clauses.

- (1) The source language sentence *“the practice of brewing coffee gradually spread across the Arabian Peninsula”* P-06 rendered the sentence a *“praktek menyeduh kopi menyebar ke seberang Arab Peninsula”*. This example shows the untranslated word feature of word-for-word translation most clearly: rather than searching for the established Indonesian equivalent *“semenanjung Arab,”* the proper noun *“Arabian Peninsula”* was carried directly into the target sentence. The meaning can still be recovered by a bilingual reader, but the sentence no longer reads as a single, coherent Indonesian text; it becomes a hybrid of two languages, which is precisely the outcome Newmark (1988) associates with this strategy.
- (2) The source-language sentence *“should be regarded not simply as a trade network, but as one of the earliest examples of sustained cultural interconnection between distant civilizations”* P-06 rendered the sentence as *“dianggap tidak sesimpel jaringan perdagangan, tapi sebagai salah satu contoh terawal dari budaya interkoneksi berkelanjutan diantara jarak peradaban”*. Here the strategy operates at the level of individual lexical choice rather than whole phrase

meaning: “*distant civilizations*” is converted word by word into “*jarak peradaban,*” using “*jarak*” (a noun meaning “distance”) instead of an adjective such as “*yang jauh*” or “*terpencil.*” The result is a noun phrase that is grammatically anomalous in Indonesian, which indicates that the translation was built word-for-word rather than around the meaning of the phrase as a whole.

- (3) The source-language sentence “*Ideas, religious beliefs, artistic techniques, and even diseases were carried alongside merchandise as travelers moved from one region to another*” P-06 rendered the sentence as “*Gagasan, kepercayaan agama, teknik seni dan bahkan penyakit yang di tanggung bertampungan barang dagangan sebagai musafir yang telah berpindah dari satu wilayah ke wilayah lainnya*”. This is the clearest case in the data of the source-language clause order being transferred wholesale into Indonesian: the clause “*yang di tanggung bertampungan barang dagangan*” follows the English syntax so closely that it no longer forms a grammatical Indonesian clause. This confirms that when the source sentence becomes structurally complex, word-for-word translation is most likely to break down completely rather than merely sound unnatural.
- (4) The source-language sentence “*travelers moved from one region to another*” P-07 rendered the sentence as “*pedagang-pedagang yang melewati journey mereka di rute ini*”. In this example the English word “*journey*” is inserted directly into the middle of an Indonesian sentence, a pattern consistent with the untranslated word tendency already observed in P-06’s data. This repetition across two different participants suggests that leaving a source word untranslated is not an isolated slip but a recurring feature of how word-for-word translation manifests in this dataset.
- (5) The source-language sentence “*it became deeply embedded in social and religious life*” P-07 rendered the sentence as “*ini tertanam dalam pada social dan kehidupan beragama*”. The word “*social*” is again left

in its English spelling rather than converted to “sosial,” reinforcing the pattern seen in the previous example. Because this happens twice within the same participant’s translation, it indicates that the untranslated word tendency is not random but reflects a consistent habit of prioritizing the source form over target-language adaptation.

- (6) The source-language sentence “*Historians often argue that the Silk Road should be regarded not simply as a trade network*” P-07 rendered the sentence as “*Para sejarawan sering kali berdebat mengenai ‘Jalan sutra’ seharusnya rute ini tidak hanya dikenali sebagai jalan perdagangan*”. In this example the source clause order is preserved so closely that the logical connector “*seharusnya...tidak hanya*” no longer functions clearly in Indonesian. This shows that word-for-word translation can distort not only individual words but also the logical relationship between clauses when the source syntax is transferred without restructuring.
- (7) The source-language sentence “*it became deeply embedded in social and religious life; centers where intellectuals gathered to discuss literature*” P-08 rendered the sentence as “*kopi menjadi sangat mendalam di social and kehidupan beragama... mendiskusikan literature*”. Two English words, “*social*” and “*literature*,” remain untranslated within a single sentence in this example, the highest concentration of untranslated source words found in the dataset. This suggests that the participant’s difficulty was not limited to isolated vocabulary items but extended across the sentence, making the untranslated-word tendency more pronounced here than in the previous examples.
- (8) The source-language sentence “*should be regarded not simply as a trade network, but as one of the earliest examples*” P-08 rendered the sentence as “*harus bukan simple seperti Jalur perdagangan, tetapi sebagai salah satu contoh tercepat*”. Beyond leaving “*simple*” untranslated, this example also mistranslates “*earliest*” as “*tercepat*”

(“fastest”) instead of “*paling awal*” or “*tertua*.” This shows that word-for-word translation can produce factual distortion as well as unnatural phrasing, since the participant appears to have selected the first, most literal association of the word rather than considering its meaning within the sentence.

- (9) The source-language sentence “*travelers moved from one region to another*” P-08 rendered the sentence as “*dibawa oleh pedagang pindah dari 1 wilayah ke wilayah lain*”. This example shows a compressed, ungrammatical construction in which the verb needed to connect “*pedagang*” and “*pindah*” is missing. Because the source clause was condensed without being reconstructed according to Indonesian sentence rules, the resulting Indonesian clause is difficult to parse even though the individual words are all correctly spelled.
- (10) The source-language sentence “*the practice of brewing coffee gradually spread across the Arabian Peninsula*” P-09 rendered the sentence as “*praktek menyeduh kopi menyebar melintas ke Arab Peninsula*”. This example repeats the exact untranslated-term pattern already identified in P-06’s translation of the same source sentence. The fact that two different participants left the same term untranslated strengthens the conclusion that “*Arabian Peninsula*” was a genuinely difficult term for the participants as a group, rather than a coincidental error by a single individual.
- (11) The source-language sentence “*Ideas, religious beliefs, artistic techniques, and even diseases were carried alongside merchandise as travelers moved from one region to another*” P-09 rendered the sentence as “*Pemikiran, kepercayaan agama, teknik seni, dan bahkan penyakit telah dibawa setalian barang kebudaan*”. As in P-06’s translation of the same sentence, the source word order here is transferred directly rather than restructured, making the resulting Indonesian clause difficult to interpret without referring back to the English original. This recurrence across participants indicates that

structurally complex source sentences were the point at which word-for-word translation was most likely to fail.

- (12) The source-language sentence “*Historians often argue that the Silk Road should be regarded not simply as a trade network, but as one of the earliest examples of sustained cultural interconnection between distant civilizations*” P-09 rendered the sentence as “*Para ahli sejarah sering berdebat bahwa jalan sutra tidak semudah jaringan perdagangan tapi sebagai salah satu contoh terawal dari budaya koneksi berlanjutan antara jarak peradaban*”. The calque “*jarak peradaban*” for “*distant civilizations*” appears here for a second time, matching the same distortion already found in P-06’s translation of this sentence. This repeated calque across two participants suggests that this particular phrase posed a shared translation difficulty, most likely because “*distant*” has no single-word Indonesian equivalent that functions the same way grammatically.

Taken together, examples 1–12 demonstrate the three core characteristics of word-for-word translation described by Newmark (1988): the source-language word order is preserved regardless of Indonesian syntax, words are translated according to their most common meaning without regard to context, and in several cases source-language words are left untranslated altogether. As discussed further in Section 2 below, this strategy consistently reduced the naturalness, and in some sentences the factual accuracy, of the resulting translations.

b. Literal Translation

Literal translation was found in the translations produced by P-02 and P-10. Unlike word-for-word translation, both participants adjusted their sentences to follow Indonesian grammatical rules; however, the sentence structure still closely followed the pattern of the source text, and this close correspondence produced shifts or distortions in meaning in several places. Examples 13–18 below illustrate this pattern.

- (13) The source-language sentence “The Silk Road and the Exchange of Ideas” P-02 rendered the sentence as “Jalan Lembut dan Pertukaran gagasan”. This example shows a mistranslation rather than an untranslated term: “*Silk*” is rendered as “Lembut” (“*soft/smooth*”) instead of “*sutra*” (“*silk*”), even though “*sutra*” is used correctly later in the same paragraph. This inconsistency suggests that the error occurred at the point of first encountering the word, before the participant had settled on a consistent translation for the term.
- (14) The source-language sentence “*an extensive network of trade routes known as the Silk Road connected the East and the West, stretching from China through Central Asia to the Mediterranean*” P-02 rendered the sentence as “*sebuah jaringan rute sebuah perdagangan luas biasa dikenal dengan Jalan Lembut yang menghubungkan Timur dan barat, bentangan dari Cina melalui Asia Tengah ke Mediterania*”. The phrase “*bentangan dari*” directly mirrors the position of “*stretching from*” in the source sentence rather than being reworded into a more natural Indonesian clause such as “*yang membentang dari*.” This shows that although the participant adapted the sentence grammatically, the underlying phrase-by-phrase correspondence with the English source was still preserved.
- (15) The source-language sentence “*is believed to have originated in the highlands of Ethiopia sometime before the ninth century*” P-02 rendered the sentence as “*diyakini berasal dari dataran tinggi Ethiopia pada abad ke sembilan*”. This example shows how literal translation can alter the information conveyed by the source text: the hedge “*sometime before*” is dropped entirely, so the translation states that coffee *originated “in the ninth century”* rather than at some unspecified point earlier than that. This is a small but genuine shift in meaning that a reader relying only on the Indonesian text would not be able to detect.
- (16) The source-language sentence “*Ideas, religious beliefs, artistic techniques, and even diseases were carried alongside merchandise as travelers moved from one region to another*” P-10 rendered the sentence as

“Ide, kepercayaan agama, teknik artistik, dan bahkan penyakit yang dibawa bersama dagangan sebagai penjelajah yang berpindah dari satu daerah ke tempat lainnya”. The phrase *“sebagai penjelajah”* (*“as explorers”*) is misplaced in this sentence, which briefly makes it read as though the diseases themselves were the travelers. This illustrates how literal translation, even when each individual word is rendered correctly, can still produce a sentence that is momentarily ambiguous because the phrase order was not adjusted for Indonesian clause structure.

- (17) The source-language sentence *“Buddhism, for instance, is thought to have spread from India into China largely through monks and traders who journeyed along these routes”* P-10 rendered the sentence as *“Yang mempercayai budah misalnya, dianggap yang menyebarkan dari india hingga cina besarnya melalui biksu dan perdagangan yang berjelajah pada jalur ini”*. This sentence mirrors the English clause order so closely that the grammatical subject becomes unclear: it is not immediately evident whether *“mempercayai”* (believes) or *“menyebarkan”* (spreads) refers to Buddhism, the people, or the religion. This confirms that literal translation can obscure grammatical relationships even when no individual word is mistranslated.

- (18) The source-language sentence *“By the seventeenth century, coffeehouses had emerged throughout Europe”* P-10 rendered the sentence as *“Pada abad ke tujuh, kedai kopi mulai bermunculan di eropa”*. This example shows a factual distortion caused by literal, surface level number translation: *“seventeenth century”* becomes *“abad ke tujuh”* (*“the seventh century”*) instead of *“abad ketujuh belas.”* Because this changes a historical date stated in the source text, it demonstrates that literal translation errors are not always stylistic; they can also compromise the factual accuracy of the target text.

Examples 13–18 show that literal translation, while more grammatically adapted to Indonesian than word-for-word translation, still ties the target sentence

closely enough to the source structure that meaning, emphasis, or factual detail can be lost or distorted.

c. Semantic Translation

Semantic translation was found in the translations produced by P-03 and P-04. In each of the six examples below (19–24), the source sentence was restructured into a natural Indonesian pattern while the full meaning of the source text was preserved, which is the defining feature of semantic translation according to Newmark (1988).

(19) The source-language sentence *“an extensive network of trade routes known as the Silk Road connected the East and the West, stretching from China through Central Asia to the Mediterranean”* P-03 rendered the sentence as *“sebuah jaringan rute Perdagangan yg luas yg dikenal sebagai jalur sutra menghubungkan timur dan barat, membentang dari Tiongkok melalui Asia Tengah hingga ke laut Mediterania”*. This example preserves every detail of the source sentence the network, the two regions connected, and the full geographic route while following natural Indonesian word order rather than a direct calque of the English structure. This shows that a semantically accurate translation does not require staying close to the source sentence structure.

(20) The source-language sentence *“Buddhism, for instance, is thought to have spread from India into China largely through monks and traders who journeyed along these routes”* P-03 rendered the sentence as *“Agama Buddha, misalnya, diyakini telah menyebar dari India ke Tiongkok sebagian besar melalui para biksu dan pedagang yang melakukan perjalanan di sepanjang rute-rute ini”*. Unlike the comparable sentence about Buddhism produced under literal translation, this version keeps the grammatical subject clear throughout the sentence, which indicates that the

participant restructured the clause around Indonesian syntax instead of following the English clause order point by point.

- (21) The source-language sentence *“By the seventeenth century, coffeehouses had emerged throughout Europe, functioning not merely as places to drink but as centers where intellectuals gathered to exchange ideas, debate politics, and discuss literature”* P-03 rendered the sentence as *“Pada abad ketujuh belas, kedai-kedai kopi mulai bermunculan diseluruh eropa, yg tidak hanya berfungsi sebagai tempat minum, tetapi juga sebagai pusat berkumpulnya para intelektual untuk bertukar gagasan, berdebat tentang politik dan mendiskusikan sastra”*. This example correctly renders *“seventeenth century”* as *“abad ketujuh belas,”* in contrast to the numerical error found under literal translation, and reproduces the full three-part list of activities (exchanging ideas, debating politics, discussing literature) without omission. This shows that the participant was able to manage a long, complex source sentence without sacrificing either fluency or completeness.

- (22) The source-language sentence *“This route connected the East and the West, stretching from China through Central Asia to the Mediterranean”* P-04 rendered the sentence as *“Rute ini menghubungkan dengan timur dan barat, membentang dari Tiongkok, melewati Asia Tengah, hingga sampai di kawasan Mediterania”*. This translation is both accurate and fluent, breaking the geographic sequence into a clear, step-by-step Indonesian clause rather than compressing it as a direct calque. This indicates that the participant processed the sentence as a description of a route to be explained, rather than as a string of words to be converted one by one.

- (23) The source-language sentence *“According to popular legend, a goat herder named Kaldi noticed that his goats became unusually energetic after eating the red berries of a certain shrub, which prompted him to try the berries himself”* P-04 rendered the sentence as *“Menurut legenda yang terkenal, ada seorang penggembala kambing bernama Kaldi*

yang memperhatikan bahwa kambing-kambingnya menjadi sangat bersemangat setelah memakan buah berwarna merah dari semak tertentu, dan hal ini mendorongnya untuk mencoba buah tersebut sendiri". This is the longest and most syntactically complex source sentence in the test, yet the translation preserves every element the legend framing, the herder's name, the goats' reaction, and the resulting decision to taste the berries without dropping or distorting any part of it. This demonstrates that semantic translation remained achievable for this participant even as sentence complexity increased.

- (24) The source-language sentence *"functioning not merely as places to drink but as centers where intellectuals gathered to exchange ideas, debate politics, and discuss literature"* P-04 rendered the sentence as *"yang fungsinya tidak hanya tempat untuk minum, tetapi juga menjadi pusat kegiatan dimana para intelektual berkumpul untuk saling bertukar pikiran, berdebat soal politik, dan mendiskusikan karya-karya sastra"*. As with P-03's translation of a similar clause, this example reproduces the complete three-part list of intellectual activities while reading as a natural Indonesian sentence. The consistency between these two participants handling of comparable sentences suggests that semantic translation was applied as a deliberate approach rather than occurring by chance.

Both participants translations read smoothly as independent Indonesian texts while remaining fully accurate to the source passages, showing that semantic translation allowed meaning to be preserved even when the sentence structure was changed considerably from the original.

d. Idiomatic and Communicative Translation

Idiomatic translation was found in the translation produced by P-05, and communicative translation was found in the translation produced by P-01. Examples 25–27 illustrate the idiomatic strategy, and examples 28–30 illustrate the communicative strategy.

- (25) The source-language sentence *“Long before globalization became a familiar term, an extensive network of trade routes known as the Silk Road connected the East and the West”* P-05 rendered the sentence as *“Jauh sebelum ada kata ‘globalisasi’, orang-orang sudah punya rute dagang yang sangat luas bernama Jalur Sutra”*. This example shows a casual paraphrase that preserves the meaning of the source sentence while sounding like spoken Indonesian rather than formal written prose. This register shift is the defining feature that separates idiomatic translation from semantic translation, where the more formal tone of the source text would normally be retained.
- (26) The source-language sentence *“a goat herder named Kaldi noticed that his goats became unusually energetic after eating the red berries of a certain shrub, which prompted him to try the berries himself”* P-05 rendered the sentence as *“Dulu, ada penggembala kambing bernama Kaldi. Dia bingung melihat kambing-kambingnya mendadak lincah banget setelah makan buah merah dari sebuah semak-semak. Karena penasaran, Kaldi ikut memakan buah itu”*. In this example, one long source sentence is broken into three short, colloquial Indonesian sentences, and the phrase *“Dia bingung”* (*“he was confused”*) is added even though the source text only states that Kaldi *“noticed”* the goats’ behavior. This shows that idiomatic translation, in prioritizing a natural spoken feel, can introduce small additions to the source content that were not explicitly stated.
- (27) The source-language sentence *“By the seventeenth century, coffeehouses had emerged throughout Europe, functioning not merely as places to drink but as centers where intellectuals gathered to exchange ideas, debate politics, and discuss literature”* P-05 rendered the sentence as *“Pas masuk abad ke-17, warkop alias kedai kopi mulai ramai di Eropa. Tempat ini bukan cuma buat nongkrong dan minum kopi, tapi juga jadi tempat kumpul orang-orang pintar buat ngobrolin ide, debat politik, sampai bahas buku”*. The use of colloquial words such as *“warkop,”* *“nongkrong,”* and *“ngobrolin”* shifts the neutral, academic register of the

source text into casual spoken Indonesian. This is consistent with Newmark's (1988) definition of idiomatic translation as reproducing the message of the source text while favoring colloquialisms and idioms that were not part of the original register.

- (28) The source-language sentence *"Long before globalization became a familiar term, an extensive network of trade routes known as the Silk Road connected the East and the West, stretching from China through Central Asia to the Mediterranean"* P-01 rendered the sentence as *"Jauh sebelum globalisasi jadi kata yang dikenal banyak orang, ada jalur Perdagangan besar yang disebut jalur sutra. Jalur ini menghubungkan Timur dan Barat, dari Cina lewat Asia Tengah sampai Laut Mediterania"*. This example reads as a natural, easily understood Indonesian text without shifting into the slang register found in the idiomatic examples above. This distinction illustrates the boundary between the two strategies: communicative translation targets a general educated reader in standard Indonesian, whereas idiomatic translation targets an informal, conversational tone.

- (29) The source-language sentence *"According to popular legend, a goat herder named Kaldi noticed that his goats became unusually energetic after eating the red berries of a certain shrub, which prompted him to try the berries himself"* P-01 rendered the sentence as *"Ada cerita tentang penggembala kambing bernama Kaldi yang melihat kambingnya jadi lebih aktif setelah makan buah merah dari semak. Karena itu dia juga mencoba buah tersebut"*. This example simplifies a long, complex source sentence into two clear Indonesian sentences without dropping any of the key information the herder's name, the goats' behavior, and his decision to try the berries. This shows that communicative translation can improve readability without sacrificing completeness.

- (30) The source-language sentence *"Historians often argue that the Silk Road should be regarded not simply as a trade network, but as one of the earliest examples of sustained cultural interconnection between distant*

civilizations” P-01 rendered the sentence as “*Sejarawan bilang kalau jalur sutra bukan cuma jaringan dagang, tapi juga contoh awal hubungan budaya antara peradaban yang jauh*”. This example is particularly informative when compared with the corresponding word-for-word examples above (items 2, 6, and 12), all of which produced the *calque* “*jarak peradaban*” for “*distant civilizations*.” Here, the same phrase is translated as “*peradaban yang jauh*,” a grammatically correct adjective construction, showing that the meaning-based approach of communicative translation avoided the specific error that recurred across three word-for-word translations of the same phrase.

In total, thirty translated sentences (numbers 1–30) drawn from the ten participants’ test results were analyzed above. The comparison across strategies indicates that the closer a translation strategy stayed to the source-language structure and word choice, as in word-for-word and literal translation, the more likely the resulting Indonesian sentence was to contain grammatical distortion or factual inaccuracy, whereas strategies that prioritized meaning over form, namely semantic, idiomatic, and communicative translation, more consistently produced sentences that were both accurate and natural to read.

2. Effect of the Translation Strategies on the Participants’ Translation Results

This part answers the second research question, “*How do these strategies affect the participants’ translation results?*” Each translation was evaluated by examining its lexical choice, grammatical structure, and overall meaning to determine whether the message of the source text was maintained, distorted, or lost. The results, together with a representative example for each strategy, are summarized in Table 4.2.

Table 4. 2 Effect of Each Translation Strategy on the Participants Translation Results

No.	Translation Strategy	Participants	Effect on Meaning	Meaning Outcome
1	Word-for-word	P-06, P-07,	Meaning often	Distorted /

	translation	P-08, P-09	distorted or hard to recover	partly lost
2	Literal translation	P-02, P-10	Small to moderate shifts in meaning	Distorted (minor)
3	Faithful translation	—	Not found in this study	—
4	Semantic translation	P-03, P-04	Meaning fully preserved, most natural results	Maintained
5	Adaptation translation	—	Not found in this study	—
6	Free translation	—	Not found in this study	—
7	Idiomatic translation	P-05	Meaning preserved; register shifted to informal	Maintained
8	Communicative translation	P-01	Meaning preserved, clear and natural	Maintained

Table 4.2 shows a simple pattern: the closer a translation followed the exact word order of the source text, the more likely its meaning was distorted or lost, and the closer it stayed to the meaning of the source text rather than its exact wording, the more accurate and natural the result became.

The word-for-word group (P-06, P-07, P-08, P-09) sits at the low-accuracy end of this pattern. Meaning broke down most clearly in the clauses copied most directly from English, such as “*were alongside merchandise as travelers moved from one region to another.*” P-09 rendered the sentence as “*...bahkan penyakit telah dibawa sekalian barang ...*” which is difficult to understand even without comparing it to the English source, and P-08 mistranslation of “*earliest*” as “*tercepat*” (“*fastest*”).

The literal translation group (P-02, P-10) shows a milder version of the same problem. Their grammar was adjusted to Indonesian, but specific word choices and clause structures were still carried over closely enough from English to cause small but real shifts in meaning, such as P-02 mistranslation of “*Silk Road*” and P-10 numerical error in translating “*seventeenth century.*”

The semantic translation group (P-03, P-04) sits at the opposite end. By restructuring each sentence around its meaning rather than its original word order, these two participants avoided the problem entirely, producing the most accurate and natural results among all ten participants.

The idiomatic and communicative translations (P-05 and P-01) also preserved the meaning of the source text accurately. The only difference between them was register: P-05 shifted toward casual, colloquial Indonesian, while P-01 remained in a more neutral, standard register.

These findings are further supported by the participants' questionnaire responses. When asked how they usually translate, three participants reported translating word by word from the beginning to the end of the text, giving reasons such as fear that words or information from the source text would be missed, or fear of being "*incorrect*" if the target word did not match the source word exactly.

One participant explained "*translating word by word, one at a time, from beginning to end, so that no word or information from the original text is left out*",

While another said she "*afraid of getting it wrong if the meaning does not match the original word*".

These reasons show that, for these participants, word-for-word translation was chosen out of caution rather than as a deliberate stylistic decision, which is consistent with the source-bound, cautious pattern already identified in Table 4.2.

In contrast, five participants reported that they read and understood the meaning of the whole sentence first before translating it freely, explaining that "*if translated word by word, the result will be very stiff*".

The remaining two participants said their strategies depended on the difficulty of the text, translating meaning-first for simple sentences but reverting to a more word based approach for difficult or academic sentences. The difficulties most often reported were unfamiliar or rare vocabulary, idiomatic expressions that "*cannot be translated literally*," long and complex sentence

structures, and grammar differences between English and Indonesian, all of which correspond closely to the actual sources of distortion identified in the word-for-word and literal translations in Table 4.2.

When asked whether their own translation felt natural, most participants admitted that it did not. Eight of the ten participants said they had, at some point, felt their translation sounded strange or stiff when they reread it, describing the feeling as *“strange and confusing to myself when I read it again”*.

To fix this, the participants reported rereading the text and replacing awkward words, rearranging the sentence to follow the Indonesian Head-Modifier (*Diterangkan, Menerangkan*) pattern, checking a dictionary or glossary, or asking a friend. This shows that although several participants defaulted to word-for-word translation as their initial approach, most of them were, at some level, already aware that this habit could produce unnatural results, even before the researcher’s analysis of their translation test.

One methodological note should be added here: because the questionnaire responses were collected separately from the translation test and recorded only by submission timestamp, without the participants’ codes attached, it is not possible to match each questionnaire response to a specific participant’s translation result with certainty. The discussion above therefore compares the two data sources at the level of overall patterns rather than individual respondents. Even at this level, however, the two sources clearly support each other: word-for-word and literal translation together accounted for 60% of the translation test results (Table 4.1), which is closely reflected in the 50% of questionnaire respondents who reported using a word-based approach either consistently or for difficult sentences, while the participants’ general awareness that their translations often felt stiff is consistent with the accuracy problems identified in Table 4.2.

D. Discussion

The findings of this study show that word-for-word translation was the most frequently used strategy among the ten EFL participants, accounting for 40% of the sample and outnumbering every other single strategy. This finding is consistent with Newmark's (1988) description of word-for-word translation as the most source-language-bound method on the V-Diagram, in which the translator preserves the original word order and renders each word by its most common meaning without regard to context. In the participants' translations, this pattern was most visible in two forms: certain English words, such as “*Arab Peninsula*,” “*journey*,” “*social*,” and “*literature*,” were left untranslated inside otherwise Indonesian sentences, and several sentences copied the English word order so directly that the resulting Indonesian became difficult to follow, as in P-09's “*bahkan penyakit telah dibawa setalian barang kebudaan.*”

Both forms of error can be explained by the same underlying cause: English and Indonesian do not share the same sentence structure, so copying the English word order directly, as in P-09's example above, tends to break down the grammar of the Indonesian sentence rather than simply making it sound awkward. The related habit of leaving source-language words untranslated is consistent with Xirera et al. (2021), who observed that participants relying heavily on word-for-word translation often produced translations composed of recognizable vocabulary but conveying an incomplete or altered meaning. A related pattern also appears in P-06 and P-09 shared mistranslation of “*distant civilizations*” as “*jarak peradaban*”: because “*Arabian Peninsula*” and similar proper nouns have no single, natural Indonesian equivalent, participants tended to preserve the source form rather than adapt it, a tendency broadly in line with Ma'shumah and Sajarwa's (2022) observation that translators often fall back on the source-language term when the target language lacks a directly corresponding concept.

According to Newmark (1988), literal translation differs from word-for-word translation in that the grammatical structures of the source language are converted into their nearest target-language equivalents, even though individual

words may still be translated without regard to context. In this study, the two participants classified under literal translation, P-02 and P-10, did adjust their sentences to Indonesian grammar, yet their sentence structures still closely followed the source text, which produced smaller but still noticeable shifts in meaning, such as P-02's mistranslation of "*Silk Road*" as "*Jalan Lembut*" and P-10's mistranslation of "*seventeenth century*" as "*abad ke tujuh*."

The effect of these strategies on the quality of the participants' translation results, which answers the second research question of this study, was most clearly seen in the difference between the word-for-word/literal group and the semantic/idiomatic/communicative group summarized in Table 4.2. P-03 and P-04, whose translations were classified as semantic translation, produced sentences that were both accurate to the source text and natural to read in Indonesian, because they restructured the English sentences into Indonesian patterns rather than copying the original word order. This is in line with Newmark's (1988) description of semantic translation as a method that takes into account the aesthetic and expressive quality of the text while still respecting its meaning. In contrast, the word-for-word group most often lost this naturalness, and in several sentences, such as P-06's "*budaya interkoneksi berkelanjutan diantara jarak peradaban*" and P-09 sentence about disease and merchandise mentioned above, the meaning itself became distorted or difficult to recover. This shows that accuracy and naturalness do not always go together: a translation can use grammatically recognizable Indonesian words while still failing to read as connected, natural Indonesian prose, which was consistently the weakest point of the word-for-word translations in this study.

The questionnaire responses help explain why several participants still relied on word-for-word translation despite its drawbacks. The most common reason given was fear, either of missing information from the source text or of producing an incorrect translation if the target word did not match the source word exactly. This suggests that, for these participants, word-for-word translation functioned less as a deliberate stylistic choice and more as a safety strategy

adopted when they were uncertain about vocabulary or sentence structure, a tendency that matches the vocabulary and grammar difficulties reported by most participants in the questionnaire. This is also consistent with Saragih and Damanik (2025), who found that semantic ambiguity frequently arises when translating between English and Indonesian because a single English word may correspond to several different Indonesian equivalents depending on context; when participants are unsure which equivalent to choose, defaulting to the source word itself, as seen in P-06, P-07, P-08, and P-09 translations, becomes an understandable, if problematic, coping strategy.

At the same time, comparing the two data sources revealed a gap between what the participants reported doing and what they actually did: only 30% of the questionnaire respondents explicitly identified themselves as word-by-word translators, while word-for-word or literal translation was found in 60% of the actual translation test results. Taken on its own, this gap suggests that some participants may not have fully recognized word-for-word translation as their default habit, since 8 of the 10 participants separately admitted that their own translation had, at some point, sounded stiff or unnatural upon re-reading, regardless of which method they claimed to use. In other words, the participants' awareness that their translation had a problem was generally stronger than their awareness of what caused it.

Finally, the absence of faithful translation, adaptation, and free translation among the ten translations is worth noting. Faithful translation, which requires very precise reproduction of contextual meaning within the grammatical constraints of the target language, may simply be difficult for participants at this stage of translation competence to achieve consistently, since it demands a level of control over both languages that goes beyond what most participants demonstrated. Adaptation, on the other hand, is generally reserved for creative texts such as plays or poetry (Newmark, 1988), and its absence here is therefore expected, given that both reading passages used in the translation test were expository, non-fiction texts. Taken together, these findings indicate that word-for-

word translation remains the single most common strategy among the EFL participants in this study, that it is most often driven by uncertainty about vocabulary and sentence structure rather than a deliberate stylistic decision, and that it consistently produces translations that are less natural, and at times less accurate, than those produced through semantic, idiomatic, or communicative translation.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter serves as the final synthesis of the entire research study. It summarizes the core conclusions drawn from the research findings and discussion regarding the participants' translation strategies, difficulties, and self corrections. Additionally, this chapter offers practical and theoretical suggestions for EFL students, translation instructors, and future researchers in the field of translation studies.

A. Conclusion

1. This study set out to answer two research questions: what translation strategies the EFL students of the English Language Education Department at UIN Ar-Raniry used when translating English reading passages into Indonesian, and how these strategies affected the quality of their translation results. Based on Newmark's (1988) classification of translation methods, five of the eight methods were found among the ten participants: word-for-word translation (40%), literal translation (20%), semantic translation (20%), idiomatic translation (10%), and communicative translation (10%). Faithful translation, adaptation translation, and free translation were not found in the data. Word-for-word translation was thus the dominant strategy, used by four of the ten participants.
2. Regarding the second research question, the strategy a participant used had a clear effect on how the translation turned out. Word-for-word and literal translation, which stayed close to the English word order and word choice, tended to produce translations that were less natural and, in several cases, distorted the intended meaning; this happened most often when the participants copied the English sentence structure directly or chose an Indonesian word without considering its context. Semantic translation, in contrast, produced the most accurate and natural results, because the two participants using this strategy restructured the English sentences into

natural Indonesian patterns while still preserving the original meaning. Idiomatic and communicative translation also preserved the source meaning clearly, differing from one another mainly in register: idiomatic translation leaned toward casual, spoken Indonesian, while communicative translation stayed closer to a neutral, standard register.

The questionnaire results help explain why word-for-word translation remained the participants' most common choice despite its drawbacks. The difficulties most frequently reported were unfamiliar vocabulary, idiomatic expressions, long or complex sentences, and the grammatical differences between English and Indonesian. Several participants said they translated word by word out of fear of missing information or producing an incorrect translation, while others preferred to grasp the meaning of the whole sentence first, since they considered word-for-word translation too rigid. Notably, eight of the ten participants reported that their own translations had, at some point, sounded strange or unnatural upon rereading, regardless of which strategy they said they normally used. This suggests that the participants were generally aware that something was wrong with their translation, even when they were less aware of which strategy had caused the problem.

Taken together, these findings indicate that word-for-word translation was the participants' most frequent strategy but not their most effective one, and that translation quality depended less on how many words a participant recognized than on whether they translated for meaning or for form. Sentences translated primarily to preserve meaning and naturalness in Indonesian consistently read better than those translated by transferring English structure directly. This implies that developing vocabulary and grammar alone is not enough for producing a good translation; EFL students also need to build their sensitivity to meaning and context, and their ability to judge when a natural-sounding Indonesian sentence has drifted from what the source text actually says.

B. Recommendation

Based on the findings of this study, the following recommendations are offered to EFL students, English teachers and lecturers, and future researchers.

1. For EFL Students

Students are advised not to rely too heavily on word-for-word translation when working with English reading passages. This strategy can be useful for identifying the meaning of individual words, but it tends to produce unnatural or even inaccurate sentences when the English structure is transferred directly into Indonesian. Instead, students should first try to understand the overall meaning and context of a sentence before choosing the corresponding Indonesian words, and should make a habit of rereading and revising their translations to check that the result is clear, accurate, and natural to read.

2. For English Teachers and Lecturers

Translation instruction should give students structured opportunities to practice and compare different translation strategies. Teachers and lecturers can present examples of word-for-word, literal, semantic, idiomatic, and communicative translation side by side so that students can see concretely how each strategy affects the naturalness and accuracy of the result. Because vocabulary, idiomatic expressions, long or complex sentences, and English–Indonesian grammatical differences were the difficulties most commonly reported by the participants, these areas deserve particular attention in classroom practice.

3. For Future Researchers

Future studies are encouraged to involve a larger and more diverse group of participants and to examine translation strategies across other text types, such as academic, argumentative, literary, or culturally dense texts, since the present study was limited to two expository passages. Investigating how translation strategy choice varies with text type and participant proficiency would provide a broader and more detailed picture of how EFL students select and apply translation strategies.

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APPENDICES



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH NOMOR: 771 TAHUN 2026

TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 283/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

- Menetapkan :
- KESATU :
- Untuk membimbing Skripsi
- Nama : Nabila Salsabila
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- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : EFL Students' Strategies for Translating Reading Passages: The Experiences of Ar-Raniry University Students
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- KETIGA :
- KEEMPAT :
- KELIMA :

Ditetapkan di : Banda Aceh
Pada tanggal : 01 Juli 2026
Dekan


Safrin Muluk

Tembusan

- Selanjutnya Kementerian Agama RI di Jakarta;
- Direksi Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktorat Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Abstraksi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Asip.



Appendix B: Translate Test

Student ID _____ :

This translation test is administered as part of an undergraduate research project entitled **"EFL Students' Strategies of Translating Reading Passages: Ar-Raniry Students' Experiences,"** conducted by Nabila Salsabila (Student ID: 220203018), a student of the English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Ar-Raniry Banda Aceh.

The purpose of this study is to investigate the translation strategies employed by EFL students when translating English reading passages into Indonesian.

Please read the following instructions carefully before completing the test:

1. Translate both English reading passages into Indonesian.
2. Complete the translation independently without using dictionaries, machine translation, artificial intelligence (AI) tools, or any other external resources.
3. Translate the passages as naturally and accurately as possible while preserving the original meaning.
4. There is no single "correct" translation. Please translate according to your own understanding and ability.
5. All responses will be kept confidential and used solely for academic research purposes.

Thank you for your participation and contribution to this research.

The Silk Road and the Exchange of Ideas

Long before globalization became a familiar term, an extensive network of trade routes known as the Silk Road connected the East and the West, stretching from China through Central Asia to the Mediterranean. Although the route was originally established to facilitate the exchange of silk, spices, and precious stones, it eventually evolved into something far more significant than a commercial pathway. Ideas, religious beliefs, artistic techniques, and even diseases were carried alongside merchandise as travelers moved from one region to another. Buddhism, for instance, is thought to have spread from India into China largely through monks and traders who journeyed along these routes. Historians often argue that the Silk Road should be regarded not simply as a trade network, but as one of the earliest examples of sustained cultural interconnection between distant civilizations.

The Origins of Coffee

Coffee, one of the most widely consumed beverages in the world, is believed to have originated in the highlands of Ethiopia sometime before the ninth century. According to popular legend, a goat herder named Kaldi noticed that his goats became unusually

energetic after eating the red berries of a certain shrub, which prompted him to try the berries himself. From Ethiopia, the practice of brewing coffee gradually spread across the Arabian Peninsula, where it became deeply embedded in social and religious life, particularly among Sufi communities who used it to stay alert during long nighttime prayers. By the seventeenth century, coffeehouses had emerged throughout Europe, functioning not merely as places to drink but as centers where intellectuals gathered to exchange ideas, debate politics, and discuss literature.

Answer:



Appendix C: Questionnaire

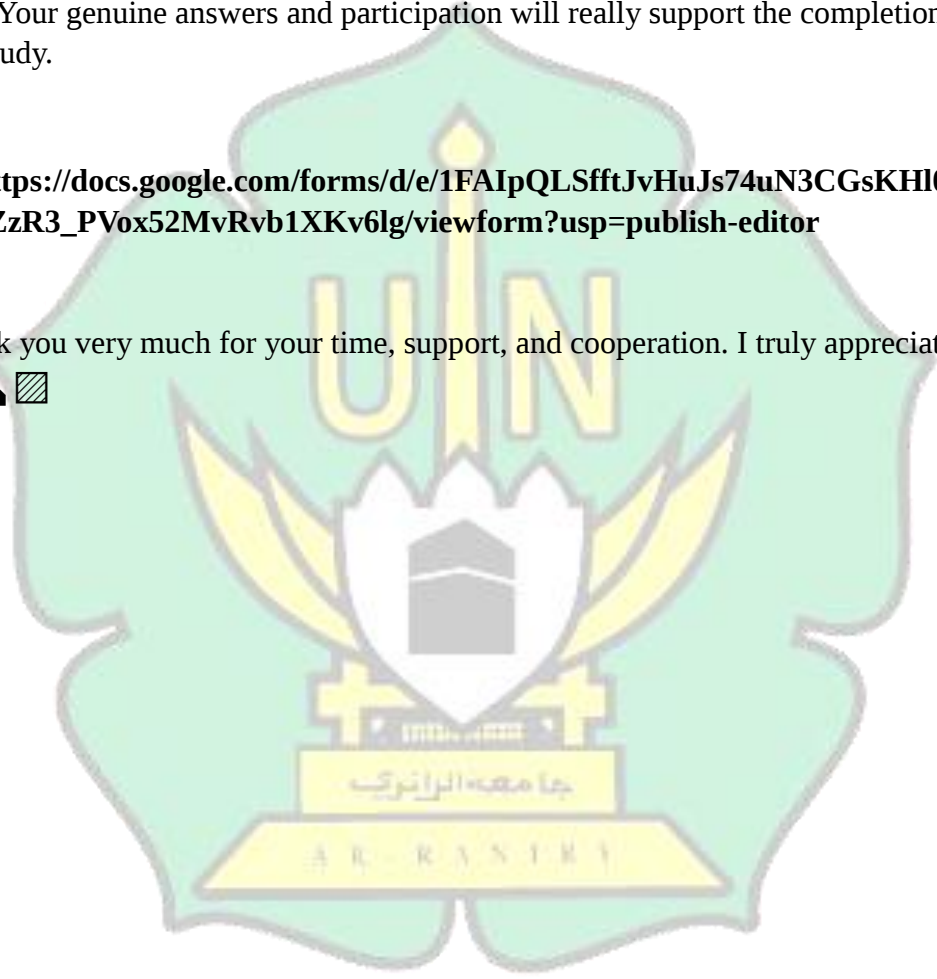
Assalamu'alaikum Wr. Wb. everyone,

My name is Nabila Salsabila (220203018) and I would like to kindly ask for your help to fill out this questionnaire for my undergraduate thesis research on EFL Students' Translation Strategies and Experiences.

It will only take about 5–10 minutes of your time. All responses will be kept strictly anonymous and confidential, so your identity will not be recorded in any way. Your genuine answers and participation will really support the completion of my study.

🔗 https://docs.google.com/forms/d/e/1FAIpQLSfftJvHuJs74uN3CGsKHI0J5WOZzR3_PVox52MvRvb1XKv6lg/viewform?usp=publish-editor

Thank you very much for your time, support, and cooperation. I truly appreciate it! 🙏📧



AUTOBIOGRAPHY

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