Indonesian students' translation *competence*

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Table of contents

1. Introduction 1…… 1
1.1 Introduction…… 1
1.2 Context of the study…… 1
1.3 The history of translation activities in Indonesia 2
1.4 The demand for translation services in Indonesia..... 4
1.5 Translation education in Indonesia …… 5
1.6 Research questions …… 7
1.7 Structure of the thesis …… 8
1.8 Concluding remarks …… 10

2. Literature review …… **11**
2.1 Introduction…… 11
2.2 The notion of translation…… 11
2.2.1 How culture is understood in translation…… 13
2.2.2 Types of translation …… 14
2.2.3 The notion of equivalence in translation…… 17
2.2.4 Translation strategies …… 22
2.2.4.1 Literal and free translation strategies…… 22
2.2.4.2 Global and local strategies …… 24
2.2.4.3 Unit of translation 26
2.3 Translation competence…… 27
2.4 Problems in translation…… 31
2.5 Translation education …… 33
2.5.1 Translation learning process…… 34
2.5.2 Issues in translation teaching…… 35
2.5.3 The evaluation in translation teaching…… 37
2.6 Studies of translation competence in Indonesian Tertiary education …… 39
2.7 Concluding remarks ...…… 43

3. Research methodology …… **44**
3.1 Introduction …… 44
3.2 Design issues and features …… 45
3.2.1 Research questions …… 45
3.2.2 Participants …… 45
3.2.3 Data collection and analysis …… 47
3.3 Ethical issues …… 54
3.4 Concluding remarks …… 55

4. Students' linguistic problems in translation…… **56**
4.1 Introduction …… 56
4.2 Morphological problems …… 57
4.3 Semantic Problems …… 60
4.4 Syntactic problems …… 72
4.5 Concluding remarks …… 75

5. Students' extra-linguistic problems in translation **76**
5.1 Introduction 76
5.2 Geographical references 76
5.3 Sporting terms 80
5.4 Food and drink references 87
5.5 Relationship terms 104
5.6 Class terms..... 106
5.7 Concluding remarks 108

6. Students' translation practice..... 110
6.1 Introduction 110
6.2 Before translation 110
6.3 During translating 119
6.3.1 The basic unit for translating 119
6.3.2 Problems the students have in translating 121
6.3.3 The possible source of students' problems 129
6.3.4 What the students do to resolve their problems in translating..... 133
6.3.5 The resources and how the students use them in translating..... 136
6.4 After translating..... 139
6.5 Concluding remarks..... 143

7. Students' translation knowledge 147
7.1 Introduction 147
7.2 Students' understanding about translation 148
7.2.1 Students' definition of translation 148
7.2.2 Students' understanding of translation errors and the source of errors..... 156
7.3 Students' understanding of translation competence and the qualities of a good translator 169
7.3.1 What the students think about translation competence..... 169
7.3.2 What the students think makes a good translator 179
7.4 What the students think they need to develop their translation competence..... 185
7.4.1 Pedagogy issues..... 185
7.4.2 Curriculum issues 187
7.4.3 Resources issues..... 190
7.5 Concluding remarks.. 191

8. Conclusion and implications 192
8.1 Introduction 192
8.2 Findings of the study 192
8.2.1 Problems students had in translating as evidence of translation competence..... 192
8.2.2 Findings about how students carried out translation work..... 199
8.2.3 Findings about students' explicit translation knowledge 201
8.2.4 Finding about what the students think about their experience in learning translation and what they think they need to develop their translation competence 202

8.3 Implications of the findings for practice ……..…….. 203
8.4 Limitations of the study ……..……..…… 205
8.5 Concluding remarks ……..……...……. 206

References ……..…….. 208

List of Appendices

Appendix A Information sheet to the participants ……..…….…….. 218
Appendix B Consent form for the questionnaires and translation component …… 220
Appendix C Consent form for the interview ……..……...…… 222
Appendix D Permit Letter from the University of Jenderal Soedirman…… …….. 224
Appendix E Translation problems instrument (TPI) ……..……..……. 225
Appendix F Translation errors instrument (TEI) ……..……..…… 233
Appendix G Translation notion instrument (TNI) ……..……...…… 235
Appendix H Guiding questions for in-depth interview ……..……...…… 238

List of figures

Figure1 Translation strategies as a cline ……..……..…….. 23
Figure 2 Translation processes ……..……...…… 25

List of Tables

Table 1 How the students reported reading the text before translating …….…….. 111
Table 2 Students' responses about the function/purpose of the text …….…….. 113
Table 3 Students' responses in identifying the main idea of the text ……..…….…… 116
Table 4 Students' ability in identifying the supporting ideas of the text ……..…….…. 117
Table 5 The basic unit that the students report they translate ……..…….…. 120
Table 6 Students' reported typical problems in translation ……..……...…… 121
Table 7 Students' reports that vocabulary is the main problem in translation ……..…….…. 123
Table 8 Students' reports of whether different grammar causes problems in translation ..……. 124
Table 9 Students' reports on whether or not they found difficult cultural terms in the SL text ..… 126
Table 10 Students' reports of difficult cultural terms to translate ..…….…. ..…….…. 127
Table 11 Students' reports of whether they realized when they made errors/had problems in translation ..…….…. ..…….…. ..…….…. ..…….…. ..…… 130
Table 12 Students' report of the possible sources of errors/problem in translation ..…….…. 131
Table 13 Students' reported solutions for dealing with difficult English expressions ..……133
Table 14 Students' reported strategies dealing with English expressions which have no equivalent in the target language ..…….…. ..…….…. ..…….…….. 135
Table 15 Resources students reported using in translation ..…….…. ..…….…….. 136
Table 16 Students responses about whether a bilingual dictionary is the main instrument used to find an equivalent in the target language..…….…. ..…….…. ..…….. 138
Table 17 Students' reports of the revision done after translating a text ..…….…… 140
Table 18 Students' responses about the level of difficulty of the text ..…….…… 141
Table 19 Students' view about whether the process of reading for translators is the same as or different from that for other readers..…….…. ..…….…. ..…….…. 178

Abstract

This study focuses on the translation competence of Indonesian students who have completed a translation course at their tertiary education. This is a qualitative study aims to describe students' translation competence by observing their problems in translation, how they carry out their translation work, how they understand translation and what they think about their experiences in learning translation in their translation course.

This research used the model of translation competence developed by PACTE (2011), in which translation competence is formulated as consisting of several interrelated sub-competences and adopted instruments developed by Orozco and Hurtado Albir (2002) namely the Translation Problem Instrument (TPI); the Translation Error Instrument (TEI); and the Translation Notions Instrument (TNI) used to investigate students' translation competence. In addition to these three instruments, the researcher also did an in-depth interview to follow up the responses the students gave in the questionnaires. The data about students' translation work is analyzed descriptively by using error analysis and the data from the questionnaires and the interviews are analyzed using content analysis.

The analysis of the data analyses six main areas. These areas include the problems students had in translating as evidence of their translation competence, the way the students carried out the translation task, how the students understood translation, and what the students think about their experience in learning translation and what they think they needed to develop their translation competence.

The findings suggests that most of the students had limited translation competence as indicated by their linguistic and extra-linguistic problems in translation, how they carried out the translation and what they understand about translation. The findings of this research suggested that students' limited translation competence appears have been related to the ways they were taught translation, in which there are a lot of unmet needs related to curriculum and pedagogy issues in their translation courses.

This research has contributed to providing a basis for considering how to understand students' translation competence and how translation teaching needs to be designed in order to meet students' needs in order to develop their translation competence in a better way. This research suggests that translation teaching needs to be designed by considering the state

of students' current translation competence and observing their translation problems, and the need of identifying what the students need related to pedagogy and curriculum issues in translation.

Declaration

I declare that:

1. This thesis presents work carried out by myself and does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any university;
2. To the best of my knowledge it does not contain any materials previously published or written by another person except where due reference is made in the text; and all substantive contributions by other to the work presented, including jointly authored publications, is clearly acknowledged.

Signed [redacted] date 27 March 2018
Mr Condro

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1 Introduction

1.1 Introduction

This study focuses on the translation competence of Indonesian students who have completed a translation course as part of their tertiary education. This is a qualitative study that aims to describe students' translation competence by observing their problems in translation, how they carry out their translation work, how they understand translation and what they think about their experiences in learning translation in their translation course. This chapter aims to establish the context of this research and to understand its significance in understanding students' translation competence in the context of translation education in Indonesia.

1.2 Context of the study

Translation as a subject has gained more popularity in the Indonesian education context in recent times. Translation has even become one of the compulsory subjects taught in English departments of some Indonesian universities. Some people now believe that the ability to perform a translation task properly is an important skill that the students graduating from an English department need to have. Therefore, there is a common understanding that translation skills have now become as important as other language skills, such as speaking, reading, and writing (Nadar, 2005). Moreover, as an effect of globalization, the demand for translation services in Indonesia, which will be addressed in more detail later, at the moment is considerably high, especially translation from and into English, which is required for a range of purposes. Some universities have responded to this demand for professional translation by including translation subjects in their curricula. In order to establish the context of the research and in order to understand comprehensively the translation in Indonesian context, the history of translation activities in Indonesia with an overview of the status of Indonesian as a language, the demand on translation service in Indonesian and translation studies work in Indonesia will be discussed in detail respectively in the following sections.

1.3 The history of translation work in Indonesia

Before discussing the history of translation in Indonesia, a brief discussion about Indonesia as a multilingual multi-lingual society will be introduced in order to understand the status of Indonesian as a language and the vernacular languages that exist in Indonesia. According to the 1945 consititution which is the basic law in Indonesia, it is stipulated in Chapter XV article 36 that Indonesian is recognized as the Indonesia state's language. This means that Indonesia only recognizes one official language used accross the archipelago. However, it is estimated that Indonesia has 600 vernacular languages (Paauw, 2009). Recognising the multilingual situation in Indonesia, the consitution allows the vernacular to be used and be preserved by the local people. The languages used in Indonesia basically can be grouped into three categories: 1) Indonesian as the official language; 2) vernacular languages; and 3) foreign languages (Nababan, 1991). While Indonesian is spoken by majority of Indonesian people and used as language of instruction in almost all education levels, the vernacular or local languages are also used by the majority of people, especially by elderly people living in villages and those who cannot understand Indonesian. Further, Nababan (1991), argued that the official language, Indonesian, in terms of its educational function, has all four educational functions namely cognitive, integrative, instrumental and cultural functions, while vernacular languages only have integrative and cultural functions and foreign languages have instrumental and cultural function.

Translation work in Indonesia began over a thousand years ago, marked by the completion of the first translation of *Wirataparwa*, the first book of the *Mahabharata* and the translation of a Sanskirt work entitled *Kakawin Ramayana* (Chambert-Loir, 2009).

In the introduction of the handbook '*Sadur: Sejarah Terjemahan di Indonesia dan Malaysia*' Chambert-Loir (2009) classified translation work in Indonesia into three periods, they are; Indian influence, Islam influence and European influence. During Indian influence the translation work was mainly from Sanskirt into Malay. Hunter (2009) has stated that the translation work in Indonesia under Indian influence can be traced back to the sixth centtury at the time of the development of Javanese culture. Translation at this time was mainly the translation of literature from Sankirt into Old-Javanese, which enriched the Old-Javanese script and language (Hunter, 2009).

Translation work in Indonesia during Islam influence was mainly the translation from Arabic into Malay. Johns (2009) has examined that translation work from Arabic into Malay

during the Islam influence mainly focused on the translation of the *Koran* (Islamic holy book) and *Haddith* (Prophet's saying) during the period of Islamization. The translation activity at that time had a very significant effect on the development of the Indonesian and the culture of the society. Alongside the Arabic influence in Indonesia, there were also some translation works from other languages into Malay during this period, for example from Persian into Malay in the the sixteenth to seventeenth centuries (Braginsky, 2009), from Urdu language into Malay (Braginsky & Suvorova, 2009), and from Chinese into Malay (Suryadinata, 2009).

Further, during the European influence, the translation works in Indonesia were mainly from Dutch and English into Malay (Jademski, 2009). In addition to the translation from European languages there is also the translation activity from Japanese into Malay during European influence, which started in 1972 by the translation of the book entitled 'Yukiguni' (Toshiki et al., 2009)

Similarly, Ricci (2010) argues that the activity of translation in Indonesia as early as the ninth century, at the time when the Javanese literary work entitled *Ramayana Kakawin* was composed, as this work is considered as a part of a south *Indian Ramayana* which was translated from Sanskrit into Javanese (Ricci, 2010). This translation practice continued in the sixteenth century, at the time of the ongoing Islamization in Indonesia, particularly in Javanese society. During this time, translation activities shifted from Sanskrit to the translation of Islamic texts from Persian and Arabic (Ricci, 2010).

Besides the translation from foreign languages into Malay and Indonesian, the translation activity in Indonesian history also includes the translation among local languages. Abdullah (2009) described the translation activity from Malay into the Acehnese language from the sixteenth century through to the New Order period (1967 – 1998). The translation activity that involves local language also happen in other Indonesian region, for example the translation into Balinese (Hinzler, 2009), the translation into Bataknese (Kozok, 2009), the translation into Bugis (Macknight, 2009), the translation into Makassarnese (Cummings, 2009), the translation into Lombok (Marrison, 2009), and the translation into Sundanese (Rosidi, 2009). The translation activities in these local areas involve the translation of literary works and the translation for religious teachings.

Although the translation activities developed well in the past period, unfortunately ttranslation activities were far more limited during the 1900s marked by the limited number

of the translation of foreign text into Indonesian because of the slow running of the development of science and technology at this time (Alisyahbana in Halimatussa'diah; 2008). A few decades later, as the Indonesian economy has grown stronger, translation activity has risen significantly and in Indonesia in the 2000s there is an emerging market for translation. The demand for translation and interpreting services in Indonesia has risen significantly and it was around 1.36% of the world market in the late 2000s (Parker, 2008). During this time, the greatest demand for translation services in Indonesia is for translation from English into *Bahasa Indonesia* for business and educational purposes with some demand for translation from other foreign languages such as French, Dutch and Chinese. In addition to the demand for translation into Indonesian, there is also some demands for translation from foreign languages into local languages such as Javanese and Maduranese (Jan Chan & Ming Liu, 2013).

In the context of translation in Indonesia, there are some key terms commonly used in Indonesian that refer to translation, such as *menerjemahkan*, *mengalihbahasakan* and *mengindonesiakan*. The most common terms used are *menerjemahkan* and *mengalihbahasakan*. In Indonesian official dictionary (KBBI), *menerjemahkan* and mengalihbahasakan are defined as 'to convey the meaning from a language into another language'. Besides *menerjemahkan* and *mengalihbahasakan*, the other term used is *mengindonesiakan*. This terms means 'to convey the meaning from a foreign language into Indonesian'.

1.4 The demand for translation services in Indonesia

Although the demand for translation services has risen significantly in Indonesia in recent times, the number of professional translators available is far from adequate to fill the market demand. At the moment, there are only about 2000 active translators registered in Indonesia (Jan Chan & Ming Liu, 2013). Further, Jan Chan & Ming Liu's study (2013) found out that the lack of professional translators in Indonesia has meant that the available translators are required to perform all types of translation work instead of specializing in a certain field. This means that a translator might be asked to translate a wide range of materials, and this situation, to some extent, may affect the poor quality of the translation work, especially when the translators are translating into their second language (Campbell 1998).

The issue of translating into a second language rather than into a first language has been a significant issue in the discussion of translation quality. Some scholars believe that the ideal

translation work is when translators translate into their first language (e.g. Newmark, 1998; Campbell, 1998) because, in this case, translators have a sense of and sensitivity to the language as native speakers and this sense and sensitivity is impossible for those who are not native speakers of the target language. However, this ideal situation may not always be practical, as in practice available translators with first language knowledge are not able to meet the market demand, and therefore translators are also required to translate into their second language, especially into English. On the other hand, other scholars (e.g. Chesterman, 1997; Adab, 2000) have argued that although translation into the second language is not the ideal, it can be done as long as it is carried out in a high quality way. This means assuring the quality of the translation should be done to meet certain criteria in order to guarantee the quality (Adab, 2000).

This high demand for translation services in Indonesia and the limited numbers of translators available in the market has been addressed by some universities by introducing translation course in their curriculum, which will be addressed further in the following section, so that their graduates are more employable.

1.5 Translation education in Indonesia

As a developing country, Indonesia is working hard to enhance the development of science and technology for better future development. In this context, translation plays an important role for the transfer of science and technology. Therefore, the government has imposed a policy to develop translation work in all subjects, for example by President decree Number 25 year 2015 and secretary cabinet decree Number 4 year 2015, which relate to State's Functional Translators (*Jabatan Fungsional Penerjemah* or known as JFP). Under the new rules, the state's functional translators are now located with the cabinet secretary and include 150 translators from 21 provinces in Indonesia. The establishment of this body suggests the government concern for the importance of translation activity in Indonesia. The body's main job is to improve the quality of the translation and to improve translators' translation competence. The government believes that through good translation policy, this translation body will be able to play an important role in contributing to the country's development by producing good translation work (Jurnal Penerjemahan Vol.2, No. I/2., Januari/Desember 2015).

Related to the government policy on translation, some Indonesian higher education institutions, especially those with English departments, have introduced translation as one of their main programs. Translation is taught for the English department students as a basic skill in addition to other language skills such as speaking, writing, reading and listening. During translation courses, the students learn the theory and the practice of translation. Such translation courses are necessary to produce quality translators (Schaffner & Adab, 2000; Lorscher, 1992; Orozco and Hurtado Albir, 2002; Hurtado Albir & Alves, 2009). This means that translation education plays an important role in producing quality translators.

The following section provides an overview of issues in translation education in the Indonesian tertiary education context, including the government policy on translation education and an overview about translation studies work in Indonesia.

The translation courses introduced in most English departments at Indonesian universities are for students who are in their fourth semester or above. The reason is that, by this time, the students will have completed several English courses such as writing and reading in the previous semesters. These language courses cover skills that are considered as the basic important skills for students. Furthre, students' language knowledge will enable students to possess translation competence. As the main aim of translation teaching is to develop students' ability in translating both from and into English, translation classes are usually organized into two main parts which consist of English-Indonesian and Indonesian-English translation class respectively. The translation classes mainly focus on translation practice. This means that in most of their translation classes, the students learn to translate different kinds of texts selected by the teachers. The students usually do the translation task in the classroom for a set time and then the results of their translation are discussed in the class. The discussion of students' translation work in the classes usually focuses on what is lacking in the translation (Hariyanto, 2015) such as errors or the problems the students have, especially errors or problems at the linguistic level. This common approach in translation classes focuses mainly on students' translation practice and this suggests that the translation class generally pays more attention to the students' procedural knowledge of how to translate than their knowledge of translation theory or methods. As a consequence, students' declarative knowledge about translation gets little attention in translation teaching in Indonesia, although in fact both students' declarative and procedural knowledge are important in developing their translation competence (Alves, 2005). The approach adopted in Indonesia for teaching translation in most cases seems to result from the fact that the

translation class is taught by English teachers who have a specialization in teaching English but who are not themselves qualified or experienced as translators.

Although in some universities translation has been taught as a compulsory subject for a period of time and is considered as an important skill that students need to have, there is limited information in terms of how students develop their translation competence in their translation courses. Some previous research on students' translation competence had focused on individual aspects of translation competence instead of translation competence as a whole (e.g. Erlinda, 2008; Sufianto, 2010; Munip, 2005; Zuplrianto, et.al. 2009, Habibullah, 2015; Junining, 2016) with these studies finding that the students had limited translation competence. The absence of information about how the students develop their translation competence provides limited understanding whether the current translation course had provided the best opportunity for students to develop their translation competence. This current study aims to provide a more comprehensive understanding about students' translation competence as a whole and examine how they develop their translation competence by looking at both their procedural knowledge of how to do translation work and their declarative or explicit knowledge about translation.

1.6 Research questions

In responding to the issues in translation teaching, this research focuses on examining students' translation competence once they have completed all of the translation subjects offered by their university. In particular, this research focuses on finding out about the problems students have in doing translations, how they carry out translation tasks, and their knowledge about translation as these aspects provide a range of evidence about students' translation competence overall. In addition to these aspects, the research also focuses on finding out what the students think about their experiences in their translation classes in terms of whether they think the translation classes have provided all they need in order to develop their translation competence. Understanding students' perspective about their classroom experience is important in order to formulate quality programs in translation education. In order to achieve these aims, the questions for this research are formulated as follows:

1. What translation competence do the Indonesian students have at the end of their study of translation?
2. What are the problems the Indonesian students have in translating?
3. How do the Indonesian students carry out translation tasks?
4. What do the Indonesian students understand about translation and the qualities of a good translator?

1.7 Structure of the thesis

In order to present the study in relation to the research questions presented above, and how it addresses the aims of the research, following this introductory chapter, the thesis will be organized as follows:

Chapter 2 is a literature review. It discusses issues related to translation competence, including the model of translation competence, how translation competence is acquired and how to develop students' translation competence in a translation education context to give a basis for understanding the key terms in this research and to provide a foundation for the research.

Chapter 3 discusses the methodology used in this research. This chapter describes how this research is conducted in terms of the instruments used and how they are analyzed. This research used the model of translation competence developed by PACTE (2011), in which translation competence is formulated as consisting of several interrelated sub-competences. In terms of the research instruments to investigate students' translation competence, this study adopted instruments developed by Orozco and Hurtado Albir (2002), which were the most comprehensive instruments available and an instrument that has been used in other studies of translation competence. These instruments are the Translation Problem Instrument (TPI), the Translation Error Instrument (TEI), and the Translation Notions Instrument (TNI). In addition to these three instruments, the researcher also did an in-depth interview to follow up the responses the students gave in the questionnaires. The data presented is students' translation work, which is analyzed descriptively by using error analysis, and the data from the questionnaires and the interviews, which are analyzed using content analysis.

Chapter 4 discusses the linguistic problems the students had in translating. The discussion of students' linguistic problems focused on the errors that the students made in translation in terms of morphological, syntactical and semantical problems. Further, this chapter also discusses the effect of these linguistic problems on students' translation work in terms of the accuracy of the meaning in the target language. Linguistic problems are the most obvious problems that the students had in translation and these are presented using data from the task that students completed.

Chapter 5 focuses on students' extra-linguistic problems. Students' extra-linguistic problems related to the students' problems in translating culturally bound terms in the source language. This chapter discusses the problems the students had in translating culturally-bound terms such as geographical references, sporting terms, food and drink references, relationship terms, and class terms from English into Indonesian. The discussion focuses on the various ways the students translated such terms and the strategies the students used in dealing with the culturally bound terms as part of understanding their translation competence.

Chapter 6 discusses how the students carried out their translation work. It aims to describe students' procedural knowledge in translation at all stages of the translation process: before beginning the translation, during the process of translating and after completing the translation. In the 'before translation' section, the discussion focuses on how students approach the source text in order to comprehend and interpret it. In the 'during translation' section, the discussion focuses on how the students deals with problems they have during the translation process, what the students do to cope with these problems and how they used resources to support their work. In the 'after translation' section, the discussion focuses on what the students do after finishing their translation task, how they undertake final editing and revision of their translation.

Chapter 7 discusses how the students understand translation. This analysis aims to find out students' explicit knowledge of translation. Students' translation knowledge in this context includes what they understand about the nature of translation work, which comprises their understanding about the theory of translation, translation strategies and the idea of equivalence as well as students' knowledge about the nature of translation errors and possible sources of errors and how they understand the idea of translation competence. In addition, this chapter also discusses what the students think a good translator is and what the

students believe they need in order to develop their translation competence in a translation class context.

Finally, chapter 8 presents the conclusions of the research in terms of the main research findings and the implications of the research for the practice of teaching translation.

1.8 Concluding remarks

This chapter has presented the context of this study and the significance of this study in the context of translation education in Indonesia. It has outlined how this thesis is organized and how each chapter will give a more comprehensive picture about students' translation competence. The chapter signals that the aim of this study is to understand students' translation competence in order to inform how translation courses are designed and delivered in order to meet students' needs to develop their translation competence. The next chapter, chapter 2 provides both the contextual and the conceptual basis of the research.

2 Literature review

2.1 Introduction

This chapter aims to review the literature which is relevant to this research in order to provide both the contextual and the conceptual basis of the research. In order to achieve this aim, the chapter firstly addresses an overview related to the context of the study from the body of literature and how this study contributes to that body of knowledge. Secondly, this chapter addresses relevant literature related to the topic of the research in order to give a theoretical understanding about this research.

This literature review is organized into several sections, focusing on the understanding of: 1) the notion of translation; 2) translation competence; 3) translation problems; 4) translation teaching in order to develop translation competence; and 5) research on students' translation competence in Indonesian tertiary education context.

2.2 The notion of translation

An important issue to address in translation studies is what actually the meaning of the word 'translation' itself is. Translation is not easy to define because translation can be conceived of as a process, a product or an abstract concept (Bell, 1991; Cook, 2010). 'Translation' as a process is also called *translating* and means the actions undertaken by translators in producing a translation. It deals with the activity that occurs when someone translates rather than on the text as a tangible object. 'Translation' as a product means the text that results from the process of translating, which is called as *a translation*. The term *translation* can also refer an abstract concept which encompasses both the process of translating and the product of that process. Therefore, clarifying the concept of translation is important in order to develop appropriate approach in conducting research on translation. The following discussion focuses on what translation can mean.

The word ‘translation’ is taken from Latin root *translatum*, a form of the verb *transfere* meaning ‘to carry across’. Therefore, a common view of translation is that it involves a transfer of meaning from one language to another (Cook, 2010). The language in which the original text is written is commonly known as the source language (SL), while the language into which a text is translated is called the target language (TL).

Generally, translation is defined as the transfer of a text in the source language into the target language. In this context, this means that translation minimally involves two languages (Catford, 1965). Further, Catford states that translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language). Catford prefers to use the term ‘replace’ rather than ‘transfer’ to describe translating a source text into target text. The use of the term ‘replace’ emphasises that translation actually involves the replacement of textual material in the source language which has been adapted to the culture and the readership of the target language. In the other words, translation does not merely involve transferring the message from the source language into the target language but also to making any adjustments needed so that it is accepted by the target text readers.

Adopting a similar approach to Catford (1965), Bell (1991) defines translation as ‘the expression in another language (or target language) of what has been expressed in another (source language) preserving the semantic and stylistic equivalences.’ According to this definition, a translated text should show semantic and stylistic ‘sameness’ with the original text (Bell, 1991). Both the semantics and stylistics of the source text needs to be preserved in the target text, since both semantic and stylistic equivalence are required in order to maintain both the form and meaning of the ‘materials’ in the source language when they are transferred into target language.

From the definitions of translation above, it can be seen that translation is commonly understood as primarily dealing with a transfer of meaning that involves at least two languages. The transfer of meaning from the source language (SL) into the target language (TL) needs to be done in such a way so that the translated text is the same as or similar to the original one. As this nature of translation suggests, therefore, translation is considered as a complex activity since it involves at least two different languages with different linguistic systems and cultural backgrounds. It also involves different kinds of cognitive processes taking place during a translation task. Therefore, translation is also not simply an act of

communication and a textual operation since translation is also the result of the cognitive process carried out by the translator (Hurtado Albir & Alves, 2009).

The complexity of translation is not only found at the linguistic level but also at the non-linguistic level and these are the main parameters in achieving sameness in meaning, which is commonly known as translation equivalence. These linguistic and non-linguistic matters should also be considered seriously, since each language has a different grammatical system and a cultural tradition reflected in the language and its use (Toury, 1995). Therefore, Bassnett (2002) has stated that translation is a series of operations of which the starting point and the end product are significations and functions within a given culture. Cultural issues and context are also important considerations in translation because a text is the product of a particular socio-cultural context and, because language cannot be separated from its cultural context, a text cannot be separated from the facts of its socio-cultural condition (Hatim, 2009; Venuti, 2005).

The importance of the culture-related elements, which also known as extralinguistic elements in addition to the linguistic elements in translation has become a major consideration in the recent translation studies. It is commonly accepted that language and culture are related closely. Therefore, culture-related elements cannot be neglected in translation. As Bassnett (2002) has stated, translation involves the transfer of meaning contained in one set of language signs into another set of language signs through competent use of dictionaries and grammars, the process involves a whole set of extralinguistic criteria also. The idea of culture-related elements in translation has shown that translation is not merely about changing language, but also an intercultural communication (House, 2015) and therefore translation plays a role as intercultural mediation (Liddicoat, 2015), which reflect the importance of culture in translation.

2.2.1 How culture is understood in translation

The recognition that translation is not only a linguistic act but also an act of communication that happens across cultures has been addressed by Nida (1964), who argued that translation is one of the major means of constructing representations of other cultures. The reasons underlying his argument is that language and culture cannot be separated and language is culturally embedded. Further, since the 1980s translation studies have taken a ‘cultural turn’, which sees that translation is no longer solely as a linguistic process but as a culturally

contexted activity that is influence by factors normally considered as outside the scope of language (Liddicoat, 2015). This cultural turn has changed the focus of translation from a focus on the language aspect into a focus on intercultural communication, and therefore translation has come to be seen as cultural mediation (Katan, 2004; Liddicoat, 2015), meaning translation is an active engagement in diversity as a meaning making activity and giving the translator a role as an intercultural mediator (Liddicoat, 2015).

As intercultural mediators, the translators has a job to abridge between the writer of the source text and the readers of the target language. This mediation is important as the writer of the source text do not intend his/her writing for the readers in the target language. (Liddicoat, 2015). Further Liddicoat (2015) has argued that the process of mediation happens at two levels; they are 'mediation for the self' and 'mediation for others'. Mediation for the self is related to translators' personal ability to interpret the culturally constructed nature of the meaning in the source . Mediation for others is related to translators' ability to interpret the culturally contexted meanings of the source text for others who do not share the same cultural features as those in the source text. The idea of translation as intercultural mediation leads to a consideration of the particular types of competence a translator needs to have which will be addressed further in section 2.3.

The consideration of culture as an important part of translation has influenced the discipline of translation studies in some Indonesian universities. In order to give students the knowledge to understand the culture of Western people, for example, which is an extralinguistic competence, they are taught a subject named 'Cross-cultural Understanding' (CCU). In CCU class, the students learn about the culture of other countries, especially English speaking countries. This aims to give the students more knolwledge about Western people and their life. Therefore such subject will enrich students' understanding about how to understand Western culture which will be beneficial for their translation practice.

2.2.2 Types of Translation

In practice, scholars have tried to classify translation into many types based on its characteristics. Roman Jakobson (1959) describes three types of translation, based on the relationship between texts; they are intralingual translation, interlingual translation, and intersemiotic translation. These can be briefly described as follows:

1. Intralingual translation or *rewording* is an interpretation of verbal signs by means of other signs in the same language.

2. Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language.

3. Intersemiotic translation or *transmutation* is an interpretation of verbal signs by means of signs from a nonverbal sign system

Jakobson's classification above shows that translation does not always happen between two different languages, since translation can also happen within the same language. It also highlights that meanings can be communicated in different forms and a meaning expressed in one form can be expressed in another. Therefore, translation from a source language into a target language is only one aspect of this process. The most interesting thing in Jakobson's classification of types of translation above is the use of the word 'interpretation'. In this case, it is the translators' task to make an interpretation of the text in the source language and then realize their interpretation in the target language. Making an interpretation of course is not an easy job for translators. Therefore, in order to interpret any source text properly, translators need to possess good level of translation competence so they can communicate the meaning from the source language to the readers of the target language.

While Jakobson (1959) focuses the types of translation based on the relationship between texts, Nida (1964) has discussed two types of translation by focusing on the process of translation; they are gloss translation and translation of dynamic equivalence. Gloss translation is the type of translation which preserves the structure of the source text. Gloss translation is designed to permit the reader to identify himself as identically as possible with the person in the source-language text, and to understand the customs, manner of thought and means of expression. Translation of dynamic equivalence is a type of translation that gives emphasis to the dynamic relationship between experiences of reading the text. Dynamic relationship means that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message. A translation of dynamic equivalence is aimed at naturalness of expression, and tries to relate the receptor to modes of behaviour relevant within the context of his or her own culture (Nida, 1964:129).

Another discussion of types of translation was made by Newmark (2003). He produced an interesting statement in his article entitled *No Global Communication without Translation*, by saying that translation is a dynamic reflection of human activities. He argued that all human activities can be classified into two categories: literary activities and non-literary activities. As a consequence, translation according to Newmark also comprises those categories. In Newmark's classification, literary translation refers to the sphere of mind and language, in which literatures comprise the world of mind and imagination. Meanwhile non-literary translation refers to the description of the realities, facts and events of the world, which is more technical in nature. Newmark's classification of translation is thus based on the type of text being translated which can be grouped into literary and non-literary texts.

Malkmjaer (2003:76-77) argues that the collocation of the words 'dynamic reflection' in Newmark's statement is very effective in capturing two tensions in translation; they are tensions between the constraints imposed by the need to reflect the source text (ST) and the creativity of the translator, and tensions between the backward looking focus of the need to reflect the ST and the inherently forward looking nature of human language. In other words, a translator needs to consider the nature of the source language in which a text is produced as well as the readership of the translated text in the target language. It is important to ensure that the readers of the translated text have the same experience as the readers of the text in the source language. If the readers of a translated text can have the same experience with those of the original text, it can be said that a translation has achieved its goal in transferring the meaning from source language into the target language.

The ability of a translated text to transfer all the meanings from a source language into a target language is one of the most important considerations in translation. Since translation involves two different languages with different cultures, it is not easy to produce a good quality translation. Therefore, theories of translation have often focused on how to understand the degree of sameness between a text and its translation which is commonly known as equivalence in translation.

2.2.3 The notion of equivalence in translation

The concept of equivalence emerged as a central concept for most of translation theory during the 1960s and 1970s (Venuti, 2009:121). During this period, the literature on equivalence was normative in nature, with the purpose of providing analytical tool to describe translation as well as to establish standards to evaluate translation. However, the notion of equivalence has become a main issue as well as a source of debate in translation studies. Some scholars such as Jacobson (1959), Nida (1964), Catford (1965), House (2015), Neubert (1994) and Pym (1992, 1995) and Koller (in Pym 1997) believed that equivalence is an important concept in translation, while some others such as Hatim and Mason (1990, 1997) and Reis and Vermeer (1984) thought equivalence as unnecessary, and even it is denied in translation theory (Munday, 2001, 2004, 2009, 2010, 2012). House (2015) has argued that these different views about equivalence happens as there is a misunderstanding about the concept of equivalence itself, because by considering its Latin origin, 'of equal of value' and therefore it has been understood as 'sameness'. However, sameness is very hard to achieve in translation because of the differences that exists between languages and cultures. The understanding of equivalence as sameness has been used as a parameter in evaluating the translation product. Therefore, equivalence in translation is important since it becomes a determinant of a 'successful' translation. Venuti (2008, 2009) has defined equivalence is other ways, such as 'accuracy', 'adequacy', correctness, correspondence', fidelity or 'identity', which are variable notions of how a translation is connected to the foreign text.

Nida and Taber (1969:34) present a more detailed elaboration of the term equivalence in their definition of translation. Nida and Taber (1969) stated that translation consists in reproducing a message in the target language with a naturally equivalent message in the target language, through two main steps: the first is based on the meaning and the second is based on the style. This means that the sameness or equivalence between the source language and target language can be achieved by preserving the meaning and the style of the original text.

Furthermore, Nida (1964) argues that the concept of equivalence can be realized in translation by producing a translated text which makes sense, reflects the spirit and manner of the original text, is written by using a natural and easy expression, and produces a similar response for a different readership. Equivalence is therefore a concept that refers to connectedness or relatedness between a source text and a target text that shows the extent to

which the target text is related to the source text (Palumbo, 2009:42). This relationship is the evidence that a target text is considered as a translation of a source text rather than an original piece of writing (Baker, 1998: 77). However, when two texts are considered as equivalent, there are still some conditions to be addressed (Palumbo, 2009:42). These conditions are at what level equivalence is established, whether at the level morphemes, words, sentences, or the whole text; how sameness or similarity is defined; and in term of what specific traits or qualities two texts can be said to be the same or similar, whether in terms of its meaning, context, or function.

Scholars had established several categorizations of equivalence in translation. The most basic categorization of equivalence is described by Nida (1964:134-136). He explained two types of equivalence in translation; they are formal equivalence and dynamic equivalence.

Formal equivalence is source text oriented and focuses attention on the message itself, in both form and content. Since formal equivalence is source text oriented, the translation of elements of the text is done in such a way that it reflects the elements of the source text. This means that a formally equivalent translation tries to capture as much as possible the form and the content of the source language. This means that formal elements of the source text need to be reproduced to achieve formal equivalence such (1) grammatical units; (2) consistency in word usage, and (3) meanings in terms of the source context. For example, in translating grammatical units, all parts of speech will be translated by using the same ones, for example a noun will be translated by a noun, a verb by a verb. In addition, all phrases and sentences are preserved as well as formal indicators such as punctuation marks, paragraph breaks and poetic indentation. In term of consistency in word usage, a formal equivalence translation usually focuses on rendering a particular term in the source language text by the corresponding term in the target language, although sometimes this may produce a relatively meaningless string of words. Further, in reproducing the meaning of the source text, a formally equivalent translation does not make any adjustment to idioms. It rather reproduces such expressions more or less literally, so that the reader will be able to experience the local culture of the source text although this is sometimes different from the culture of the target language. As the consequence, a strictly formally equivalent translation may contain much that is not readily intelligible to the average reader (Nida, 1964:135).

Different from formal equivalence, dynamic equivalence does not focus primarily on the original text but instead it pays more attention to the reader of the target text. Therefore, in

transferring the message from the source text, dynamic equivalence involves making the target text as natural as possible, by considering the readership in the target language. In this case, the emphasis is on the dynamic relationship that is the relationship between the receptor and the message, which should be substantially the same as that which existed between the original receptors and the message. A translation of dynamic equivalence is aimed at achieving naturalness of expression, and tries to relate the receptors to modes of behaviour relevant within the context of their own culture (Nida, 1964). Dynamic equivalence is mainly directed towards achieving an equivalence of response rather than an equivalence of form. Therefore, Nida (1964: 136) defined dynamic equivalence as 'the closest natural equivalent to the source-language message'. There are three key words in the definition, they are: equivalent, natural and closest. The word 'equivalent' points toward the source language message and the idea of sameness or similarity. Meanwhile, 'natural' points toward the receptor language and the experience of the reader of the text and 'closest' binds the two orientations together on the basis of the highest degree of approximation.

To a certain point, Nida's types of equivalence have also included the awareness that translation not only deals with linguistic matters, but also extralinguistic features and cultural context as well. This is why attention to the readers' context is significant in achieving dynamic equivalence in translation, as the word 'natural' in Nida's definition maintains that a translation must fit the receptor language and culture as a whole, the context of the particular message and the receptor language audience. Nida's explanation about equivalence implies that in fact, equivalence in translation can be realized at different levels, from the grammatical level to the contextual or discourse level. Equivalence can also be either source-text oriented or target-text oriented.

Another discussion of equivalence in translation was made by Koller (1979). Koller (1979) (cited in Munday, 2001) expands the way of thinking about equivalence in translation and shows that equivalence is very complex. Koller (1979) described five types of equivalence:

(1) Denotative equivalence

This type of equivalence is related to extralinguistic context of a text. The main focus of denotative equivalence is the idea that the words in the target language refer to the same things in the real world as the words in the source language

(2) Connotative equivalence

This equivalence is related to lexical choices, especially between near synonyms. Connotative equivalence is achieved when the word in the target language triggers the same associations as the world in the source language. This type of equivalence is also known as 'stylistic equivalence'.

(3) Text-normative equivalence

This is the form of equivalence related to text type and assumes that different text types behave in different ways. It requires that the words in the target language are used in the same context as the words in the source language.

(4) Pragmatic equivalence

Pragmatic equivalence, which is also called 'communicative equivalence', is oriented to the receiver of the text. The words in the target language should have the same effect on the reader as the words in the source language.

(5) Formal equivalence

It is related to form and aesthetics of the text and includes elements of the text such as word plays and the individual stylistic features of the source text. The words in the target language should have similar formal features to the words in the source language. This equivalence is also sometime referred as 'expressive equivalence'.

Equivalence in translation is important since it becomes a determinant of what counts as a successful translation. Nida (1964) argues that a successful translation reflects the concept of equivalence and, as discussed above, can be realized in the translation by producing a translated text which makes sense, reflects the spirit and manner of the original text, is written by using natural and easy expression, and produces a similar response for a different readership.

However as has been stated above, the notion of equivalence has been criticized by functionalist theories of translation. This criticism is based on the fact that an exact equivalence is difficult to achieve due to three main reasons. Firstly, it is very difficult for a text to have a constant interpretation, even for the same person in a different context. Secondly, since translation is a matter of subjective interpretation, producing a translated text which has the same objective effect as the original text is considered as unrealistic

expectation. Thirdly, it is difficult to know how exactly the readers have responded to the source text and so it is difficult to reduce an equivalent effect.

Functionalist theories were first introduced in the form of Skopos theory in Germany in the 1980s (Hatim, 2009). In Skopos theory, the focus of the translation process is placed on the pragmatic purpose of the text. Therefore, Skopos theory is based on two rules: (1) interaction between the text and the reader is determined by its purpose; and (2) the purpose of the text varies according to the text receiver. The purpose of the text, in this case, becomes the main point to be considered in translation. Therefore, the translation process should carefully take into account the text types: whether the text is intended to convey information (informative texts), to communicate thoughts in a creative way, or to persuade (operative texts).

Since the decisions of a translator in translating any text are governed by a number of textual and contextual factors, one of the most important factors is the audience of the translated text as the target readership will determine how a text is intended to be received. Therefore, based on the two rules of Skopos theory the purpose of the text will also determine different strategies in translation (Hatim, 2009:40). Furthermore, Skopos theory suggests that it is the commissioner of the translation that determines the purpose of the text. Thus, it is not the purpose of the source text that is crucial for determining how a text will be translated but the purpose for which the translation is being made. Skopos theory in this sense is more reader oriented and target culture oriented in nature. It is a descriptive approach to translation that takes into account the condition and constraints of target readers and their culture. Unlike a prescriptive approach, in which 'X' must be translated as 'Y', a descriptive approach believes that in text 'A', produced under conditions and constraints 'B', 'X' is translated as 'Y' (Munday, 2009:11).

Although they have different ways of understanding the relationship between source text and target texts, both equivalence approaches and Skopos theory actually seek the best quality of a translation, but do this by applying different strategies and notions of what quality is.

2.2.4 Translation strategies

In order to produce a good translation, a translator should consider the most appropriate strategies to be applied. Basically a strategy in translation is understood as a procedure, technique, method, tactic or approach that a translator uses in translating a text. Different translation strategies may be applied by a translator in order to cope with differences in translation type. Nida (1964:127) highlighted three main reasons for the differences in translation, they are: (1) the nature of the message, (2) the purpose of the author and the translator, and (3) the type of audience.

The nature of the message of texts is the most important notion to be understood by a translator as it gives the direction for how the source text should be comprehended and interpreted. Therefore, different messages should be approached by using different strategies. Further, understanding the nature of the message also has a close relationship with understanding the purpose of the author of the original text. The writer's purpose gives guidance for how a text should be translated, which is usually addressed to a specific readership.

Because each text is written with a specific purpose and under certain circumstances for a specific readership, there can be no single correct strategy in translation. An appropriate strategy should be used in order to produce a good translation as it gives the translator certain ways to do the translation as well as preventing him/her from making an inappropriate interpretation of the text.

2.2.4.1 Literal and free translation strategies

Two broadly recognized prototypical translation strategies are literal translation and free translation (Sun, 2013). The literal translation strategy focuses on the level of the word while free translation strategy goes beyond the world level and focuses on the production of a target text which sounds natural in the target language. The two strategies are part of continuum, so that the selection of a strategy will be mainly determined by the text type (e.g., serious literature, children literature, technical texts, etc.), text domain (e.g., IT, law, economics, etc.), function (e.g., for publication, information, entertainment, etc.), prestige of the source texts (e.g., the Bible, pulp fiction, etc.), motivation (e.g., payment, etc.) and other factors or constraints, such as cultural elements (Sun, 2013).

Munday (2009) has also identified two ways of thinking about translation strategies which also relate to equivalence and Skopos approaches to translation.

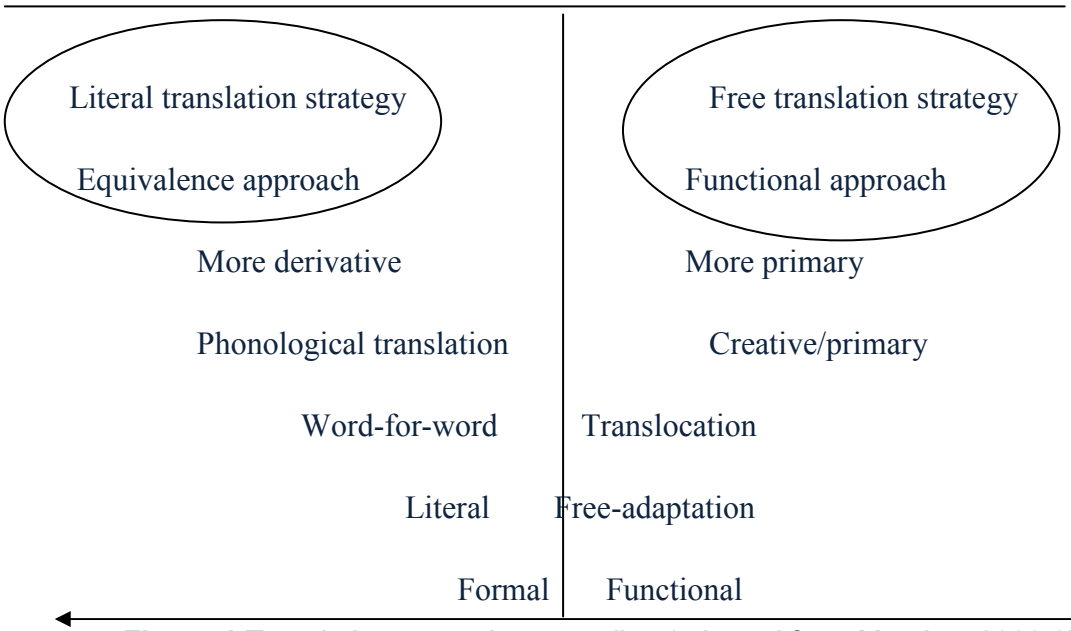


Figure 1 Translation strategies as a cline (adapted from Munday, 2009:8)

In figure 1, the left side of the cline relates to translation strategies which are based on the maintenance of the source text structure. On the other hand, the right hand cline shows the translation strategies that focus more on the readership of the target language, as well as cultural context of the target text (Munday, 2009:8). A literal translation strategy is a strategy in translation that is mainly related to an equivalence approach while a free translation strategy is a translation strategy that is more related to a functionalist approach (Sun, 2013). A literal translation strategy is more derivative in nature, since it mainly preserves the structure of the source text. On the other hand, a free translation strategy focuses more on creating the same response in the target text readers as the source text created in the source text readers. Phonological translation, word-to-word translation and literal translation are various ways in which a literal translation strategy can be realised. A phonological translation is a translation that preserves the sound of the source language and is usually used in translations of poetry or other forms of poetic language where sound is important for meaning. Word-for-word and literal translation tend to preserve the forms of the source text in to the target text although word for word translation focuses on the word level and literal translation focuses on the level of meaning. These are all types of formal translation, which focuses on the forms of the source text as the starting point for translation. As a consequence, the literal translation strategy reflects Nida's idea of formal equivalence which aims to maintain the form and the content of the source text (Nida, 1969).

A free translation strategy, which is more typical of a functional approach, is considered by Munday as more primary in nature since a free translation strategy does not focus on the source text but rather on the text being created through translation. Therefore, this translation is considered to be more creative because it gives the translator more freedom to adapt to the target text readership. The term translocation reflects the idea that the source text needs to be relocated into the readers' culture. The use of free adaptation reflects the idea that the translator has choices about how and how much the translated text will depart from features of the source text. Different from formal translation, this free translation strategy reflects Nida's idea of dynamic equivalence which focuses on creating the same response in the target text readers as the source text created in the source text readers.

2.2.4.2 Global and Local Strategies

Another model of translation strategies is based on the sorts of problems that translators have in translation. According to Sun (2013), since a translation strategy involves problem solving, a categorization of translation problems will correspond to the categorization of translation strategies. Problems in translation, according to their scale, can be classified into global (or general problems) and local (or specific problems). Consequently, translation strategies can also be classified as global and local.

According to Jaaskelainen (1993), global strategies refer to 'the translator's general principles and preferred modes and actions' while local strategies related to 'specific activities in relation to the translator's problem solving and decision-making' (as quoted by Sun, 2013: 2). Therefore, general strategies are governed by external forces such as the commissioner of the translation, that is the entity that asks for the translation to be done, while local strategies are left up to translator. Further, local strategies are 'designed to handle specific problems and need to be consistent with the chosen global strategy' (Jaaskelainen 1993 as quoted by Sun, 2013: 2).

Following this categorization of translation strategies, the literal and free translation strategies discussed above are global strategies since the translator has to think about the goal of the translation and how the target text should affect the readers. Global strategies, in turn will affect the translation process, which will be determined by the use of specific and personal translation techniques considered as local strategies.

Although translation processes vary depending on the global strategy, in general the translation process consists of the analysis and the synthesis of a source language text into a target language text. This process is represented in figure 2 as follows:

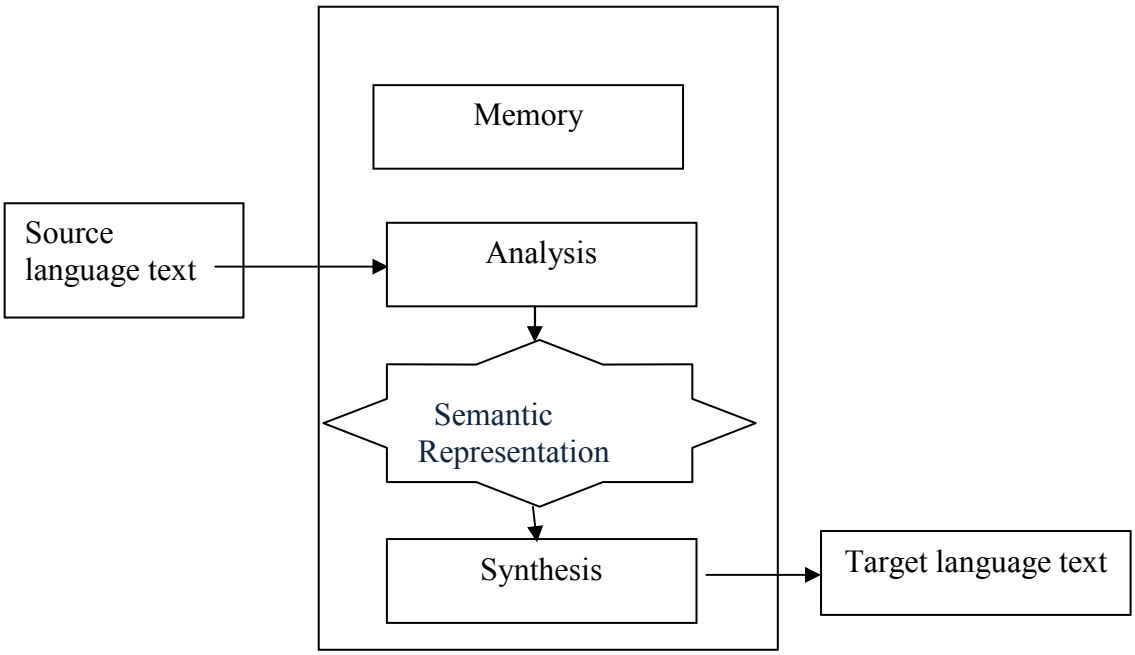


Figure 2 Translation processes (Bell, 1991:21)

Translation, in this model is considered as the transformation of a source language text into a target language text through a series of processes which is assisted by memory, which helps the translators do the task. These processes consist of analysis and synthesis. The process of analysis is done to transform the language specific text of the source language text into a universal semantic representation which is non-language specific. This means that analysis is the process of breaking down the target language text to determine its meaning. This is what is known as its semantic representation. The process that follows is synthesis: the process of reassembling the semantic representation into a target language text.

Another similar model of the translation process is described by the interpretative theory of translation. The interpretative theory of translation identifies three interrelated processes in translation: understanding, deverbalization and re-expression (Hurtado Albir & Alves, 2009:55). Understanding is an interpretative process geared to the generation of sense. It has been shown that linguistic knowledge alone is not sufficient for understanding and needs to be supported by other cognitive input and contextual knowledge. Therefore, the role of memory in the process of understanding is very important. The process of understanding

results in deverbalization that is a non-verbal synthesis of the meaning of the source text. The process of deverbalization, at the same time is also the beginning of the process of re-expression. Re-expression is the rewriting of the meaning of the source text in the target language. It involves the whole cognitive process and generates the association between linguistic and non-linguistic knowledge. Re-expression is done by considering both linguistic and extralinguistic factors relating to the intended readers so that the translated text will be accepted by the target language readership.

The above description shows that translation is a very complex process. The complexity in translation results from many different kinds of cognitive processes. The application of the appropriate strategy during translation therefore is very important to ensure the translation process run appropriately.

2.2.4.3 Unit of translation

Identifying the relevant unit of translation is an important issue in translating. A unit of translation has been basically defined as the length of discourse or language unit used as a unit of the practice of the translation (Zhu, 1999). A more developed definition of unit of translation has been proposed by Huang and Wu (2009). Adopting Matthiessen's idea about translation units, Huang and Wu (2009) define unit of translation as a target text segment which: a) creates an interval in the translation process; b) into which the translator renders the source text (ST); c) has distinct and consistent grammar features; and d) possessess presence of meaning which is identifiable, and accuracy which is measurable, through standardized assessment. Huang and Wu (2009) did not explicitely mention which unit of translation is the best for translation practice as whatever unit the translator takes, the most important thing to consider is the transfer of meaning from the soure text into the target text. However, for the sake of translation teaching, a clear translation unit needs to be established in order to assess the translation quality, for both the translation-process and translation-product oriented. Newmark (1988), has argued that the basic translation unit is a sentence as the sentence serves as the basic unit of thought so that it may present the idea and information fully. Further, he stated that using a sentence as the basic unit of translation is 'safer to deal with the complexity of the grammar of the source language'.

The unit of translation has become a consideration for how to conduct a translation task properly, as the unit of translation will determine how translators deal with texts. The unit of

translation plays an important role to give a 'direction' on how translation work towards the texts. Although there is a disagreement among translation scholars about the range and the scope of UT, basically their opinions can be classified into the category of a 'complete text' (as artifact) unit of translation and of a 'text' (as process) unit of translation (Zhu, 1999). In the practice of translation, the unit of translation varies depending on the translation orientation. In process-oriented translation studies, the translation unit refers to 'the stretch of source text on which the translator focuses attention in order to represent it as a whole in the target language'(Malmkjaer, 1998a, as quoted by Baker & Saldanha, 1998: 304). Meanwhile in product-oriented translation studies which focuses on the target text, the unit of translation refers to 'the target text unit that can be mapped onto a source text unit' (Malmkjaer, 1998a, as quoted by Baker & Saldanha, 1998: 305).

The discussion of the unit of translation above suggests that unit of translation is understood as the 'the lenght of discourse' or language unit used by translators in dealing with the texts. Therefore, the translators, as a consequence, may use different units of translation which they think to be the most appropriate unit of translation in a certain translation condition and purpose. This means that the translators may use the word, phrase, sentence, or even full text as their unit of translation, depending on their translation orientations.

2.3 Translation competence

Since translation is a complex activity, translators are required to possess certain knowledge and skills to ensure they can carry out this task well. Such knowledge and skills are commonly known as translation competence, although in fact other terms such as translation ability, translation skills, translational competence, translator's competence and translation expertise are also used (Hurtado Albir & Alves, 2009). Possessing appropriate competence will ensure a translator can overcome the problems that occur during the translation process. The main questions in understanding translation competence are about the definition and main features of translation competence, the components of translation competence, how translation competence is acquired and the traits which are related to expert knowledge (Hurtado Albir & Alves, 2009:64).

In general, the term competence is understood as an expert knowledge in a specific area. Therefore, translation competence can be defined as the underlying system of knowledge required to translate. One model that attempts to outline this competence is PACTE (2005,

2009, 2011, 2017) that defines translation competence as expert knowledge needed to perform a translation task well. This translation competence comprises some inter-related sub-competences.

Based on the definition of translation competence described by PACTE (2011) above, translation competence at least has four characteristics, they are: (1) translation competence can be actualized in different ways and in different situations and conditions; (2) the knowledge in translation competence is operative knowledge that relates to sequential activities in translating a text; (3) translation competence will enable the use of appropriate strategies in translation, and (4) the process underlying translation competence is usually automatic, just the same as any other expert knowledge (Orozco and Hurtado Albir, 2002). The most important feature of translation competence is that it consists of many sub-competences and the development of an appropriate translation competence model is crucial in providing a reliable design and material for teaching translation.

There are various models of translation competence. For example, Presas (1996) (cited in Orozco and Hurtado Albir, 2002) proposed a model of translation competence that consists of declarative knowledge and operative knowledge. Presas (1996) believes that translation competence is an ability possessed by translators which is governed by their declarative knowledge, the knowledge about what translation is and operative knowledge, the knowledge about how to translate.

Recently proposals related to the modelling and functioning of translation competence have been dominated by componential models. These models focus on the description of components or sub-competences of written translation (Hurtado Albir & Alves, 2009). According to componential models, translation competence comprises several sub-competences located at different levels. Different models have been provided that define these sub-components in different ways. Componential models describe translation competence as the skills and knowledge required by translators in order to perform a translation work well. Such models believe that translation competence consists of several related sub-competencies such as linguistic competence (knowledge of the languages involved), extralinguistic competence (knowledge of the culture and contexts involved) and transfer competence (knowledge of translation) (Hurtado Albir and Alves, 2009). Neubert (2000) has proposed that translation competence consists of five interrelated sub-competences, they are: language competence, textual competence, subject competence,

cultural competence and transfer competence. Language competence related to a translator's knowledge and understanding about the language, since translation in Neubert's opinion is more than a study of languages in contrast. Textual competence relates to a translator's understanding about the text they work with. Having this competence, a translator will not only understand the linguistic features of the text, but also s/he will be able to identify the textual features of the text. Subject knowledge relates to a translator's specialist knowledge and how to access this knowledge when needed in translation work. Cultural competence will enable the translator to deal with cultural information in a way that is acceptable for the target text readership. Finally, transfer competence relates to a translator's ability to employ specific tactics and strategies in translating a text from a source language into a target language.

Another componential model of translation competence is proposed by the Process of Acquisition of Translation Competence and Evaluation (PACTE) group. In the PACTE model, translation competence consists of six interrelated sub-competences (PACTE, 2011). These sub-competences are as follows:

- **Bilingual sub-competence**

The bilingual sub-competence is knowledge required to communicate in two languages. Since translation involves two different languages with different typologies and systems, the translators' knowledge about both languages plays an important role in overcoming linguistic problems encountered during the translation process. This sub-competence is related to the mastery of both the languages of both the source text and target text. It deals with linguistics competence and this competence comprises pragmatic, socio-linguistic, textual, grammatical and lexical knowledge.

- **Extralinguistic sub-competence.**

This sub-competence mainly relates to translators' understanding about the culture of both languages, knowledge of specific domains and their encyclopaedic knowledge. Understanding the cultural aspects of a language is important for a translator, because a text is produced within a particular socio-cultural context. The extralinguistic sub-competence enables a translator to make a clear interpretation about particular content elements of a culturally embedded text in the source language, so that s/he can find the appropriate equivalence of that term in the target language.

- **Knowledge about translation**

This sub-competence mainly deals with the knowledge about the theory and the practice of translation. In order to know about how translation functions, a translator needs to have a sufficient knowledge about the theory of translation. A lack of knowledge about translation theories will affect a translator during the translation process by limiting thinking about how to deal with the translation. Knowledge about translation also deals with the practice of translation and the processes involved in the translation of a text. This sub-competence will enable a translator to adopt appropriate strategies and actions when s/he encounters problems during the translation process.

- **Instrumental sub competence**

This sub-competence deals with the ability in using documentation resources (such a dictionaries or other information resources) and information and communication technologies to support translation. The practice of translation is often aided by any documentation resources, which supplement a translator's existing knowledge of language, culture or content of the text, and a translator needs to be able to use such documentation appropriately. The development of information technology had also had a significant influence on the practice of the translation. Online resources and electronic corpora are among examples of technological instruments used in translation. Competence in using those resources will help translators to work more accurately.

- **Strategic sub competence**

This sub-competence deals with a translator's problem solving ability during the process of translation. This sub-competence serves to control the translation process. Possessing this competence, a translator will be able to plan the process and carry out translation practice appropriately. The strategic sub-competence also helps a translator in evaluating the process and the partial results obtained in relation to the final purpose. This competence is also influential in activating different sub-competences and compensates for any shortcomings of the translator as well as in identifying translation problems and in applying particular procedures to solve them.

- **Psycho-physiological components**

PACTE also identifies a number of personal characteristics of translators in their model. These components mainly relate to a translator's personal psycho-physiological conditions, such as perception, attention, emotion, intellectual curiosity, critical thinking, creativity and logical reasoning, analysis and synthesis. These psycho-physiological conditions are very influential in translation practice, since translation is a complex activity that relies greatly on cognitive processes.

The above model of translation competence proposed by the PACTE group can be considered the most comprehensive model because it comprises a large range of sub-competences needed by a translator to do a translation well. These sub-competences are considered to be very important for a translator to overcome various problems and address the complexity of the translation process. It is important to understand how translation students have developed these sub-competences and how their education has prepared them to be translators across the range of sub-competences. Therefore, in a translation education context, these sub-competences should be addressed and teaching design and materials need to be formulated in such a way as to develop these sub-competences.

2.4 Problems in translation

Since translation is a complex process, there are some problems commonly faced by translators in doing their translation tasks. The problems in translation are commonly related to linguistic, cognitive or other extralinguistic problem which usually correspond to the translation sub-competences. Melis and Hurtado Albir (2001:281) identified five types of problems in translation, which are:

- **Linguistic problems**

Linguistic problems relate to the translators' communicative ability or competence in both the source language and the target language. A translator will experience problems in translation if he/she does not have the necessary language knowledge in the languages needed.

- **Extralinguistic problems**

Extralinguistic problems relate to the translators' understanding of the theory of translation, their cultural knowledge of both the source language and the target language, including encyclopaedic and thematic knowledge. A translator with extralinguistic problems will not be able to comprehend the original text contextually. Therefore, s/he will have difficulty in translating the text in a way that meets the expectations of a particular readership.

- **Transfer problems**

Transfer problems are related to the ability to carry out the whole process of the translation that is the transfer from the source language into target language. This involves the ability to decode and recode, as well as the selection of an appropriate translation method. A translator with transfer problems finds difficulties in the process of interpreting the meaning of a source text as well as reassembling the meaning of the source text into the target text.

- **Psychophysiological problems**

These problems relate to translators' psychological and physiological conditions. They deal with translators' skill in reading and writing, memory, attention, creativity, logical thought, intellectual curiosity, perseverance, rigour, critical acumen and awareness and confidence in their ability. A translator with psychophysiological problems will find difficulties in understanding the message of the source text, difficulties in rearranging this message into the target language and difficulties in managing the translation process.

- **Professional or instrumental problems**

These problems relate to translators' knowledge and skills relating to translation practice, knowledge of documentation sources, new technologies, the labour market and professional conduct. The ability to identify resources and to cope with information technology is important for accelerating the process of translation and the lack of knowledge and skills on how to use these resources properly will be a serious problem in translation.

These problems raise the importance of translation competence and the kinds of capabilities that a translator needs to resolve translation problems so that the translation work can be done well. It is assumed that when translators are able to overcome the above problems, they will be able to perform translation work well.

2.5 Translation education

Translation education plays an important role in producing competent translators. Competent translators are those who possess good translation competence so they can undertake translation works properly. Therefore, developing translation competence has become a central issue to be addressed in translation education since the main aim of translation education is to build translation competence.

Building translation competence in fact is not an easy matter, since translation competence consists of several interrelated sub-competences. Therefore, problems ranging from linguistic or language mastery to the lack understanding of translation theory commonly appear in translation education context. For example, a study on translation education in China conducted by Lei (1999) revealed that the problems commonly faced by translation students in China are: (1) an unsupportive attitude toward the importance of translation; (2) a weak bilingual foundation; (3) problems in rethoric and style; and (4) problems in using translation resources. Such problems need to be addressed seriously in order to ensure the acquisition of translation competence in translation education context can progress well.

As the main aim of translation education is to develop students' translation competence, most research in translation education contexts focuses on identifying the components of translation competence and appropriate curriculum models that integrate these components with suitable teaching strategies (Campbell and Hale, 2003). In other words, in a translation education context, the discussion focuses on how translation competence is learned and taught (Chesterman, 2000). consequently, translation teachers need to know what the components of translation competence are so that they can teach them. Since translation competence consists of many sub-competences, developing these sub-competences should be a main consideration in translation education. In addition, finding the suitable teaching design and materials to develop these sub-competences is also the main concern of translation education.

Li (2002) has suggested that in a translation education context, there are three things to be considered: a needs assessment in order to make an appropriate curriculum planning and development, language teaching being stressed in the translation programme, and the theory of translation being designed in such a way that it can better accomodate the students' needs. Li (2007) also argued that any translation program should pay attention to how to strengthen

students' acquisition of translation skills as well as how to improve students' English language and knowledge base.

From the above discussion, it can be concluded that translation education focuses at least on the following things: (i) the development of translation competence which comprises many sub-competences; (ii) an appropriate curriculum model and teaching strategies to develop translation competence; and (iii) how translation competence is taught and learnt.

In terms of the acquisition of translation competence in a translation education context, Neubert (2000) argued that the main attention should be given to how to ensure that all sub-competences can be interrelated efficiently and effectively so translators can cope with their multifaceted work. Further, in order to incorporate these sub-competences, translation students need expertise which is specific to their needs as translators and different from other language users (Neubert, 2000).

2.5.1 Translation learning process

As has been noted in the discussion above, translation competence refers to certain skills and knowledge that should be possessed by a translator in order to perform translation work appropriately. Translation competence consists of a range of sub-competences that relate to each other therefore developing translation competence can be achieved by developing sub-competences such as the bilingual sub-competence, the extralinguistics sub competence, knowledge about translation, the instrumental sub-competence, the strategic sub-competence, and the psycho-physiological components.

Many scholars believe that translation competence involves skills, therefore like any other skills, translation can be learned. Translation competence can be developed through a particular treatment and process, and an academic institution is considered the best place to develop translation competence (Schaffner and Adab, 2000). Similar to Schaffner and Adab, Lorscher (1992) also argued that translation competence is the result of a continuous developmental process which is never final. This proses of development mainly focuses on developing transfer competence so that a translator is able to transfer text equivalently on various level according to a certain commission by regarding several factors such as sense, communicative function, style, and text type.

As a continuous process which is never final, translation competence is acquired through different phases, from novice to expert knowledge level or often called as expertise (Hurtado Albir & Alves, 2009:66). This means that the acquisition of translation competence is not an instant process that happens at once but it is acquired during the process of translation education and translation practice over time. Dreyfus and Dreyfus, as quoted by Orozco and Hurtado Albir (2002) have divided the phases of translation competence acquisition into five types; they are novice, advance beginner, competence, proficiency, and expertise.

At the novice phase, students are at the very beginning level of the recognition of features and rules of translation. At the advanced beginner phase, students have recognised relevant features of translation therefore they have a better insight into translation process. At the competence phase, students have understood how to deal with translation practice and this is governed by a goal-oriented purpose and by their decision-making. Students have understood the different goals of the text, so they can apply different strategies during the translation process in order to achieve that goal. At the proficiency phase, students possess intuitive understanding about the translation and are able to take deliberative action in performing their translation task. Finally, the expertise phase is the phase in which students are able to show high quality performance in the translation task. These phases of translation competence are a continuum that can be achieved gradually throughout the process of translation teaching and learning. However, translation teaching often faces difficult challenges in terms of its curriculum and pedagogy, and these will be addressed in the following section.

2.5.2. Issues in translation teaching

As has been discussed above, the main aim of translation education is to develop students' translation competence, so that they will be able to cope with the jobs a professional translator might have. However, some scholars have found that the current practice of translation education has obvious challenge in terms of curriculum, pedagogy and unmet needs between what the students need and what the translation class offers.

Kiraly (1995) has pointed out that the common problems in translation classes are related to curriculum and pedagogical issues. Kiraly (1995) used the idea of the 'traditional translation class room' to address of these issues. In his critique of the traditional translation classroom, he argues that, in terms of curriculum issues, problems exist in most translation teaching

because there are no departmental course curricula to guide instructors in translation practice classes and there are no common instructional materials that have been developed or used to support their teaching. As a result, there is no attempt to apply general translation principles which are derived from the body of translation studies literature into translation teaching. In addition to such curriculum issues, Kiraly (1995) also pointed out that there is a pedagogical gap in most of translation class, in which the translation class lacks clear objectives, curricular material and teaching methods. Kiraly (1995) pointed out the problems of traditional approches in the translation class in the 1990s. Unfortunately such traditional approaches in the translation courses, to some extent, still continue (Hurtado Albir, 2007). Therefore, Hurtado Albir (2007) believes that translation teaching in higher education today faces challenges related to adapting teaching models that are comparable and recognizeable at an international level, adhering the demands of the society and the job market, and compatible to new pedagogical model.

Another author, Alves (2005), focused on the issues in the current translation teaching in terms of the lack of balance between declarative and procedural knowledge in translation classrooms. Declarative knowledge related to students' theoretical understanding about the concepts underlying translation work, while procedural knowledge related to how to conduct translation work in practice. As both declarative and procedural knowledge are important in developing students' translation competence, there should be no dichotomy between these knowledges and therefore, bridging the gap between these knowledge needs to be addressed in translation class (Alves, 2005).

Another issue in translation teaching is related to discrepancies in the aspects of translation competence taught in the translation class. Neubert (1994) argues that, although in fact translation competence comprises several sub-competences, the practice of translation teaching has not paid attention to all of these sub-competences instead focusing only on some of them. Therefore, Neubert (1994) suggested adopting a more holistic approach in translation teaching by realising that translation is a complex interdisciplinary activity, so that the awareness of interdependence of the individual facets of translation needs to be taken into account in translation class. Similarly, Hurtado Albir (2007) has pointed out the importance of considering all the translation sub-competences in translation teaching. She has argued that as translation competence consists of many interrelated sub-competence, the curriculum of translation teaching should be designed to develop these translation sub-competences.

Another issue raised in critiques of translation teaching is that there are discrepancies between what the students need and what the translation classes provide. The studies conducted by Lei (1999) and Li (2002) have highlighted this gap between the translation curriculum and what the students need, and therefore they have emphasized the importance of redesigning the translation class focusing on students' needs.

2.5.3 The evaluation in translation teaching

Another key issue in translation education is how to evaluate students' achievement in their translation training. Assessing students' translation achievement in translation teaching and learning is not only important to know the extent of translation competence students have acquired but also to know what sub competences needs to be developed further. This section focuses on the evaluation of students' translation learning in terms of the evaluation of their competence, problems they have in translating and their knowledge of translation.

In general, related to assessment in translation, Melis and Hurtado Albir (2001) have divided translation evaluation into three main areas, they are: the area of published translation, area of professional translator work, and area of translation teaching. In the context of translation education, translation assessment can be done in two ways, they are: (1) by evaluating the product of the translation in the target text; and (2) by assessing the process of the translation (Hurtado Albir and Alves 2009). These types of evaluation are commonly used in the translation education context. Both the process of the translation and the product of the translation can give a clear picture of students' translation competence. Related to the assessment of a translation product, Colina (2013) has argued that the approach to translation assessment basically can be divided into an equivalence approach and a non-equivalence approach. The former stresses the equivalence between the source text and the target text as the basis of assessment, while the latter focuses on the target text readership. Whatever the approach is used in evaluating a target text as a product of a translation process, the assessment of the target text as the product of a translation has many purposes; they are (i) to assess the suitability of the text for its intended readers and use; (ii) to evaluate language competence; (iii) to determine the level of intercultural awareness; and (iv) to identify the level and types of translation competence (Adab 2000).

Further Adab (2000) has argued that, in the context of translation competence development, an evaluation of the target text as the product of the development should be considered.

Such evaluation of the target text should be done objectively therefore a set of criteria needs to be used both for the production and the evaluation of the product, so that improvement of translation competence is achievable. In other words, both the process and the product of translation should be evaluated properly in order to obtain a comprehensive picture about students' translation competence progress.

Orozco (2000) has proposed a model of translation competence assessment which is based on the elements which are the indicators of progress in the acquisition of translation competence. Orozco proposes three elements, which are translation problems, translation errors, and translation notions. Translation problems are generally defined as the problems faced by translator during the translation process. Orozco (2000) believes that by solving the problems that arise during translation appropriately, a translator shows his/her translation competence. In assessing translation problems, students might be asked to translate a text which is provided with a translation brief and several major problems needs to be included in that text, such as linguistic problems, transfer problems, extralinguistic problems and pragmatic problems. This allows the teacher to observe whether the students detect the problems and what kind of solutions the students adopt in order to solve the problems. Translation errors are understood as the errors a translator makes in translating a text from a source language into a target language and can include errors of language form, meaning or interpretation. Translation errors happen as a consequence of translation problems which are not solved properly. Similar to translation problems, translation errors can also be observed in students' work and so translation errors can be an indicator of the students' translation competence. Therefore, evaluating students' translation errors can be done by conducting an assessment on the students' translation products (Orozco, 2000). Giving this, translation tasks to assess students' translation competence can be beneficial in terms of increasing students' awareness about the aspects of analysis and synthesis in translation. However, translation practice should be initiated by choosing an appropriate text in a particular domain, performing an analysis, producing a target text and commenting on the strategies students used in translating (Emery 1991). Further, evaluating students' translation competence can also be done by documenting their understanding about the notion of translation, that is, their translation knowledge. Orozco (2000) believed that if students have good knowledge about translation, they will be able to cope with problems they face during the translation process. In other words, they will be able to solve translation problems, and at the same time they will be able to minimize translation errors. Students' translation

knowledge can be assessed by using a questionnaire asking students questions related to their knowledge about the theory of translation in general as well as students' understanding about translation competence (Orozco 2000).

As part of evaluating students' translation competence, the evaluation of students' translation problems and their errors in translating are important in the translation education context as is determining their understanding of translation as an activity. As has been stated above, understanding students' translation problems and errors in translating can give insights about their current state of translation competence, and at the same time, give ideas about what translation sub-competences they need to improve.

2.6 Studies of translation competence in Indonesian tertiary education

This section discusses previous research on students' translation competence in the context of translation education in tertiary education in Indonesia. This discussion is important in order to understand the trends in research on students' translation competence in the context of Indonesian higher education and to establish the context of this study. Further, understanding such studies is also important in order to understand the contribution of this study to the body of knowledge about students' translation competence in the context of Indonesian translation education.

A review of previous studies on the translation competence of students at the university level shows that these studies have focused on various aspects of translation competence rather than considering translation competence as a whole. One such study was conducted by Erlinda (2008), who investigated the linguistic aspects of the students' translation work. Erlinda's (2008) study aimed to find out the errors the students made in translating, by focusing on both morphological and syntactic errors. In doing her research, Erlinda (2008) asked the students to translate a text from English into Indonesian in a set time. Then, she analysed students' linguistic errors in translation and classified these errors into morphological and syntactic errors. Erlinda's (2008) study showed that the students made various morphological and syntactic errors in their translation. Morphological errors related to the use of inappropriate inflectional and derivational morphemes, and syntactic errors consisted of inappropriate translation of word order, noun phrases, verb phrases, and the omission of verbs, nouns, adverbs, adjectives and conjunctions in their translation in

Indonesian. She concluded that the linguistic errors the students made in their translations prevented them from being able to transfer the meaning of the source text into the target text.

A similar study of students' translation errors was conducted by Sufianto (2010). However, this study was differes from Erlinda's (2008) study, which focuses on the students' linguistic errors, as Sufianto's (2010) study focused on the errors the students made in translation as a result of students' problems related to their extralinguistic competence. In his study, Sufianto (2010) investigated the errors the translation students of Bina Nusantara University of Jakarta made in translating a text from Chinese into Indonesian. Sufianto (2010) found that the students often made errors in translation in which the meaning they produced in the target language did not reflect the meaning in the source language. In his study, Sufianto (2010) found that the students had problems in understanding culture-related terms in the target language and also had problems in resolving these terms once they had recognised them. Further, Sufianto (2010) argued that students' errors in translating culture-related terms were a result of students' limited understanding of Chinese culture, traditions and lifestyle. He also found that the students tended to translate culture-related terms by using a literal translation strategy that caused meaning discrepancies between the source text and the target text.

Another author, Munip (2005), focused his study on finding out both the linguistic and non-linguistic problems the students had in translating an Arabic text into Indonesian He investigated the problems of students of Islamic State University of Sunan Kalijaga of Yogyakarta in translation. Munip (2005) found out that the students had both linguistic and non-linguistic problems in their translation. Students' linguistic problems consisted of morphological, syntactic, and semantic problems and problems in restructuring the meaning from the source language into the target language. Further, in addition to linguistic problems, Munip (2005) also found that the students had non-linguistic problems. Further, Munip (2005) pointed out that students' non-linguistic problems related to students' limited knowledge about the topic being discussed in the text they were translating. He found that students' seemed to have more problems in translating a text which discussed issues which the students had not studied and hence about which they knew less. In addition, Munip (2005) also found that the students had problems in managing their work during translation. Students were often in a rush to do the work and felt under pressure when doing their translation during a set time period, and this affected the quality of their translation.

In addition to studies which focus on students' problems in translation, a study by Zulprianto, et.al (2009) also focused on the strategies the students used and the accuracy of their translation of an English text into Indonesian. In their study, Zulprianto, et.al (2009) asked the students who had completed a translation class at the English Department of Andalas University of Padang to translate a 500 word English text into Indonesian. This study found that the students' linguistic problems consisted of the use of inappropriate words in translation, or inappropriate word choice. As a result of their selecting inappropriate words in translation, students' translations in Indonesian often did not reflect the meanings of the source text. Further, Zulprianto, et.al (2009) found that students' linguistic problems corresponded to their problems in applying appropriate translation strategies. In terms of the strategy the students used, Zulprianto, et.al (2009) found that most of the students' relied on literal translation strategies, which not always work to be applied in any types of the text.

The students' translation process was the main focus of Habibullah's (2015) study, which investigated the translation process of translation students at Sekolah Tinggi Agama Islam Negeri (STAIN) Pamekasan. His study focused on the strategies the students used in translation and the stages that the students carried out in translating. Habibullah (2015) found that the students had problems related to their ability to apply an appropriate translation strategy and problems related to how a translation task needs to be carried out. In terms of the strategies the students used, Habibullah's (2015) findings were similar to Zulprianto, et.al's (2009) study, in which the students seemed to have problems in understanding translation strategies and how to apply appropriate translation strategies in translation. While in terms of how the students carried out the translation, Habibullah (2015) found that most of the students did not seem to carry out translation the task appropriately as the students had problems in analysing and understanding the source text, in transferring the source text meaning into the target text and in reconstructing the meaning in the target text.

A focus on students' translation strategies is also found in Junining's (2016) study. Junining (2016) investigated the translation strategies that the students of English Department of Brawijaya University applied in translating an English text into Indonesian. In her study, Junining (2016) used a combined translation task and questionnaire to find out what translation strategies the students had used in translating various genres of texts. Junining's (2016) study showed that the students had limited ability to apply appropriate strategies in translation and tended to rely on the same strategy in translating different genres of texts.

The most common strategy used by the students is translating the words of the source text by using more general words, or a superordinate words to translate source text words. As a consequence of the use of this strategy, the meanings in the target language often deviated from the source text. Further, Junining (2016) pointed out that the students' problems in relying on the same strategies in translating different genres of text showed that the students had problems with understanding and using various translation strategies. Therefore she suggested that teachers of translation needed to teach students more translation strategies, so that they will be apply an appropriate translation strategy in dealing with different genres of the texts.

The previous research in the field of translation studies in the context of translation education in Indonesian tertiary education discussed above shows that most of the research has focused on partial aspects of translation competence. None of them has focused on translation competence from a more comprehensive perspective in which translation competence is viewed as comprising several interrelated competence, such as the linguistic, extralinguistic, instrumental, psychophysiological and transfer competences of the PACTE (2011, 2017) model. However, studies have looked at a number of aspects of translation competence but have not produced a synethesis across the whole range of aspects. This means that there is a gap in the body of knowledge about students' translation competence in Indonesian translation education. Therefore, this study aims to address this gap by providing more comprehensive information about students' translation competence by focusing on all of translation sub-competences in order to give and insight into how students' have developed their translation competence in their translation classes. Previous studies of students' translation competence did not focus on all translation sub-competences. This means that these studies have more limited practical implications for the translation teaching in terms of how translation classes need to be designed in order to develop students' translation competence better as they have not considered all of the aspects that are necessary to understand students' problems in translating. This study will focus on the sub-components of students' translation competence, including students' declarative and procedural knowledge in translation, and aims to provide a more comprehensive understanding of the practical implications for translation education in terms of how translation education needs to be designed, by considering implications for both curriculum-related and pedagogy-related issues in translation education.

2.7 Concluding remarks

The review of the literature has discussed relevant literature in order to understand the key concepts used in this research. Firstly, this literature review has given the idea of the nature of translation which involves both language and factors outside the language. This shows that translation is a complex process and therefore, the translators need to master skills needed to translate known as translation competence.

The nature of translation competence has been presented in many studies and these studies show a broad agreement about what translation competence is, although they may identify different sub-components or arrange the sub-components in different ways. The discussion about translation competence gives an understanding that translation competence consisted of some interrelated sub-competences.

Further, this chapter has also presented common issues that exists in translation teaching which are mainly related to curriculum and pedagogy issues. The understanding of these issues in translation teaching, alongside with the understanding of the nature of translation and the features of translation competence will be an important basis in designing translation courses which enable the students to more fully develop their translation competence.

Currently little is known about how students acquire translation competence and what translation competence students develop during their study of translation, especially where the teaching of translation is relatively new, as is the case in Indonesia. The current project is designed to investigate the translation competence developed by one group of learners – advanced level students of translation in Indonesia– to understand better the translation competence that they have developed during their studies, by observing their problems in translation, their declarative knowledge about translation and their procedural knowledge in doing translation. This understanding is important as the basis in designing translation courses in the future which will enable students to more effectively develop their translation competence.

3 Research methodology

3.1 Introduction

This chapter discusses the methodology used in this research. The discussion aims to describe the steps the researcher carried out in doing this research and to give a justification for the approach to the research including data collection, selection of research participants, research instruments, and the approach to data analysis.

This study aimed at investigating students' translation competence in an Indonesian state university. This study uses the model of translation competence developed by PACTE (2011), in which translation competence is understood as comprisising a number of sub competences. In terms of the research instruments, this study adopted instruments developed by Orozco and Hurtado Albir (2002) to investigate translation competence. These instruments consisted of a translation task and a set of questionnaires. In addition to these instruments, the researcher also carried out an interview with the respondents as additional data, which aimed to follow up respondents' responses to the questionnaires. In order to ensure that the students understand all the questions so that they were able to give comprehensive responses, all the research instruments and the interviews were conducted in Indonesian.

The method of the data collection in this research, which consisted of translation task, a set of questionnaires and in-depth interviews was used for several reasons. Firstly, this method combines a task and questionnaire that enable the researcher to look at the level of students' competence as well as to identify other sub-competencies that need to be developed. Secondly, this method was designed to investigate all the translation sub-competencies suggested by PACTE (2011), and consisted of a practical part and a part related to students' declarative knowledge, as is required by the model of translation competence adopted in this research.

3.2 Design issues and features

This section is aimed at discussing the key issues and the features of the study. It discusses the design of the study, the method of the research and data analysis.

3.2.1. Research Questions

The main aim of this research is to investigate the translation competence of Indonesian students of translation and how they use it in translating. It is assumed that a lack of translation competence would correlate with problems faced by the students in translating a text. Therefore, understanding students' translation competence involves knowing what translation problems students face in their translation practice. Therefore, the research questions for this project are formulated as follows:

1. What translation competence do the Indonesian students have at the end of their study of translation?
2. What are the problems the Indonesian students have in translating?
3. How do the Indonesian students carry out translation tasks?
4. What do the Indonesian students understand about translation and the qualities of a good translator?

3.2.2 Participants

The participants in this research are Indonesian students of translation at the advanced level, that is at the end of their study of translation. The research was conducted at the University of Jenderal Soedirman Purwokerto (Universitas Jenderal Soedirman Purwokerto) located in Banyumas Regency, Central Java province, Indonesia. The University of Jenderal Soedirman Purwokerto is a state university in Indonesia. In 2016, this university was ranked at 16 among the 3320 universities in Indonesia, based on the ranking and classification done by the ministry of research and higher education. This means that the University of Jenderal Soedirman Purwokerto is considered a quality university in terms of its academic performance. This university consists of 12 faculties, in addition to master and doctoral programs and had a total of 21,089 students in 2016 (www.unsoed.co.id, accessed on 7 March 2016). The University of Jenderal Soedirman Purwokerto plays an important role at

the national and regional level in terms of its academic achievement, and this is one of the reasons why the researcher conduct his research here.

This research was done in the Faculty of Cultural Science (Fakultas Ilmu Budaya). The field work was conducted for two months, including the observation of the class and the translation data collection. This faculty consists of four departments; they are the Indonesian department, the Mandarin department, the Japanese department and the English department. The students for this study were studying at the English department. The English department consists of bachelor and diploma programs and it has the largest number of students compared with the other departments. Each year, there is an intake of around 80 students enrolled in the English department. In the English department, translation study is mandatory for all the students and is given over four consecutive semesters, in the second and third years of the study program. The department hoped that as a result of taking these translation courses, the students would have sufficient translation knowledge and skills to be ready to work as translators in the future.

The participants in this research were students who entered the English program in the 2010 academic year, therefore, at the time when the research conducted at the end of 2013, they were at their 6th semester of study. There were 26 students who volunteered to take a part in this research. In terms of gender, the participants consisted of 15 female and 11 male students, all of whom were 20-25 years of age. Only students who were in the advanced level of the translation course, which is offered in the final semester of 3rd year, were chosen as the participants for this research, and the study was limited to advanced level students for several reasons. Firstly, they have completed the previous levels of translation study, so it can be assumed that they have acquired knowledge about translation theories and practice as they are at the highest level of study. Secondly, since they had studied translation over a number of years, it would be expected that they had good or effective translation strategies in overcoming the problems they face in translating. In other words, they are the most experienced students in doing translation and could be expected to represent the proficiency phase of Orozco and Hurtado Albir's (2009) model. Thirdly, they are at the exit level for their program, therefore they will soon be able to apply their translation knowledge and skills in the work place and it is thus essential to know their level of competence as they are soon to practice as professional translators. These 26 students participated by doing a translation task and answered the questionnaires. In addition, 10 of these students, seven females and three males were willing to take part in the interviews, which involved

answering questions to follow up the questions they had responded to into the questionnaires.

3.2.3 Data collection and analysis

In order to answer the research questions above, the data for this research were collected using a set of questionnaires and through in-depth interviews. The questionnaires used in this research were adapted from the instruments developed by Orozco and Hurtado Albir (2002) on the basis of the PACTE (2011) model of translation competence. Orozco and Hurtado Albir (2002) have developed three instruments to assess students' translation competence. These instruments are constructed in such a way so as to operationalize the acquisition of translation competence. The researcher used this instrument as it was the most comprehensive instrument available to investigate students' translation competence and as the instrument has been used in other studies of translation competence, it would be possible to compare the results with other similar studies. These instruments are the Translation Problem Instrument (TPI); the Translation Error Instrument (TEI); and the Translation Notions Instrument (TNI).

In addition to these three instruments, the researcher also did an in-depth interview to follow up the responses the students gave in the questionnaires. This interview was important in order to get additional data about students' translation competence and to develop a deeper understanding of the questionnaire results. The instruments used in the research are discussed as below.

1 Translation Problem Instrument (TPI)

The TPI is an instrument used to measure students' translation performance and their behaviour when faced with a translation problem. This instrument consists of two parts, they are: a) a translation task from English into Indonesian, and b) a questionnaire related to the text the students had translated

a) First part of the TPI (translation task)

The first part of the TPI was the translation of a text from English into Indonesian. The translation was combined with a translation brief that outlined the translation task. In order for the instruments to work effectively, a range of potential translation problems is needed in the text, for example linguistic problems, extralinguistic problems, transfer problems and

pragmatic problems. The translation task mainly aimed at identifying the errors students make in translating as well as identifying the sorts of problems students have during translation. In translation education, in which the main focus is to develop students' translation competence, the evaluation of the target text as the product of the translation process plays an important role in determining students' translation competence (Adab, 2000). In terms of assessing students' translation competence, evaluating their translation work in the form of the target text has two purposes: (i) to determine the level of competence achieved by students; and (ii) to identify areas in which competence is still to be developed (Adab, 2000).

In this first part of TPI instrument, the students were asked to translate a text from English into Indonesian which was approximately 1500 words in length. This text, which was entitled "About Australia: People, Culture and Lifestyle", was taken from an Australian government official website (http://www.dfat.gov.au/facts/nat_anthem.html accessed on 14 March, 2013). This is an authentic text used to tell others outside Australia about the country, its people and its culture, and thus was not a text developed especially for the translation task.

The use of a single translation in this research was adopted for two main reasons. Firstly, a sustained text allows the researcher to look at the global process of the the students' translation. Secondly, the use of single translation allows the researcher to see how students use contextualized information accross the text. As a single translation is used, therefore the source text has to be carefully selected. The text of "About Australia: People, Culture and Lifestyle", produced by the Australian government was chosen because it met all the criteria needed to evaluate students' translation performance. Following the criteria prposed by Orozco (2000), the text contained a range of potential translation problems such as linguistic problems, extralinguistic problems, transfer problems and pragmatic problems, which enables the researcher to observe whether the students detect the problems and what kind of solutions the students adopt in order to solve them. Further, the text was of a similar genre to the texts that the students usually translated in their translation classes. Based on an initial observation and contact with some of the students, the researcher knew that the students are mostly given translation tasks using texts about social and cultural issues.

The researcher hoped that by giving a text from a familiar genre, the students would be able to translate it without significant difficulties as they have had experience with similar texts

but also it was intended that the text would be challenging. By giving the students the challenging text, the researcher had the opportunity to observe what problems they had in translation.

Before translating, the students were provided with information on how to translate the text in a short translation brief. The information in the translation brief consists of how to do the translation that included the time period for completing the task, advice about how to do it, information about the nature of the text, source of the text and the audience or the purpose of the text. This translation brief was important as a format guidance for the students about the text they were translating as the brief consisted of information about the nature of the text and the purpose of the translation of the text. As stated in the translation brief, the students were asked to finish their translation task in five days and they were allowed to use any necessary resources.

The following is the translation brief given to the student prior to translation task.

Indonesian:

Terjemahkan teks Bahasa Inggris berikut ke dalam bahasa Indonesia. Teks ini mendeskripsikan tentang masyarakat, budaya dan gaya hidup bangsa Australia. Anda diminta menerjemahkan teks ini, yang diambil dari laman pemerintah Australia. Terjemahan Anda akan dipublikasikan dalam buku saku pariwisata Indonesia. Anda diberi waktu 5 hari untuk menyelesaikannya dan Anda diperbolehkan menggunakan alat bantu apa saja yang Anda rasa perlu.

English translation:

Please translate the following English text into Indonesian. The text describes the Australian people, culture and lifestyle. You are asked to translate this text that was taken from the Australian government's official website. Your translation will be published in a travel guide for tourists. You will be given 5 days to finish the translation and are allowed to use any resources that you feel are necessary.

b) Second part of the TPI (questionnaire)

The second part of TPI was a questionnaire which was done following the translation task. This questionnaire consisted of ten questions related to the text the students had translated and was designed to investigate students' behaviour when they were faced with translation problems. Therefore, this questionnaire mainly asked the students about the nature of the text they had translated, the procedures or steps they took to translate the text, the nature of problems the students had when translating the text and what the students did to solve the problems, the resources the students possibly used and how they used these resources.

c) TPI data analysis

The data from the TPI instrument was analysed descriptively using content analysis (Cresswell, 2002, 2013; Krippendorff, 2004). There are several types of content analysis. Content analysis can be divided into inductive content analysis and deductive content analysis (Hsieh & Shannon, 2005; Elo & Kingas, 2008). Inductive content analysis is a type of content analysis that starts with data and works toward categories, while deductive content analysis starts with categories that are applied to the data. Inductive content analysis is used if there is not enough prior knowledge about the phenomenon being studied or when the knowledge is not comprehensive enough to analyse the data. On the other hand, deductive content analysis is done if there is sufficient knowledge about the phenomenon to construct categories. This means that deductive content analysis is based on an earlier theory or model (Elo & Kingas, 2008). The content analysis used in this study was inductive because, although it uses the PACTE model of translation competence, this model cannot represent a full specification of what translators know and so the analysis needs to be open to new categories and possibilities. Therefore it was not possible to establish the categories in advance and the analysis needed to be open to new categories and possibilities.

In addition, Hsieh and Shannon (2005) classified content analysis into three types, they are conventional content analysis, directed content analysis and summative content analysis. Conventional content analysis is a type of content analysis that starts from data or particular theories and works towards a general understanding of the phenomenon. It is used in studies in which the aim is to describe a phenomenon for which the existing theory or research literature is limited. Directed content analysis starts with categories or coding and this is

used if the aim of the study is to validate or extend existing theories or theoretical frameworks. Summative content analysis is a type of content analysis which starts with identifying and quantifying the data and this is used if the aim of the study is to understand the contextual use of the words or content (Hsieh and Shannon 2005). In this study, conventional content analysis was used considering the aim of the study is to describe a phenomenon of Indonesian students' translation competence. Further, conventional content analysis was used because the data showed a range in students' translation competence that consisted of new categories and possibilities, which would not be possible to analyse using established categories.

The data obtained through this instrument were classified by applying a coding system developed on the basis of the data collected. Students' answers were classified into categories based on similarities in the ideas found in their answers. The data in each category was analysed descriptively to describe students' understanding about the text, how they translated the text, the nature of their translation problems and their attempts to solve the problems.

2 Translation Error Instrument (TEI)

The TEI is an instrument used to measure students' errors in translation developed by Orozco and Hurtado Albir (2000) used in this study. This instrument consists of two parts. The first part of the TEI is identical with the first part of the TPI, which was the translation task, and aims to investigate students' translation errors and problems they had in the translation task, which was the first part of the TPI.

The translation task was analysed using error analysis. In doing this, the researcher classified the errors that students made in the translation into linguistic errors and extralinguistic errors because these categories were the most obvious categories that could be identified by looking at the students' work. Linguistic errors were errors in linguistic forms and meanings. Extralinguistic errors were the errors the students made in translation in relation to problems with cultural issues. These errors happened because the students were not aware of the cultural issues in the translation and so their translations did not reflect the cultural context of the source text. As a result, the translation in the target language did not convey the same meaning as in the source language. The classification of the types of errors into linguistic and extralinguistic errors and how they dealt with them aims to address students' awareness about both linguistic and cultural issues in translation as these were the main issues in

translation competence that appeared in the data. The data was analysed descriptively to find out what the students' errors in translation show about their linguistic problems and extralinguistic problems in translation.

The second part of the TEI was a questionnaire that consisted of eight questions asking the students about what they knew about translation errors or translation problems, the possible causes of the errors or problems and how they resolve the possible problems in translation. This second part of the TEI was analysed using content analysis, similar to the analysis used in the second part of the TPI. Students' responses were first classified into categories based on the similarity of their answers. Then, each category was analysed descriptively to describe how the students understood the nature of errors and what this understanding of errors showed about students' understanding of translation. Further, students' responses about the translation problems they had and how they solved these problems were analysed to understand their typical translation problems, and what these problems show about their translation competence.

3 Translation Notions Instrument (TNI)

The TNI was an instrument used to investigate students' knowledge about translation (Orozco and Hurtado Albir, 2000). This instrument was a questionnaire that consisted of thirteen questions designed to investigate how the students understood translation, what processes and knowledge are involved in translation, the qualities a good translator should have and the sorts of resources that can be used in translation.

The data from the TNI instrument was analysed by using conventional content analysis. The data obtained through the TPI questionnaire were categorised based on the similarities in the ideas in the students' responses. Each category then was analysed to describe the nature of students' understanding about translation, the qualities they thought of a good translator should have, and their understanding about the resources that can be used in translation. The analysis was done in order to understand students' knowledge of the translation and what their knowledge of translation reflected their translation competence.

4 Interview

The interview was carried out with a subgroup of 10 participants in order to obtain a more comprehensive picture about students' responses to the questionnaires. Originally the researcher had planned to do an interview to all the participants but only 10 students stated their willingness to take part in the interview section when completing the consent form. The researcher composed the questions in the interview to confirm participants' responses in the questionaire. The interview questions were designed in order to reflect the range of participants' problems and experience in translation so that the number of the students taking part in the interview would be enough to represent the translation issues of the whole group of participants.

This interview was added by the researcher in addition to the instruments adopted from Orozco and Hurtado Albir (2010) discussed above to get more in-depth responses than could be collected through a questionnaire. As this is a follow up interview, the questions in this interview were open-ended in nature, so that the researcher was able to explore responses and ask more questions during the interview in order to get more comprehensive responses.

The questions in the interview are basically classified into three groups, following the aspects of translation highlighted in the Orozco and Hurtado Albir's (2000) instruments of TPI, TEI and TNI . The first group included questions formulated to obtain information about students' linguistic/bilingual competence, extralinguistic competence, knowledge about translation, instrumental and strategic competences because these are the main sub-components of translation competence and their responses in the questionnaires were often quite short.

The second group of the questions focused on students' personal opinions about their own translation competence, i.e. what sub competences they think they are strong in and what sub-competences they think they need to improve. This aimed to investigate students' awareness of their own performance and their own abilities or lack of ability. The third group of the questions dealt with students' personal experiences in translating, especially the actions they took in solving any problems they faced during the translation process. It aimed to investigate what the students did in doing their translation. In addition to these dimensions, the researcher also asked the students to make a self-assessment about their experiences of learning translation. This was important to understand the students'

perspective on how well they felt their courses had prepared them to be good translators, and what they thought they needed to be a good translator.

Students' responses in the interviews were analysed using conventional content analysis. The students answers in the interview were classified into categories based on the key ideas, and then each category was analysed descriptively together with the same issues appear in the TPI, TEI and TNI.

5 In-class observation

As a preliminary part of data collection, the researcher conducted an informal class observations to get the feel of the classroom. This means the researcher did not come to class with some sort of evaluation scheme or evaluation instruments but rather conducted an unstructured, impressionistic observation. The researcher visited one of translation classes and observed what was done in the, how the translation teaching was done, how the students did their translation works, what type of text the students translated, and how students' works was evaluated.

On the basis of the observation, the researcher developed the translation instruments, selected the text for translation task, and consider how best to frame the interview questions. The researcher's observation was also important as it provided additional information in order to help the researcher in analysing students' responses in the questionnaires and in the interviews.

3.3 Ethical issues

This research involved people therefore the researcher needed to ensure that the participants of the study would not be harmed in any way by this research. Before conducting the research, the researcher submitted an ethics application to the University Human Research Ethics Committee as well as obtaining written permission from the Indonesian tertiary education institution where the research was conducted.

Prior to undertaking the research, the researcher explained the research design, aims, and the expected outcome of the research to potential participants. The researcher gave the information sheets to students who were interested in becoming participants. A preliminary meeting was arranged to explain to the students in more detail about the research and what

kind of participation was required of them. Students who were interested in the research were also invited to participate in the interview.

Research in universities poses ethical issues when the researcher has another relationship with the research participants, especially where the researcher is also a teacher. To avoid such problems, this project was conducted in a university where the researcher did not work and so had no relationships with the students outside the research project.

3.4 Concluding remarks

This chapter has outlined the research design, data collection and data analysis carried out in this research. The discussion indicates how this research is designed in order to examine translation competence of translation students at the advanced level. These instruments chosen have been used by other researchers to study students' translation and competence and have been adapted to the current study, along with the addition of an interview. The results from the data obtained using these instruments are discussed in the following chapter.

4 Students' linguistic problems in translation

4.1 Introduction

In translating the English text provided to them in this study into Indonesian, students faced a number of problems. These problems generally involved two main types. The first is problems that relate to the language, that is linguistic problems. Secondly, the translation problem may relate to non-language matters, that is extralinguistic problems, which will be addressed in chapter 5. The following discussion is about students' linguistic problems in translation.

The discussion focuses on identifying the sorts of linguistic problems the students had, the possible causes of these problems, the effects of such problems on students' translations, and the possible translation strategies the students chose in dealing with these problems. Further, this chapter also discusses how students' linguistic problems reflect about their translation competence.

Based on the translation work done by the students, their linguistic problems can be grouped into morphological, syntactic and semantic problems. Morphological problems mainly deal with the students' problems in using the right word forms in the target language. Syntactic problems relate to students' problems with word order in the sentences of the target language as well as problems in sentence structure. Meanwhile semantic problems relate to the students' problems in identifying the appropriate meaning of the source language terms. However, as students' linguistic problems are identical, only a few of them will be discussed as examples.

4.2 Morphological problems

The following section discusses the morphological problems the students had in their translation. The morphological problems found in the texts relate to translation of word classes across languages and the grammatical features associated with word class choice in the target language. This section will examine the sorts of problems the students' have in finding an appropriate word form in the target language.

1 Inappropriate word formation

a) Misuse of affixes

One of morphological problems in the data relates to inappropriate word formation in the target language. The data show that the students produce inappropriate word formations by misusing Indonesian affixes in their translation of English words. Students may produce words using affixes that result in words that are not usual in standard Indonesian. Problems in students' use of affixes in the target language can be found in a number of the texts.

Example 1

ST: They, in turn, have adapted to Australia's **tolerant**, informal and broadly egalitarian society.

TT: Mereka pada telah beradaptasi terhadap **ketoleransian** Australia, ramah tamah, dan masyarakat yang sederajat.

Among the 26 students, six had problems relating to inappropriate word formation in Indonesian. In the example above, the word 'tolerant' in the source language is an adjective that modifies Australian society. In Indonesian there are two words that are connected with the English 'tolerant': *toleran* and *toleransi*. In term of word classes, *toleran* is an adjective meanwhile *toleransi* is a noun. In this example, a noun form is used to translate an adjective. In addition, the word 'tolerant' is translated as *ketoleransian*. In Indonesian, the word *toleransi* is not commonly used together with the affixes *ke-an*, and this is not a standard word form.

In the above example, it seems that the students have two problems. Firstly, they translate an adjective into noun. Secondly, the noun in the target language is poorly formed.

Another inappropriate use of affixes *ke-an* can be seen in the following example:

Example 2

ST: But it does mean that there are no **formal** or entrenched class distinctions in Australian society, as there are in some other countries.

TT: Tetapi bukan berarti tidak ada **keresmian** atau perbedaan kelas dalam masyarakat Australia, seperti di negara-negara lain.

In example 2 above, five students had the same problem in translating the word 'formal'. The students chose an inappropriate word form in the target language to translate 'formal'. In the source language, 'formal' is an adjective. In Indonesian, there are two possible words to translate 'formal'; they are *formal* and *resmi*. Both of the words are adjectives and can be used interchangeably. Therefore, students could have used either *perbedaan kelas* ***formal***...or *perbedaan kelas* ***resmi***...to translate the original language's phrase 'formal or entrenched class distinctions...'. Instead of using the word of *formal* or *resmi*, the students translated 'formal' as *keresmian* which is formed from the word *resmi* and affixes *ke-an*. In Indonesian, the word *keresmian* is not well formed. In these two cases, it seems that some students have problems in identifying the appropriate equivalent for English adjectives. The students appear to have problems in recognising the word class of the term in the source text and they have problems in transferring theterm into the target text, electing to create a non-standard word form.

b) Misuse of reduplication

The following section discusses students' problems resulting from inappropriate use of reduplication. In Indonesian reduplication, which in writing involves repeating a word with a hyphen separating the two words, is a grammatical process that is used for, among others, to change a single noun into a plural noun, for example *buku* (a book/singular) becomes *buku-buku* (some books/plural). There are some limitations on this process, and reduplication cannot be applied to all Indonesian words.

In the following example, the student uses a reduplication which is inappropriate in the target language.

Example 3

ST: They, in turn, have adapted to Australia's **tolerant**, informal and broadly egalitarian society.

TT: Pada gilirannya, mereka telah disesuaikan dengan **toleransi-toleransi**, informalitas dan secara garis besar egalitarian masyarakat Australia.

In the example 3 above, one student has translated the word 'tolerant' as *toleransi-toleransi*. This is a reduplicated noun which is used to translate a taret language adjective. The word *toleransi-toleransi* does not exist in Indonesian because it is not generally accepted to use reduplication with abstract nouns. In the example above, the student appears to have problems in identifying the word class in the source language. This problem leads to an inappropriate translation of the word into Indonesian and the student choose a word form that does not exist in the target language. This translation also suggests that the student may not have a good knowledge about Indonesian word formation in general. As Indonesian is not the first language for many Indoensians, who instead speak a local language, these problems in word formation may reflect their acquisition of Indonesian and not just difficulties in mapping source language forms onto target language forms.

The above examples of students' morphological errors suggest that in translating the English words into Indonesian the students face linguistic problems. The students appear to find difficulty in identifying the word class of the source language text therefore are not able to find the appropriate translation in the target language. It seems that the students cannot correctly identify the source language words and therefore are not aware of an Indonesian word that is equivalent with the source language word. The students also have problems with the use of inappropriate word formation in their own language. In the examples above, the students used inappropriate affixation as well as inappropriate reduplication resulting in both cases in words that are not grammatically acceptable in the target language. The inappropriate translation that the students make also suggest that the students did not apply an appropriate strategy in their translation. Since they cannot identify the form of the word of the source text, they select a word class that is not appropriate for the context or modify the word in some way to attempt to overcome the problem.

4.3 Semantic problems

This section discusses the students' problems in dealing with the appropriateness of meaning resulting from word choices in their translations from English into Indonesian. Students' problems in finding suitable words with meanings and using them in suitable contexts are also included in semantic problems.

1 Opposite meaning in the target language

Students often face problems in choosing the right word to translate the source text. The data show that one type of semantic problems in students' translations happens when they translate a source language word into a target language word which is the opposite (antonymous) in meaning. This creates a severe problem in the translation since it totally changes the message of the source text for the target text readership.

The following are some examples of translations in which the students select words in the target language which have opposite meanings to the source language ones.

Example 4

ST: ...Australians live mainly in **country areas**, the Australian outback or the bush.

TT: ...sebagian besar orang Austalia tinggal di **perkotaan**, pedalaman Australia atau di daerah semak-semak.

In example 4, five students translated 'country areas' as *perkotaan,* which means 'city areas' or 'urban areas'. It is surprising that the students have difficulty in understanding the word 'country', since it is a common and widely used word. This problem shows that the students may not have comprehended the text adequately or may not have been careful in their reading of the text. It seems that they did not consult a dictionary or other resources in carrying out their translation if they did have such problems.

The following example also shows that the students use words with the opposite meaning to the word in the source text in their translation.

Example 5

ST: Australia has often achieved impressive results at the elite level. In the 2004 Athens Olympic Games, Australia ranked fourth overall in the medal tally **behind** the United States, China and Russia.

TT: Australia memiliki pencapaian yang luar biasa pada tingkat tinggi pada tahun 2004 pada *Athens Olympic Games* Australia mendapat peringkat 4 di keseluruhan perolehan medali **mengungguli** Amerika Serikat, China dan Rusia

In the example 5 above, one student translated 'behind' into *mengungguli* which means 'ahead of' or 'in front of' therefore the sentence in the target language says: 'in 2004 Athens Olympic Games, Australia is in the 4th rank in the medal tally **ahead of** the United States, China and Russia'.

In the following example, the students has also translated the source text with the opposite meaning in the target language.

Example 6

ST: In fact, Australians are among the hardest-working people in the world with some of the longest working hours in **the developed world**.

TT: Faktanya, orang Australia merupakan pekerja keras di dunia dengan durasi kerja paling lama di **negara berkembang**.

In the example above, three students translated 'the developed world' as *negara berkembang.* The 'developed world' would normally be translated as *negara maju* meanwhile *negara berkembang* is the translation for 'developing world'. In this case, the students may have confused two similar terms of 'the developed world' and 'the developing world' which have different meaning but formal similarity and the students may not have paid adequate attention to the word endings.

Choosing a word with the opposite meaning shows that the students have problems in their translation. It seems that the students may have misunderstood the source language word due to a lack of careful interpretation or of attention in reading. This misunderstanding appears to have lead the students to pick a word with the opposite meaning in the target language. It seems they have problems in analysing the form of the word in the source

language and so they have difficulty differentiating between two terms with similar appearance.

2 Unrelated Meaning

Another problem related to students' word choices is that sometimes they translate a source language word with an Indonesian word which has no relation in meaning. Students' semantic problems in using words which are different or unrelated in meaning from the words of the source language text can be found in the following examples:

Example 7

ST: Homesick **Australian expatriates** sometimes hanker for Australian food such as...

TT: **Orang-orang yang sudah tidak menjadi warga Negara Australia** terkadang rindu pada makanan Australia seperti...

In the example above, eight of the 26 students have translated 'Australian expatriates' into *orang-orang yang sudah tidak menjadi warga negara Australia* (people who no longer hold Australian citizenship). This translation has a different meaning from the source language. In the source text, 'Australian expatriates' means Australian people who are not living in Australia but it does not refer to their Australian citizenship.

In the target language, this translation refers to people who are no longer Australian citizens. This information in the target language is therefore different from the meaning in the source language.

In this example it seems that the students do not understand the term 'expatriates', which is not a high frequency term and therefore is likely to be a new term for them. They appear to rely on their own interpretation of the 'expatriate' drawn from context rather than using resources such as dictionaries to deal with the problem in meaning.

Another problem with unrelated meaning can be seen in the following example:

Example 8

ST: There is of course**, no shortage** of popular stereotypes, some of which contradict each other.

TT: Tentu ada, **bukan pendeknya** penilaian populer, beberapa saling menjadi kontra.

In the example above, the source text talks about popular stereotypes of Australians. This sentence gives a message that there is no shortage of such stereotypes and some of those stereotypes contradict each other. The student has translated 'shortage' as *pendeknya,* which means 'in brief' or 'short in length'. In the translation, the student has chosen a word in the target language which is different in meaning, although this word is actually from the same semantic field as the original word.

This problem suggests that the students may have misunderstood the form of the word and have focused only on the root word 'short', which was accessible, rather than on the full form of the word, which appears they did not know. This indicates that the students lack of attention to the morphology of the word when reading for their translation. It also appears to shows that the student relies on known elements to translate unknown words, while ignoring other unfamiliar elements of a word.

Example 9

ST: This does not mean that everyone is the same or that everybody has equal wealth or **property**.

TT: Ini bukan berarti bahwa setiap orang sama atau setiap orang memiliki kesamaan kesejahteraan atau **kemiskinan**

In example 9, three students have translated 'property' as *kemiskinan* (poverty), instead of as *kekayaan* (wealth) or *harta* (money, land, building, etc). This seems to show a misreading of the word; confusing two words that are similar in appearance but different in meaning. This misreading was perhaps triggered by the context, as 'wealth' and 'poverty' are antonyms.

To conclude the discussion of students' problems with unrelated meanings in their translations, this findings suggest that the students did not adequately identify the source language words and so they did not translate those words appropriately. They also appear to have problems in analysing the words as well as understanding their meaning in context. In dealing with problems in which they encountered unfamiliar words, students seem to have relied solely on translating known elements rather than using resources such as dictionaries to fill gaps in their knowledge and refine their translations.

3 Problems with polysemy

Another factor that leads the students to translate the source text using a word with an inappropriate meaning in the target text is the inappropriate selection of a word meaning from among several possible equivalents. A source language word may be polysemous in the target language and have more than one meaning which can be used in different contexts. In their translations, some students selected a word meaning that is inappropriate for the context.

The following example shows such problems.

Example 10

ST: Instead, Australian **fare** has evolved with the distinct layers of flavours that each new culture has added.

TT: Sebaliknya, **tarif** Australia telah berkembang dengan …

In the example above, four students translated 'fare' as *tarif* (fare/price/cost). The word 'fare' itself has several possible meanings, one of them is tariff. 'Fare' in this context, however, relates to food, as the sentence is part of a section of the text about Australian food. The students do not appear to be aware that 'fare' can also relate to 'food', and therefore they have made the wrong choice from among the possible meanings.

The sentence does not make sense in Indonesian and this suggests that students did not check their translations for sense when they have completed them. This problem also suggests that the students may not consult a dictionary or other references to identify the possible meaning of an unfamiliar word. This sort of problem appears to indicate that the students only pay attention to words individually when they make their translations instead of understanding words in context and identifying the sense of sequences of words.

Another example of problem with polysemy can be seen in the following example:

Example 11

ST: given the diverse **nature** of today's Australia, some people question whether there is a 'typical' Australian.

TT: diberikan **alam** yang beragam, Australia saat ini, sebagian orang bertanya apakah ada tipe orang Australia.

In example 11, three students translated 'nature' as *alam*. In Indonesian, the English word 'nature' has a range of possible translations, such as 'natural surroundings' (*alam*) or personality or character (*sifat/kondisi/keadaan*). In the above sentence, the translation of 'nature' that is suitable for the context is *kondisi* or *keadaan*, since the sentence does not relate to the environment or natural surroundings but rather is about the general condition of something. As was the case in example 10, the students may not be able to identify instances of polysemy in the text or may have problems interpreting the text and so cannot select a particular word form, which is suitable for the context from a range of possible translations. It also suggests that they may not have used other resources or references to assist their translation work or if they used they have not sued them well.

The following example also shows students' problems with polysemy:

Example 12

ST: ...Australian live mainly in **country** areas, the Australian outback or the bush.

TT: ...orang-orang Australia hidup terutama di wilayah **negara**, daerah gersang

In the example 12, the student translated 'country' as *negara*. In Indonesian, the word 'country' has several equivalents, such as 'the state' *negara* or 'country side' *daerah pinggiran/pedesaan*. The context of the sentence above is about Australians who live in country areas and therefore, it should be translated as *pedesaan* or *daerah pinggiran*. Again, this example shows students' problems in identifying the correct sense of polysemous words and suggests that they are not able to use relevant references in understanding words in the context of the sentence.

The problems with polysemous words show limitations in students' translation competence. The inappropriate selection of the word from among a range of possible equivalents shows that the students did not appear to have interpreted the sentence as a whole but only paid

attention to each word individually. This means that they did not focus on the meaning of the sentence as a whole and appear to have translated the word in isolation. They also do not seem to have checked the Indonesian text to see the problems in the sentences they have created in terms of Indonesian expression or meaning and have allowed sentences that do not really make sense to remain in the translated text. Lastly, they do not appear to have used dictionaries or other references well to check the possible range of meaning of a polysemous word.

4 Literal translation of idioms

Another problem related to the appropriateness of word choices in the target language is that the students make literal translations of idioms in the source language text. The following examples show students' literal translation.

Example 13

ST: All people are equal **under** the law in Australia and …

TT: Semua orang sederajat **di bawah** hukum Australia dan …

In the example above, three students translated 'under' as *di bawah,* which is a literal, spatial meaning rather than an idiomatic translation of the word. In Indonesian, the common prepositions used for law (*hukum*) term is *di muka* or *di hadapan*.

Another literal translation is shown in the following example:

Example 14

ST: **In most practical ways**, Australia is an egalitarian society.

TT: **Dengan cara yang paling praktis**, Australia adalah masyarakat egalitarian.

In the example above, 13 of the 26 students translated the phrase 'in most practical ways' as *dengan cara yang paling praktis*. This is a literal translation of each word of the source language into Indonesian. The student has translated the words one by one literally, as 'in' is translated as *dengan*, 'most' as *paling*, 'practical' as *praktis* and 'ways' as *cara*. In the source language text, this phrase means 'effectively' or 'for all intents and purposes' but the Indonesian translation is difficult to understand.

The use of literal translation suggests that the students did not consider the idiomatic meaning of words in context and therefore they did not consider the meaning of the sentence as a whole or the relationship between the words in the construction of the meaning. In terms of their translation competence, a literal translation shows that the students have problems in identifying meanings other than word meanings and do not appear to be using strategies at the sentence or whole text level or using resources properly to support their translation approach.

5 Under-translation

Another problem found in students' translation is under-translation, which can be defined as a translation which does not fully convey the messages of the source text, because some part of the meaning is omitted in the target language.

Example 15

ST: The defining feature of today's Australia is not only the **cultural diversity of its people**, but the extent to which they are united by an overriding and unifying commitment to Australia.

TT: Ciri yang melukiskan Australia sekarang ini bukan hanya **keragaman penduduknya**, tapi bagaimana mereka disatukan dari sebuah komitmen penolakan dan pemersatuan terhadap Australia

In example 15, one student translated 'cultural diversity of its people' as *keragaman penduduknya* (diversity of the [Australian] people) and the idea of culture is omitted. This means that the diversity presented in the target language is less specific than in the source text.

Another example of under-translation is shown in example 16:

Example 16

ST: **While** English is Australia's national language, there are certain words and expression that have become regarded as uniquely Australian through common usage.

TT: (--) Bahasa Inggris adalah bahasa nasional Australia, ada beberapa kata-kata dan ekspresi-ekspresi tertentu yang telah dianggap menjadi keunikan Australia melalui penggunaan yang biasa.

In example 16 above, the student did not translate the word 'while' into the target language. The omission of the conjunction 'while' omits the contrast between the first and the second sentence. The source text sentence creates a contrast between English as a language and the way English is spoken in Australia. The translation of this sentence into Indonesian in which the conjunction 'while' is omitted makes the second sentence into a description or elaboration of the first.

The following example also shows under translation.

Example 17

ST: Indigenous Australians have their own **unique** religious traditions and spiritual values.

TT: Penduduk pribumi Australia sendiri memiliki tradisi kebudayaan dan nilai keagamaan **(---)**.

In example 17, the student omitted 'unique' in his translation. The target sentence therefore does not reflect the focus of the source text as it states only that indigenous Australian have religious traditions and spiritual values but does not say that these are particular to them.

In the examples above, under-translation happens because the students miss a word or words in their translation, perhaps as a result of inattentive reading. The missing words are usually an important part of the sentence that affects the whole meaning of that sentence. The resulting translation is comprehensible as a text in Indonesian but, because it is missing important words in the translation, this means that the meaning of the source language is not conveyed fully in the target language. The omission of words may be an example of an avoidance strategy –leaving out words that they cannot translate – or it may result from an inattentive reading of the source text.

6 Untranslated words

Another problem found in students' translations is that they sometimes did not translate English words into the target language but simply rewrote the source language words in the target language text without giving any explanation about their meaning. As a result, the readers of the target language would not understand the meaning of the text.

The following example shows untranslated words in students' translation.

Example 18

ST: **Australian Bureau of Statistics projections** from the 2006 census of the numbers of Aboriginal and Torres Strait Islander people suggest and Indigenous population of 575,552 people at 30 June 2011.

TT: **Australian Bureau of Statistics projections** dari sensus tahun 2006 tentang penduduk Aborijin dan Selat Tores dan penduduk asli berjumlah 575,552 jiwa pada 30 Juni 2011.

In example 18, five students use the term of 'Australian Bureau of Statistics' directly in Indonesian instead of translating it into an equivalent Indonesian terms. This term could have been translated into *Biro Pusat Statistik Australia*. In this example, it seems that the students may have understood Australian Bureau of Statistics as a proper noun and therefore they did not translate it. In doing this they ignored the fact that the individual words have important semantic content to explain the function of the entity. This function is therefore missing in the Indonesian text and there is no mediational work done by the student to ensure understanding of this term (c.f. Liddicoat 2015). Moreover, the word projections has also been untranslated and this may suggest that the student has had difficulty segmenting the noun phrase here and realizing which elements were the proper noun and which were not.

Another example of an untranslated word can be found in the following:

Example 19

ST: There are a number of book on Australian **colloquialisms** and slang, …

TT: Ada sejumlah buku kata-kata **colloquialisms** dan slang,…

In example 19, the student did not translate the word ‘colloqualisms’ into Indonesian and did not attempt to give additional information to explain what ‘colloqualisms’ are. The word ‘colloqualisms’ is not used as a borrowing in Indonesian and would not normally be known by Indonesians. Therefore, without giving either a translation of or supporting explanation about the word colloquialisms, the text in Indonesian is not sufficiently meaningful for the target readership. In doing this translation, it seems that the student has had a problem in finding an equivalent Indonesian word. This may show that the student did not consult a dictionary or other resources to aid in translating the word, but rather avoided translating it.

Untranslated words can also be found in the following example.

Example 20

ST: **Homesick expatriate Australians** sometimes hanker for Australian foods…

TT: **Homesick ekspatriat Australia** terkadang rindu untuk makanan Australia…

In example 20, two students did not translate the source language words into Indonesian. They just rewrite ‘homesick ekspatriat Australia’ in the target language with a minor spelling change in Indonesian. The word ‘ekspatriat’ is, however, an Indonesian word that is used to translate ‘expatriate’ and ‘Australia’ is used as a modifier of ‘ekspatriat’. This translation shows that the students did not carefully consider the words of the source text, and therefore they translate it differently in the target language. Further, the word ‘homesick’ is not translated into Indonesian. It also suggests that the students chose avoidance strategy in solving the problem by leaving the difficult word untranslated or translate it with the similar Indonesian word without considering the whole meaning of the phrase or sentence.

A similar problem with untranslated words is shown in the following example:

Example 21

ST: **Traditional Australian bush tucker** is also becoming more common, …

TT: **Tradisional Australian bush tucker** juga menjadi lebih umum,…

In the example 21, the student did not translate some of the words in the phrase ‘Traditional Australian bush tucker’ into Indonesian, translating only the word ‘traditional’ to *tradisional*. However, in Indonesian the adjective should be put at the end of the phrase to

modify the noun ‘Australian bush tucker’, but here it keeps its original source language position. By putting *tradisional* exactly in the same position as in the source text, the student seems to lack of awareness about the appropriate word order in Indonesian or to misunderstand the English structure.

In the example above, in terms of the untranslated word, the word ‘Australian’ has a readily available Indonesian form that was used elsewhere in the text but the term ‘bush tucker’ is a specific Australian cultural reference that may not have been understood by the translator (such problems will be discussed further in Chapter 5). The word ‘tucker’ meaning ‘food’ is not a common word and was probably unknown to the translator and the combination with ‘bush’ to refer to food growing in the wild could also cause problems. The translator has avoided the problem of understanding by leaving the words untranslated, but this means that the problem of understanding is passed on to the reader of the target text.

Untranslated words in students’ translations suggest that the students had difficulty in finding the Indonesian translation of these words. They do not appear to have many strategies to deal with such cases and instead avoid the problem by leaving the word untranslated.

The discussion of the examples of semantic problems above shows that the students have a range of semantic problems in their translations. In particular, students’ semantic problems are: 1) the use of a word with the opposite meaning ; 2) the use a word with an unrelated meaning ; 3) inappropriate choices when translating polysemous words; 4) the use literal translation; 5) under-translation; and 6) failure to translate some words.

In terms of translation competence, the semantic problems that the students have suggest the following things. The students may have limitations on their command of English that make understanding the text difficult; that is, the have problems of linguistic competence. They seem to have few strategies for supplementing their existing competence (e.g. using dictionaries and other appropriate resources) and rely on their own knowledge to solve problems; that is they have problems of instrumental competence. They seem to consider word meanings in isolation rather than as a part of the sense of the sentence and may produce Indonesian that does not make sense. They do not seem to check their translations for meaning. They may avoid words they do not understand by omitting them or leaving them untranslated. These features would seem to indicate problems of transfer competence. They may not be attentive readers of the text and make mistakes because they have not been

careful in developing and understanding of the text, which suggests problems of psychophysiological competence.

4.4 Syntactic problems

Another type of problem found in the students' translations of the English text into Indonesian is syntactic problems. A syntactic problem is a problem related to the sentence structure or to grammatical relations in the translated Indonesian text.

1 Inappropriate word order

An example of syntactic problem in students' translations is using inappropriate word order in Indonesian to translate the English phrases. An example of students' problem with the word order problems can be found in the following:

Example 22

ST: The most watched sports in Australia include **Australian Rules football…**

TT: Olah raga yang paling banyak ditonton di Australia termasuk **Australian Rules sepak bola**…

In example 22, one student have translated 'Australian Rules football' as *Australian rules sepak bola*. This word order is unacceptable in Indonesian, since the Indonesian word order is that the constituent that modifies the noun is located after the noun itself. Therefore, the phrase could have been translated into *sepak bola Australian rules* in accordance with normal Indonesian grammar. One issue here may be that the students may not understand the reference 'Australian rules football' as a specific cultural reference and it may not be well known to the translator. Also, the translator has not translated 'Australian rules' and this may also suggest a problem of understanding. These problems of understanding may have made it difficult for the student to work out how to translate the term. This shows that the students may have problems in analysing sentence structure and reproducing it in the target language. It also suggests that students have made a word-to-word translation that does not consider sense groups. It also seems to indicate that the students have not checked their translations for grammatical accuracy in the target language.

The following example also shows students' problems with transferring word order in to Indonesian.

Example 23

ST: Indigenous Australians have their own **unique** religious traditions and spiritual values.

TT: Penduduk asli Australia mempunyai tradisi **unik** keagamaan dan nilai-nilai keagamaan tersendiri.

In the example 23, the adjective 'unique' modifies 'religious traditions and spiritual values'. In Indonesian, the position of an adjective should be at the end of the modified noun phrase. Therefore, the position of *'unik'* should be at the end of the sentence (after both 'religious traditions' and 'spiritual values'). In Indonesian, the translation gives the meaning that it is only 'religious traditions' that are unique. This example suggests that the translator had difficulty determining how the various words related across the span of the sentence and what the internal relationship between words is.

The problem with the word order shown in the example above also seems to indicate that the students have used a word-by-word approach to translation, since the students did not treat the words as grouped but rather have translated each word in the order it occurs in the text. It therefore seems that the students did not pay attention to the sentence structure overall and its relationship to meaning.

2 Inappropriate use of active/passive voice

Another syntactic problem the students face in their translation is inappropriate translation of active or passive voice where the students have translated an active voice into a passive voice and vice versa. Example 24 shows students' problems with the translation of an active voice into a passive voice.

Example 24

ST: Migrants **have enriched** almost every aspect of Australian life, from business to the arts, from cooking to comedy and from science to sport.

TT: Para pendatang baru **diperkaya** hampir di setiap aspek dari kehidupan Australia, dari bisnis ke aspek kesenian, dari memasak ke komedi, dari pengetahuan ke bidang olah raga.

In example 24, the student has changed a sentence using the active voice in the source text into the passive voice in the target language. The use of a different voice in the target language leads to a different meaning. In the source text, migrants provide enrichment to the society and in the translated text they are enriched by society. The change of voice suggests that students' have not been properly attentive to voice marking in the source text and in the example above the agent of the sentence has been treated as the patient. This suggests that the semantic roles have been misinterpreted by the students.

A similar problem is also found in example 25:

Example 25

ST: **…**the Aboriginal and Torres Strait Islander people peoples, **who have inhabited** Australia for…

S10: …orang Aborigin dan Torres Strait Islander **yang telah dihuni** Australia…

In example 25 the student has translated an active voice as a passive. In this case, however, the change of voice in the target language results in a semantically problematic sentence. The agent of the source text sentence is a group of people and they have inhabited Australia for a certain period of time. However, in the translation in Indonesian, the agent has become the country and the patient is the people 'Aboriginal and Torres Strait Islander people have been inhabited (by Australia). The students' problems with the active/passive voice suggests their inability to identify elements of English sentence structure and that the students find difficulty in identifying the consequences of voice for the meaning of the sentence.

Examples 24 and 25 show that the students have difficulties in interpreting the grammatical relations between elements in the sentence and may not be attending to the grammatical features of voice in texts. As a result, they have difficulties in finding equivalent translations in the Indonesian text and produce strange meanings.

In conclusion, students' syntactic problems in the data as discussed above consist of problems with the word order and problems with the use of voice. These problems show that, in doing their translation task, the students faced problems in understanding the

sentence structure of the source text and as a result, they could not recognize the relationship of syntax to meaning. The students also had difficulties in interpreting the grammatical relations between elements in the sentence, as they were not reading holistically but at word level only. This shows that students have difficulties in interpreting syntactic aspects of the text and produce errors because of these problems of interpretation.

4.5 Concluding remarks

From the discussion, it can be seen that the range and nature of linguistic problems found in the translations mainly relate to students' language competence in translating from English into Indonesian. Students' linguistic problems found in this research is similar to Erlinda's (2008) research on students' linguistic problems.

Students' problems related to different levels or aspects of language but semantic problems seem to be the most numerous in the texts. The morphological problems in their translations, relate to difficulty in identifying the word class of the source language term and therefore in choosing the most appropriate word formation processes in the target language. The semantic problems in their translations involve the use of the words in the target language which are inappropriate in meaning for the source language text, with the result that the Indonesian text is different in meaning from the source text, presents only part of the information in the text, resulting in Indonesian texts that are semantically problematic.

Students' syntactic problems relate to word order and voice. These problems indicate that the students may have difficulties in interpreting the grammatical relations between elements in the sentence and thus may producing ungrammatical language in their target texts.

In addition, students' translations suggest that they rely on their own knowledge to solve the problems in their translation and that they do not use resources such as dictionaries to deal with linguistic problems they encounter in the text. Students' translation problems also suggest that the students did not carefully edit their texts before submitting their translation tasks as many of the errors found actually result in problematic Indonesian. This indicates that their problems of linguistic competence may be compounded by problems in other areas of translation competence, such as instrumental or transfer competence.

This chapter has shown that the students had various linguistics problems in their translation and these problems reflect their linguistic competence in translation. In addition to linguistic problems, it is also important to understand students' problems related to how they deal with culture-related issues in translation and this will be addressed further in the following chapter on students' extralingusitic problems.

5 Students' extralinguistic problems in translation

5.1 Introduction

The following chapter discusses students' extralinguistic problems in translation. Extralinguistic problems are the problems students had in translating culturally bound terms in the source language. In the data, based on students' performance of the set translation task, culturally bound terms that students experienced difficulty in translating include geographical references, sporting terms, food and drink references, relationship terms, and class terms into Indonesian. The discussion will focus on the various ways the students translated these terms as well as the range of their attempts in dealing with them. It also identifies possible strategies the students used in dealing with the culturally bound terms and what this shows about their translation competence.

In order to capture the range of students' translation competence clearly, the discussion of the students' translation will first consider the best attempt the students made and then exmine the less successful ones.

5.2 Geographical references

The following section discusses how the students dealt with the cultural terms relating to geographical references, specifically the terms 'outback' and 'the bush', in their translations. These two terms actually appear in the same sentence in the source text but each will be discussed separately.

Example 1

ST: Some people, particularly those living overseas, believe Australians live mainly in country areas, the **Australian outback** or the bush.

TT1: ...sebagian besar orang Austalia tinggal di perkotaan, **pedalaman Australia** atau di daerah semak-semak. (24 students)

TT2: ... orang-orang Austalia tinggal di wilayah negara, **daerah gersang Australia.** (1 student)

TT3**:** Beberapa orang, terutama mereka yang tinggal di luar negeri berkeyakinan bahwa orang Australia hidup **di lokasi pinggiran seperti gurun** atau maupun hutan. (1 student)

In example 1, students have translated 'outback' into Indonesian in three different ways. Among the 26 students, 24 of them translated 'Australian outback' as *pedalaman Australia* (Australian inland/remote area), one student translated it as *daerah gersang* (dry and infertile area) and one student translated it as *lokasi pinggiran seperti gurun* (a location of the edges like a desert).

In the source text context, the outback is used to refer to remote areas of Australia that are sparsely settled, especially wilderness or desert areas. In the first version of the students' translation, 'the outback' is translated as Australian inland/remote (area). The remote area in this case may represent a part of the meaning of 'outback', but remote area and the outback are not entirely the same. Translating 'outback' as 'the remote area', the other features of outback such as being a desert area or the sense of the wilderness of the area have been lost. In the second version, the translation of the outback as 'dry and infertile area' also does not reveal the whole nature of outback, such as the remoteness and the wilderness of the area. In this translation, the students have tried to paraphrase a one-word term in the source text into multiple words in the target text in order to try to explain the reference as there is no exact equivalent word in Indonesian. Although these translations did not fully capture the sense, they do reflect a good effort by the students in translating 'outback' as they have identified key features of the cultural reference and have adopted strategies to attempt to communicate them.

In the third version, the translation of 'the outback' as *lokasi pinggiran seperti gurun* (a location on the edges like a desert) gives more key features of the meaning of 'outback' compared to the first and the second versions of the translation, since this presents the feature of the remoteness (remote outskirt area) and the sense of a desert area. This version of the translation also shows that the student is using a paraphrasing strategy because s/he gives an explanation about the term 'outback' using their his/her own words in Indonesian. In terms of the features of the outback presented in the Indonesian translation, the third

version of the translation shows a better attempt compared to the previous ones because it captures more features.

The problems that appear in the above translations of 'the outback' occur because the concept of 'the outback' is specific to Australia English and does not exist in Indonesian. Therefore students' translations have only captured part of the features of the meaning of 'outback' and some geographical features of the outback are lost. In other words, the students did not capture the whole meaning of 'the outback' in their translation into Indonesian. However, the students have used various strategies in dealing with this cultural term in order to explain them in the target language and these show that they have developed some ways to deal with cultural references.

The other geographical term that presented problems for students in this sentence is discussed in the example two below. In this example, the student have translated the term of 'the bush' into Indonesian using many ways.

Example 2

ST: Some people, particularly those living overseas, believe Australians live mainly in country areas, the Australian outback or **the bush**.

TT1: ... sebagian besar tinggal di pedesaan, pedalaman Australia atau **semak-semak**. (12 students)

TT2**:** Beberapa orang, terutama mereka yang tinggal di luar negeri percaya sebagian besar orang Australia tinggal di perkotaan, pedalaman Australia atau **di wilayah/daerah semak-semak**. (9 students)

TT3: ... sebagian besar orang Austalia tinggal di perkotaan, pedalaman Australia atau di **hutan**. (2 students)

In example 2, the students produced three variations in translating 'the bush'. Twelve of the 26 students translated 'the bush' as *semak-semak* (weeds, grass, wild plants), two students translated 'the bush' as *hutan* (jungle, forest), and nine students translated it as *daerah semak-semak* (weed-covered area).

In the Australian context, the term 'bush' has possible two meanings in the context presented in the text. In the first instance, 'the bush' means a type of plant forest or

woodland, which is a more literal meaning, and the other meaning is 'rural Australia', which is a metaphorical meaning. Based on the context of the sentence, the word 'bush' in the source text refers to its metaphorical meaning as an Australian rural area and not the forest meaning.

In the first version of the students' translation, 'the bush' is translated as *semak-semak* which refers to weeds, grass or wild plants instead of a geographical region. In this translation it seems that the students also have linguistic problems that mean they are unable to identify the cultural reference of 'the bush' and instead interpret it as the more usual sense of the English word 'bush' as a type of plant. In other words, the students have misidentified or have not recognized the cultural reference to bush as a region of Australia and therefore they translated 'the bush' as 'the weeds', which is literal in meaning. This also suggests that the students also did not consider the context, which signals the meaning of 'the bush' being that of a geographical area. Therefore, the idea of Australians living in a rural area does not appear in the Indonesian translation, as it becomes something like 'Australians live among bushes'.

In the second version of the translation, the students have translated 'the bush' as *hutan,* which means jungle or forest. Similar to the previous version of the translation, this translation seems to capture the literal meaning of the bush as forest or woodland, but does not capture the metaphoric meaning of 'the bush' as rural Australia. This version recognises the reference as a geographical term, but does not capture the way how it is used in the context. The students are reverting to a more literal interpretation of 'bush' as a type of plant, but they have captured the fact that it is a geographical area.

In the third version of the translation, the students have translated the bush as *wilayah semak-semak* or *daerah semak-semak,* which means 'an area which is full of weeds/grass/wild plants'. This translation suggests that the students may have recognized the context of the text and therefore they have been able to identify that 'the bush' is a geographical reference. They have also captured the idea of woodland as a geographical reference in translating 'the bush', reflecting the literal cultural reference, but they have not captured the metaphorical meaning of the bush as rural Australia. This version also captures part of the cultural reference but not its actual use in the text.

The above problems show that the students find difficulties in translating cultural terms in the source language which are not found in their own language. In terms of translation

competence, the examples suggest that the majority of students do have some strategies to identify cultural references which are unfamiliar or to solve ways to deal with unfamiliar references but that these may be limited in scope and are often based on literal understandings of the words used. As a result, the students are more likely to translate the unfamiliar references literally rather than contextually. This also suggests that the students did not attend to the context provided by the text in their translation and check the meaning in the target language text as some translations of 'bush' do not reflect the source text meaning in the Indonesian text.

5.3 Sporting terms

Another extralinguistic problem the students face in translation happens when they translate sporting terms. The following examples discuss how students translate a cultural reference in the phrase of 'top cricketing nations'.

In example 3, the students have made various attempts to translate 'top cricketing nation' found in the source text. Overall, there are eight different versions of translations for this sporting term and, in order to facilitate the analysis, these versions of translation will be categorized into three groups. The first group involves the students who translated the main idea well, the second group involves the students who have omitted the reference to cricket, and the third group involves the students who have identified 'cricket' as a sporting term, but have translated it in an inappropriate way.

Example 3

ST: Australia is also ranked the **top cricketing nation** in the world.

First group: the main idea has been translated well.

TT1: Australia juga termasuk peringkat **bangsa kriket terbaik** di dunia (6 students)

TT2: Australia juga masuk peringkat sebagai **pemain kriket unggulan** di dunia (1 student)

TT3: Australia juga mendapat **ranking teratas pertandingan kriket bangsa-bangsa** di dunia. (1 student)

TT4: Australia juga menjadi peringkat **kriket terbaik** di dunia. (5 students)

TT5: Australia juga juara **peringkat pertama lomba kriket nasional** sedunia. (1 student)

Second group: the reference to cricket has been omitted.

TT1: Australia juga berada pada **rangking atas negara yang sportif** di dunia (8 students)

TT2: Australia juga **peringkat bangsa terbaik** di dunia. (1 student)

Third group: cricket as a sporting term but mistranslated.

TT3: Australia juga menduduki **peringkat teratas olah raga baseball** di dunia. (1 student)

In the example above, the cultural reference is 'cricketing nation'. However, in order to understand better how the students dealing with this term, the analysis will be done on the phrase 'top cricketing nation'.

In the first group the students have translated the main idea well. There are five translation variations of 'top cricketing nation' into Indonesian. Six of the 26 students translated it as *bangsa kriket terbaik* (the best cricket nation), five students translated it as *kriket terbaik* (the best cricket), one student translated it as *pemain kriket unggulan* (quality/good cricket players), one student translated it as *peringkat pertama lomba kriket national* (first rank in the national cricket championship), and one student translated it as *ranking teratas pertandingan kriket bangsa-bangsa* (top rank in the cricket championship among nations).

In the source language, the idea is that the cricket is the name of a game and the word 'cricketing' means people playing cricket. In the first version, the students translated 'top cricketing nation' as *bangsa kriket terbaik* (best cricket nation). In this translation, the students translated 'top' as *terbaik* (the best) and 'cricketing nation' as *bangsa kriket* (cricket nation). The word *kriket* cannot normally be used as an adjective in Indonesian and so does not capture the meaning of 'cricketing'. However, this version of translation shows a good attempt at the translation. By translating 'top' as *terbaik* (the best) in Indonesian, the idea of the source text is well conveyed as 'the best' has the same meaning with 'top' in this context. However, the students have problem when identifying the word 'cricketing' as *kriket* (cricket). It seems that the students overlooked the suffix '–ing' at the end of the word 'cricket'. This shows that the students may have linguistic problems in understanding the word function in English. However, the students' translation of 'top cricketing nation' as *bangsa kriket terbaik* (the best cricket nation) in Indonesian does make enough sense for the

Indonesian readership and the whole sentence captures the meaning, although it has grammatical problems.

In the second version of the translation, the student translated ‘top cricketing nation’ as *pemain kriket unggulan* (quality cricket player). In this translation, the student translated ‘top’ as *unggulan* (quality), ‘cricketing’ as pemain kriket (cricket player) and omitted the word of ‘nation’. In this translation, the word *unggulan* (quality) may captures the meaning of ‘top’ as in the original text, as *unggulan* (quality) also means ‘at a high level’ of something. Meanwhile, translating ‘cricketing’ as *pemain kriket* (cricket player) shows that the students may have understood that it does not simply mean ‘cricket’ as they have identified it as ‘cricket player’. On the other hand, the omission of ‘nation’ in this case does not cause problems in the Indonesian translation as the reference to Australia as a nation can be inferred from the context. Therefore, in Indonesian this translation says ‘Australia ranks as a (high) quality cricket player’ which has captured much of the meaning of that Australia is a the top cricketing nation, although the idea that Australia is the best nation, which is found in the original is missing here. This version of translation also shows a good attempt the students have made in dealing with ‘top cricketing nation’.

In the third version of the translation, a student translated ‘top cricketing nation’ as *ranking teratas pertandingan kriket bangsa-bangsa* (top rank in the cricket championship among nations). In this version, the student translated ‘cricketing’ as *pertandingan kriket* (cricket championship) and ‘nation’ as *bangsa-bangsa* (among nations). This translation shows that the student uses a paraphrasing strategy in dealing with ‘top cricketing nation’, in which the students explain this term using another words in Indonesian that have the same meaning. This is a free translation that, although it does not capture the structure of the source text, does convey its meaning. Therefore, the translation in Indonesian captures well the idea of Australia as a top cricketing nation.

In the fourth version, the students translated ‘top cricketing nation’ as *kriket terbaik* (best cricket). In this translation, the students translated ‘top’ as *terbaik* (the best) and ‘cricketing nation’ as *kriket* (cricket) and leaving out the word ‘nation’. Similar to the first version, the idea of ‘top’ is still captured well as it is translated as ‘the best’ in Indonesian. However, translating ‘cricketing’ as ‘cricket’ shows students’ linguistic problems in translation. The students might have not recognized that the ‘cricketing’ means ‘cricket playing’ instead of ‘cricket’. Meanwhile, the real problem in this translation is that the student is leaving out the

word ‘nation’ that causes the students translation misses the meaning of the source text. Therefore translating ‘top cricketing nation’ as *kriket terbaik* (best cricket) does not capture the idea of ‘Australia as cricketing nation’ in Indonesian.

In the fifth version of the translation, a student translated ‘top cricketing nation’ as *peringkat pertama lomba kriket national* (first rank in the national cricket championship). In this version, the student translated ‘top’ as *peringkat pertama* (first rank) and ‘cricketing’ as *lomba kriket* (cricket championship) and ‘nation’ as *nasional* (national). Translating ‘top’ as *peringkat pertama* (first rank) is acceptable in Indonesian, because both terms mean a high position. However, the student may have had problems in identifying the word’s function of ‘cricketing’ in the sentence, which is an adjective, whereas *lomba kriket* (cricket championship) is a noun. They also misidentify the word ‘nation’, which is a noun, but is translated as ‘national’, which is an adjective. Translating in this way causes the meaning in Indonesian to be different from the source text since in Indonesian it means ‘Australia is in the first rank in the national cricket championship’ instead of ‘Australia’s top rank as a cricketing nation’, which implies an international context, therefore it means ‘Australia is the best in Australia’, which does not make sense.

In the second group, in which the students that have omitted the reference to cricket, there are two variations of students’ translation. Eight of 26 students translated ‘top cricketing nation’ as *ranking atas negara yang sportif* (top sportsman-like nation), and one student translated it as *peringkat bangsa terbaik* (best nation rank). In the first version of the translation in this group, the students translated ‘top cricketing nation’ as *ranking atas negara yang sportif* (top sportsman-like nation). In this translation, the students are able to identify the semantic field of ‘cricket’ as ‘a sport’ but not the function of the word in the semantic field (the name of a sport). Moreover, translating ‘cricketing nation’ as *negara yang sportif* (sportsman-like nation) shows that the students associate the word ‘cricket’ with a human disposition in relation to sport. In fact, the source text does not speak about the disposition of the Australians as people, but says Australia as a nation plays cricket very well. These translations have omitted the particular sporting reference and have replaced it with a generic term that is not the name of a sport, but a general reference to a way of playing sport.

In the second version in this group, the students translated ‘top cricketing nation’ as *peringkat bangsa terbaik* (best rank nation). In this translation, the students translated ‘top’

as *terbaik* (best), 'nation' as *bangsa* (nation) and omitted the word 'cricketing'. This translation shows that the students have only translated 'top nation' and left 'cricketing' out, therefore the idea of 'Australia as cricketing nation' is missing in Indonesian. This suggests that the students have problems in translating the cultural reference term 'cricket', which is a sport played in Australia but not in Indonesia. They appear to have resolved the problem of the cultural reference by omitting it and so have created a problematic translation.

In the third group of translations, the student may have identified cricket as a sporting term, but have misunderstood it and translated it as different sport. In this translation, the student translated 'top cricketing nation' as *peringkat teratas olah raga baseball* (top rank in baseball). In this translation the student translated 'top' as *peringkat atas* 'top rank' and 'cricketing' as *baseball* (baseball) and omitted the word 'nation'. This translation shows that the student found difficulty in analysing the structure of 'cricketing nation' and did not recognize the function of 'cricketing' as an adjective in the construction. Moreover, they also misidentified 'cricket' as 'baseball', which is a different ball game. In this translation, the student seems to have a problem in representing a cultural reference. As 'cricket' is not familiar, therefore it is substituted it with another ball game which is more familiar, baseball. As a consequence, this translation in Indonesian produces a different meaning from what is intended in the source text.

The above translations show that in dealing with sporting terms, the students have both extralinguistic problems and linguistic problems. The linguistic problems relate to the students' inability to identify a word's function in the sentence and this has led them to misunderstand the meaning of the word. These linguistic problems have led them to have problems in translating the cultural reference in the text. Such combinations of linguistic and extralinguistic problems often occur in the data. Further, although cricket is played in Indonesia and is formally recognized as Indonesian sport and receives support from Indonesian government, these students do not seem to understand it. This suggests that although a parallel text exists in Indonesia, the students are unable to exploit this sufficiently.

The next example discusses a similar problem the students had in dealing with the use of another sporting term that is particular to the Australian context.

Example 4

ST: The 10 most popular physical activities were walking, aerobic/fitness, swimming, cycling, tennis, golf, running, bushwalking, **football (**often referred to as **soccer** in Australia**)** and netball.

TT1: 10 aktifitas fisik paling popular adalah jalan-jalan, aerobic atau fitness, berenang, bersepeda, tenis, golf, berlari, jalan-jalan di hutan, **sepakbola** (di Australia disebut sebagai **soccer**) dan bola jarring. (12 students)

TT2: 10 kegiatan fisik yang paling popular adalah jalan kaki, aerobik/fitness, renang, bersepeda, tenis, golf, lari, hiking, **sepakbola (---Phrase in the bracket is not translated---**) dan netball. (1 student)

TT3: 10 kegiatan fisik yang paling popular adalah jalan kaki, aerobic/fitness, renang, bersepeda, tenis, golf, lari, hiking, **sepakbola** (sering disebut sebagai **sepakbola** di Australia**)** dan netball. (19 students)

TT4: 10 kegiatan fisik yang paling popular adalah jalan kaki, aerobik/fitness, renang, bersepeda, tenis, golf, lari, hiking, **football** (sering disebut sebagai **sepakbola** di Australia) dan netball. (1 student)

The text is commenting on an aspect of Australian English, that is what the word 'football' refers to in Australia. Therefore, the problem in translation relates more to the translation of the word of 'soccer' in the brackets that to the translation of 'football'. In the example above, there are two sporting terms used in the source language: football and soccer. Both terms are the equivalent of Indonesian *sepakbola*. The problem that appears in the students' translation is that the students give redundant information dealing with the words 'football' and 'soccer' in their translation in Indonesian by including *sepakbola* twice. When they do this, it appears they have not understood the purpose of the repeated reference to the same sport.

There are four variations in the translations of this example. In the first variation, the students have left the word 'soccer' untranslated in the target language. This translation suggests that the students may have understood that there is a cultural reference to Australian English here. It also shows that the students have understood that the word 'soccer' written in the brackets is used to explain about a cultural reference to the sport in

Australian English. This translation shows a good attempt in dealing with this, since in Indonesian the translation gives the information that in Australian English, the word 'soccer' is more commonly used to refer to 'football'.

In the second version, the student did not translate the words in the brackets at all. This translation shows that the students did not capture the cultural reference to Australian English. It appears that they did not realize the purpose of the words in the brackets, and so they may have seen this part of the text as redundant for the whole meaning of the text, and therefore they avoid translating it. However, this translation does not make sense in Indonesian as the idea of 'soccer' as a cultural reference used in Australian English is missing in Indonesian translation.

In the third version, the students have translated the word 'soccer' in the brackets as '*sepakbola'*, therefore the text in the brackets says '*sering disebut sebagai* ***sepakbola*** *di Australia'* (it is often called as football in Australia). In this translation, the students have used the word '*sepakbola'* twice in the text. Firstly they use it in sentence to translate 'football', and secondly they use '*sepakbola'* to translate the word 'soccer' in the brackets. In this translation, the text says '*10 kegiatan fisik yang paling popular adalah jalan kaki, aerobic/fitness, renang, bersepeda, tenis, golf, lari, hiking,* ***sepakbola*** *(sering disebut sebagai* ***sepakbola*** *di Australia**)*** *dan netball*' (The 10 most popular physical activities were walking, aerobic/fitness, swimming, cycling, tennis, golf, running, bushwalking, **football/*sepakbola*** **[**often referred to as **football/*sepakbola*** in Australia**]** and netball). This translation shows that the students did not get the idea that the purpose of the words in the bracket is to give an explanation of Australian English and as an explanation of a cultural reference. As a result, their translation in Indonesian does not give information about the use of the term 'soccer' in Australian English. The target text is also redundant in Indonesian and does not make sense because of the redundancy, as the explanation for the use of a different word is lost when the two words are translated in the same way.

In the fourth version, the student has left the word 'football' untranslated and translated the word 'soccer' in the bracket as *sepakbola*. In this translation, the students may have captured the purpose of the words in the bracket as an explanation. However, the strategy the student used did not actually show this purpose, since they translated 'soccer' as *sepakbola,* which should however be the word used in Australian English. Thus the text says that 'fottball' is called '*sepakbola*' in Australia.

The problem with the students' translation in the above examples is not because they do not know what football is or what word is used to translate football, but because the students have not picked up that there is a cultural reference here dealing with Australian English language. Therefore the extralinguistic problem here is not what football or soccer is, but understanding that the text is making a cultural reference and is trying itself to explain it. The cultural reference is about Australian English (and not the nature of the game of football) and the students did not pick up this metalinguistic comment.

5.4 Food and drink references

The following section discusses other extralinguistic problems the students faced in their translation when dealing with food and drink references, which are typical of the Australian culture.

Example 5

ST: **Traditional Australian bush tucker** is also becoming more common, particularly in northern Australian restaurants, where kangaroo, buffalo, crocodile and emu can often be found on menus.

TT1: **Makanan tradisional Australia, bush tucker** juga menjadi lebih umum, terutama di restoran Australia, dimana kangguru, kerbau, buaya dan emu sering bisa ditemukan pada menu. (4 students)

TT2: **Masakan tradisional penduduk aborijin bush tucker** juga semakin lumrah, khususnya di restoran-restoran di wilayah utara Australia, dimana kangguru, kerbau…, buaya dan emu sering bisa ditawarkan pada menu. (1 student)

TT3: **Hidangan tradisional alam liar Australia** juga menjadi semakin lazim, terutama di restoran Australia Utara, dimana kangguru, kerbau, buaya, dan burung emu dapat sering ditemukan dalam menu. (11 students)

TT4: **Makanan ekstrim tradisional orang Australia** juga menjadi lebih umum, terutama di restoran Australia, dimana kangguru, kerbau, buaya dan emu sering bisa ditemukan pada menu. (2 students)

TT5: **Tradisi orang Australia bush tucker** juga menjadi lebih umum terutama di restoran Australia, dimana kangguru, kerbau, buaya dan emu sering bisa ditemukan pada menu. (2 students)

TT6: **Penjelajah hutan tradisional Australia** juga mulai terbiasa, terutama di restoran bagian Australia utara dimana kangguru, kerbau, buaya dan emu dapat ditemukan sebagai makanan. (1 student)

In the example above, the source text mentions the term 'bush tucker', which is uniquely Australian and which refers to wild food that is indigenous to Australia. The students have translated the phrase 'Traditional Australian bush tucker' quite differently as there are six versions of students' translations for this term.

In the first version, the students translated 'Traditional Australian bush tucker' as *Makanan tradisional Australia bush tucker* (Traditional Australian food, bush tucker). This translation shows that the students are able to identify this cultural reference. This also shows that they know that 'bush tucker' is a type of food, by using the word *makanan* (food) in Indonesian. Meanwhile, they have left the word 'bush tucker' untranslated. In this translation, the students translate the term into Indonesian but also leave the untranslated term in the text. The result is that the target text looks like a gloss of the term 'bush tucker' that explains the idea and keeps the Australian English term. This shows a good attempt in dealing with 'bush tucker', in which they leave the English word and gloss it for Indonesian readers, so that the readers will know that 'bush tucker' is 'traditional Australian food'. They not only translate the term but also mediate between languages by including the Australian English term in the text (c.f. Liddicoat 2015).

In the second version, the student has translated 'Traditional Australian bush tucker' as ***masakan*** *tradisional* ***penduduk Aborijin bush tucker*** (traditional **Aboriginal food of bush tucker**). In this translation, the student is able to identify 'bush tucker' as a reference to Australian food. Similar to the first version, this second version also shows a gloss, by leaving English term of 'bush tucker' and glossing it with Indonesian terms, which shows a mediational strategy in translation. In the gloss, the student gives additional information relating to Aboriginal people in Indonesian to explain the idea of bush tucker. This translation also makes sense in Indonesia as 'bush tucker' is also understood as Australian indigenous food that Aboriginal people traditionally used to eat. This strategy in translation in which the student tries to paraphrase and to gloss an English term reflects a good level of

student's competence because the translation has captured the idea of the source language text and performs some mediational work between languages.

In the third version, the students have translated 'Traditional Australian bush tucker' as *Hidangan tradisional* ***alam liar*** *Australia* (traditional Australian **wild life** cuisine). This translation shows that the students have understood that 'bush tucker' is a reference to food, but have translated it as food derived form animals. This translation appears to show that the students have used the context in order to understand the term 'bush tucker', because the list of the food types mentioned in the text is made up of names of wild animals. This context appears to have affected the students' interpretation of the term as referring to animal-based foods and not to other sorts of food. This translation shows a good translation strategy in that students have used the text and the context in which the word is being used to interpret what is meant and to find a possible translation, although in translating it the students are slightly mislead by the context in this case. However, this translation does show that the students have used the resources available in the text to understand the source language text's message for their translation.

In the fourth version, the students have translated 'Traditional Australian bush tucker' as ***makanan ekstrim*** *tradisional orang Australia* (traditional Australia **extreme food**). In this translation, the students may have used the context in order to deal with the 'bush tucker' and have understood that 'tucker' refers to food, therefore they have translated it as *makanan* (food). On the other hand, translating 'bush' as 'extreme' shows that they have had problems interpreting the term 'bush tucker'. In the translations, it appears that the students may have been mislead by the context as the text provide a list of animal based food such as crocodile, emu and kangaroo. The students may think that these types of animal are not usual as food and therefore they think it is an 'extreme' form of animal food. Again, this translation suggests that the students may have used the context but it has mislead them to assume that these types of food are 'extreme' because tey have interpreted the list from their own cultural viewpoint. Therefore translating 'bush tucker' as *makanan ekstrim* (extreme food) in Indonesian does not capture the idea of 'the bush tucker' in Australian English as a form of indigenous food.

In the fifth version, the students translated 'Traditional Australian bush tucker' as *tradisi orang Australia bush tucker* (Australian's tradition of bush tucker). In this translation it seems that the students did not use the context provided by text that lists some sort of

animal-based food so that they do not recognize that ‘bush tucker’ refers to a type of food. In this translation the students leave the words ‘bush tucker’ untranslated, but donot mediate it as was the case in some earlier translations. This translation also shows that the students have mistranslated ‘traditional’ as *tradisi* (tradition) in their Indonesian translation. This shows that the students have misinterpreted ‘traditional’, which is an adjective, as *tradisi* (tradition) which is a noun. In terms of translation competence, this translation suggests that the students may have problems in comprehending the text because they are unable to use the context provided in the text to help them in dealing with a particular word.

The sixth version of the students’ translation of ‘Traditional Australian bush tucker’ is ***penjelajah hutan*** *traditional Australia* (traditional Australian **jungle explorer**). In this translation, the students might have translated ‘bush’ as *hutan* (jungle/forest) and ‘tucker’ as *penjelajah* (explorer/adventurer). This translation shows that the students did not use the context provided in the text. This part of the text is about food (which is mentioned in the heading of the text), and it is clear from the text that ‘bush tucker’ is something found in restaurants and on menus, which is not consistent with ‘explorer’. It would seem that the students did not recognize that the term ‘bush tucker’ refers to ‘food’ in the source text because they have not considered the context provided in the source text (ST) when translating the unfamiliar word. It is possible that they may have identified the meaning of ‘bush’ as a geographical reference, as they translated it as *hutan* (jungle), but they did not recognize the word ‘tucker’ and misunderstood it as ‘explorer’ which does not suit the context of the text, which talks about Australian food, but may have been influenced by the word ‘jungle’. The translation does not make sense in Indonesian as it says that ‘Jungle explorers are found on menus served in northern Australian restaurants’. This translation shows that the students have problems in comprehending the source text and difficulty in using the resources provided in the text in developing their translations.

In the above translations, some students have made good attempts in translating a difficult cultural reference and their translations are successful enough to transfer the meaning of the cultural reference of the source text into the target language. In dealing with this cultural reference, some students paraphrase the English term or gloss it while leaving the English term untranslated. In their translations, they give additional information to make the term better understood in Indonesian. In doing so, they can be seen to have considered the context that is provided by the text as a resource for their translation.

However, some students have extralinguistic problems in the translation, probably because they are unable to interpret the cultural reference in the source text. This problem appears to have been triggered by linguistic problems in understanding the terms. They appear to have misunderstood the term because they have not considered the context provided in the text, and so they have translated 'bush tucker' as something that does not fit the context.

In the following example, the students also encounter extralinguistic problems dealing with the translation of another food-related idea, green vegetables.

Example 6

ST: In addition,…for exotic foods, including **Asian greens**, nashi pear,…

TT1: selain itu…terhadap makanan eksotik, termasuk **sayuran Asia**, pir nashi,… (17 students)

TT2: terlebih … makanan khas Australia yang eksotis, termasuk **hasil tumbuh-tumbuhan dari Asia**, pir nashi…(one student)

TT3: Selain itu…untuk makanan eksotis, termasuk **Asian greens**, pir nashi,… (three students)

TT4: Selain itu,…untuk makanan eksotis, termasuk **hijau Asia**, pir nashi,… (four students)

In the example five above, the source text lists some exotic foods especially fruits and vegetables commonly found in Australia which are known as Asian greens. In the Australian context, Asian greens refer to green leafy vegetables that originate from Asia such as *gai lan* (Chinese broccoli), *gai chow*, *bok choi* and *kang kong*.

In the example above, the students have translated 'Asian greens' in four different ways. In the first version, seventeen students translated 'Asian greens' as *sayuran Asia* (Asian vegetables). This translation shows that the students have recognized the word 'greens' as referring to vegetables but not to a specific type of vegetable. This translation shows a good attempt the students have made in dealing with 'Asian greens' because it captures a meaning that fits the context. This also shows that the students might have used the context provided in the text in order to help them to figure out what 'Asian greens' is. In terms of the meaning of the translation in the target language, *sayuran Asia* (Asian vegetables) has captured the

meaning of ‘Asian greens’ in a way that can be understood by Indonesian readers, although the term covers a wider range of vegetables than the source text term.

In the second version, one student translated ‘Asian greens’ as *hasil tumbuh-tumbuhan dari Asia* (plant/tree product from Asia). This translation shows that the student may have identified the words ‘greens’ as a food and they have paraphrased it. This strategy of paraphrasing is adequate to capture part of the idea of ‘greens’ in the target language, but it does not refer to any specific vegetables. For Indonesian readers, the translation of ‘Asian greens’ as *hasil tumbuh-tumbuhan dari Asia* (plant/tree products from Asia) does not make sense in the context because *tumbuh-tumbuhan* is a very broad category that covers more than just green vegetables.

In the third version of the translation, three students have left the words ‘Asian greens’ untranslated. This translation shows an avoidance strategy used by the students when dealing with unfamiliar words. In these translations, the students have not done any mediation for the Indonesian readers but have simply reproduced the word from one language to the other. The lack of a translation or other mediating work seems to suggest that the students were not able to solve the problem of translating this cultural reference and so opted not to translate it.

In the fourth version, four students have translated ‘Asian greens’ as *hijau asia* (Asia green), in which ‘greens’ is translated as *hijau* (the colour green) and Asian as *Asia*. It seems that the students have a lexical problem in interpreting this reference and they do not realize that ‘greens’ in this case means ‘green vegetables’ and is not simply a reference to the colour green. This shows a literal translation of ‘green’ as a ‘colour term ignoring the morphology that shows the word is a plural noun. In an Indonesian context, *hijau Asia* does not make sense, and therefore this translation does not give any information to Indonesian readers about any types of food or vegetables commonly sold in Australia. This translation also shows that the students may not have considered the context of the text, which relates to food in Australia. This seems to suggest that students have adopted a word-by-wordword-by-word approach to translating and have not considered how their translated words fit into the sentence being translated.

The above translations show that the students may have both linguistic and extralinguistic problems in translating cultural references. They appear to have encountered linguistic problems dealing with the word form ‘greens’ and their linguistic problems appear to lead

them to have extralinguistic problems. It appears that some students were unable to identify this word as a noun, although in fact it has ‘s’ at the end of the word shows it is a noun but because they have not been able to interpret the function of the word in the source text, they translate it as *hijau* (the colour green). The students also appear not have used the context provided in the text to help them in dealing with these words as the text clearly mentions ‘exotic foods’, which indicates that ‘Asian greens’ belongs to one of these exotic foods

The following example discusses the students’ translation of the types of wine into Indonesian. As the text mentions four different types of wines, the data will be discussed separately for each of those wine types as different problems occur for each item.

Example 7

ST: The Australian wine sector is recognized internationally as producing a full range of high-quality wine styles and varietals to match any dish from **full-bodied reds** and deep fruity whites to sparkling, desert and fortified wines.

TT1: Sektor minuman anggur Australia diakui secara internasional sebagai jenis minuman anggur berkualitas tinggi dan bervariasi yang disesuaikan dengan setiap hidangan dari **minuman anggur merah yang bercitarasa tinggi dan enak,** dan minuman anggur putih yang terasa buahnya yang berkilauan, minuman anggur manis dan minuman anggur beralkohol tinggi. (11 students)

TT2: …dari yang **keseluruhannya berwarna merah** dan rasa buah sampai yang berkilau, makanan penutup dan minuman fermentasi yang diperketat (two Students)

TT3: …dari yang **penuh bertubuh merah** dan putih buah mendalam untuk berkilau, makanan penutup dan minuman fermentasi yang diperkuat. (4 students)

TT4: …dari **full-badan merah** dan putih buah mendalam untuk berkilau, makanan penutup dan minuman fermentasi yang diperkuat (one student)

TT5: …mulai dari **anggur merah**, anggur putih bersoda, anggur untuk makanan penutup, dan benteng anggur. (two students)

TT6: …dari **botol merah** dan berisi wine putih untuk berkilau, diperkuat makanan penutup dan minuman fermentasi (one student)

In the example above, the source text discusses the types of wine commonly produced and consumed by Australians and the list of wines consists of full-bodied reds, deep fruity whites, sparkling, dessert and fortified wines.

The translation of these types of wine into Indonesian shows that the 26 students produce many different translations for each of the wines. This suggests that the students face cultural problems with understanding the types of wine. Moreover, the students are not familiar with the vocabulary related to discussing wine.

The following discussion will be addressed according to how 'full-bodied reds', 'deep fruity whites to sparkling', 'dessert' and 'fortified wines' are translated into Indonesian.

1. Full bodied reds

There are six different translations of 'full-bodied reds'. Before discussing these translation variations, it is important to consider what full-bodied reds means in the Australian context: strongly flavoured and highly alcoholic red wines.

1st version: *anggur merah yang bercita rasa tinggi dan enak* (highly flavoured and tasty red wine)

In the first version of the translation, the students translated 'full-bodied reds' as *anggur merah yang bercita rasa tinggi dan enak* (highly flavoured and tasty red wine). This translation shows that the students know that reds refers to a type of wine, and they use the word *anggur merah* (red wine) to capture this. The students then paraphrase 'full-bodied' using general features in order to describe this wine: *yang bercita rasa tinggi dan enak* (which is highly flavoured and is tasty). The students have translated the term of 'full-bodied' with a paraphrase involving the terms *bercita rasa tinggi* (high flavoured) and *enak* (tasty). This translation has captured a part of the meaning of 'full-bodied' in terms of its flavour. In this case, the students show a relatively good attempt to translate 'full-bodied reds' into Indonesian.

2nd version: *keseluruhannya berwarna merah* (the whole is red in colour)

In the second version, the students have translated 'full-bodied reds' as *keseluruhannya berwarna merah* (the whole is red in colour). It seems that they translated 'full-bodied' more

or less literally as *keseluruhannya* (the whole, interpreting full-bodied as meaning something like 'the whole body') and 'reds' as *berwarna merah* (the colour red). The translation of 'full-bodied' shows that the students have attempted to deal with the word by using the meanings of each part of the word, but have misunderstood its actual meaning as a compound word. In this translation the students have difficulty in identifying the word form 'reds' as a noun in spite of morphological marker of 's' at the end of the word. It therefore seems that they may not aware that the word 'reds' in the source text means 'red wine' instead of the colour red. This is a similar problem to the translation of 'greens' in example 6. The students have identified a colour term but did not deal with the word as a plural noun, or as being part of a list of wine types. In English, the word 'reds' can mean red wine, but translated as *merah* (red) in Indonesian it cannot refer to wine, only to a colour.

3rd version: *penuh bertubuh merah* (full bodied red (in colour))

In the third version, the students seem to apply word-by-word translation as they have translated each word literally in the order in which it occurs in the source text: 'full' as *penuh* (full), 'bodied' as *bertubuh* (having a particular body shape) and 'reds' as *merah* (the colour red). Similar to the second version, this version of the translation also shows that the students have problems in understanding 'reds' as a type of wine, and therefore they have translated it as *merah*. It appears that these students have had difficulty understanding the structure of this phrase and the meaning it has in context and have trabslated each element literally. The translation does not make sense in Indonesian, since the phrase '*penuh bertubuh merah*' is ungrammatical, because it has a non-standard word order and also is not in anyway connected with wine. This translation shows that the students did not use the context provided in the source language text as well as do not have ways in identifying and resolving cultural references in the source text.

4th version: *full badan merah* (full body red)

In the fourth version, the students also apply a word-by-word translation in translating full-bodied reds as *full badan merah* (full (the whole of) the body is red (in colour)). In this case, the word *badan* is synonymous with *tubuh*, which is foundin the previous version of the translation. This is similar to the problem in the previous version of the translation, where the students mistranslated the word 'reds' as the colour red. They also have problems in identifying the words 'full-bodied' as a description of the wine. This version of the translation is slightly different from the third version in terms of the word 'full' is left

untranslated in the Indonesian. In Indonesian, the word 'full' is a borrowing that is commonly used in alongside '*penuh'*. The students did not translate the word 'full' because they may have thought that this word is a high frequency used word in Indonesian so that leaving this word untranslated creates no problem for the target text reader in understanding its meaning.

5th version: *anggur merah* (red wines)

Different from the previous version, in the fifth version the students translated 'full bodied reds' as *anggur merah* (red wines). In this translation, it seems that the student have understood that 'full-bodied reds' is a type of wine but have left the words 'full-bodied' out of their translation. This shows an avoidance strategy in which the students omit a problematic description from their translation.

6th version: *botol merah*

In the sixth version, the student translated 'full-bodied reds' as *botol merah* (red bottle). It seems that the students also think that reds in the source text is a reference to the colour red. In addition, they seem to have translated 'full-bodied' as *botol* (bottle) which is different from the meaning of the source language. In is difficult to see how 'full-bodied' was interpreted as 'bottle', but there is an association between bottles and wine and this may have influenced their choice of words. The transltaion shows that the students have problems in analyzing the word 'reds' and 'full-bodied' and also have extralinguistic problems in identifying the word 'red' as a part of list of wine styles.

2. Deep fruity whites to sparkling

In the following example, the translation of white and sparkling wines will be discussed together because many students' translations treat these as a single type of wine rather than a range of wine styles.

Example 8

ST: The Australian wine sector is recognised internationally as producing a full range of high-quality wine styles and varietals to match any dish from full-bodied reds and **deep fruity whites** to **sparkling**, desert and fortified wines.

TT1: Sektor minuman anggur Australia diakui secara internasional sebagai jenis minuman anggur berkualitas tinggi dan bervariasi yang disesuaikan dengan setiap hidangan dari minuman anggur merah yang bercitarasa tinggi dan enak**,** dan **minuman anggur putih yang terasa buahnya yang berkilauan,** minuman anggur manis dan minuman anggur beralkohol tinggi. (seven students)

TT2: …dari yang keseluruhannya berwarna merah dan **rasa buah sampai yang berkilau**, makanan penutup dan minuman fermentasi yang diperketat. (two students)

TT3: …mulai dari anggur merah, **anggur putih bersoda**, anggur untuk makanan penutup, dan benteng anggur. (one student)

TT4: …dari yang penuh bertubuh merah dan **putih buah mendalam untuk berkilau**, makanan penutup dan minuman fermentasi yang diperkuat. (seven students)

TT5: …dari botol merah dan berisi **wine putih untuk berkilau**, diperkuat makanan penutup dan minuman fermentasi. (3 students)

In the source text the phrase ‘deep fruity whites to sparkling’ refers to a range of the types of wine. However, most of the students have translated it as only one type of wine. The students have translated ‘deep fruity white to sparkling’ wines in six different ways as will be described in the following discussion. In the source text ‘deep fruity’ means wine with strong flavour of fruit, and ‘sparkling’ means wine with bubbles in it. In their translations, the students seem to have linguistic problems in understanding the preposition ‘to’ as a marker of a range and instead see it as connecting ‘sparkling’ to ‘whites’.

1st version: *minuman anggur putih yang terasa buahnya yang berkilauan.* (sparkling fruit flavoured white wine)

In the first version of the students’ translation, ‘deep fruity whites to sparkling’ is translated as *minuman anggur putih yang terasa buahnya yang berkilauan* (sparkling fruit flavoured white wine). The students have treated this as a single type of wine and have interpreted

'sparkling' as a modifier rather than as a separate type of wine type. 'Deep fruity white' is translated as *minuman anggur putih yang terasa buahnya* (fruit flavoured white wine). This captures the meaning of 'fruity' but omits the word 'deep'. 'Sparkling' is translated as *berkilauan* (glittering), which has a meaning related more to a sparkling appearance than to having bubbles in Indonesian. This word is then used to modify 'white wine'. This translation suggests that students have problems in identifying and interpreting the sentence structure, particularly the word 'to' used to show 'a range', therefore they have misunderstood 'deep fruity white to sparkling' as one single wine style. This translation also shows a very free translation based on the students' misinterpretation of the sentence structure.

2nd version: *rasa buah sampai yang berkilau* (fruit flavoured to sparkling)

In the second version of the translation, the students seem to recognize that the structure of the text that uses 'to' shows a range of wine styles. In this case, they have translated preposition 'to' as *sampai* (to) which is a range marker that relates 'sparkling' and 'deep fruity whites'. The students have translated deep fruity whites as *rasa buah* (fruit flavour) and sparkling as *berkilau* (sparkling/glittering). In this translation the students have left the words 'deep' and 'whites' out, although the latter is the key word referring to the wine style. These omissions suggest an avoidance strategy in the translation. Translating 'deep fruity whites' as *rasa buah* (fruit flavour) shows that the students have problems in identifying the noun phrase structure in which 'whites' is the head noun – which is the most important part in the structure – and 'deep fruity' as the modifier of 'whites'. As a result, the students have translated only the word 'fruity', as *rasa buah* (fruit flavour), and for Indonesian readers this translation does not relate to a particular wine style. The students also do not seem to recognize 'sparkling' as a type of a wine style, as they translate it literally as *berkilauan* (glittering) as in the previous example.

This translation shows that the students have been able to identify the use of the preposition 'to' as a range marker. However, they have linguistic problems in understanding the noun form 'whites'. They also have difficulty in analysing the noun phrase structure of 'deep fruity whites'. These problems leads them to a misinterpretation of the structure and so they only translate part of it. As a result, this translation does not make sense in Indonesian as 'fruit flavour' and 'glittering' do not fit together semantically and they are both modifiers

but are not attached to anything in the phrase. As a result, they do not capture the meaning of 'deep fruity whites' and 'sparkling' as wine styles.

3rd version: *anggur putih bersoda* (carbonated white wine)

In the third version, the students have translated 'deep fruity whites' in more general terms as well as combining 'sparkling' as the feature of the wine. The students use a general term 'white wine' to translate 'deep fruity whites', omitting the references to 'deep' and 'fruity'. This shows an avoidance strategy in their translation. However, unlike the previous versions, this version translates 'sparkling' as *bersoda* (carbonated), which is an attempt to capture 'sparkling' as it refers to a drink that has bubbles in it but here it is used as a modifier of *anggur putih* rather than as a separate wine type.

4th version: *putih buah mendalam untuk berkilau* (white fruit deep in order to glitter)

In the fourth version of the translation, the students apply word-by-word translation and they have translated 'whites' as *putih*, 'fruit' as *buah*, 'deep' as *mendalam*, 'to' as *untuk* and 'sparkling' with *berkilau* ('glittering'). Each word is translated literally but the resulting target text is not grammatical and difficult to understand. This translation suggests that the students have difficulty in understanding this structure, particularly the use of the preposition 'to' as a range marker. They have misinterpreted 'to' as 'in order to' (purpose). They also have problems in identifying 'whites' as a noun refers to 'the white wine instead of the colour white.

Overall, this word-by-word translation is ungrammatical because it does not have an appropriate Indonesian word order and does not make sense in Indonesian and therefore it does not give the idea of particular wine styles

5th version: *wine putih untuk berkilau*

In the fifth version, the students translated 'deep fruity white to sparkling' as *wine putih untuk berkilau* (white wine in order to glitter). In this translation the student have misanalysed 'to' (range marker) as 'to' (purpose). Asa result, it appears that the students were not aware that there are two wine styles in the source text, and therefore they have translated it as one type of wine. The students in this version have left the word '*wine'* untranslated in Indonesian and leave the words 'deep fruity' out, which shows avoidance of translating a difficult term. For some Indonesians, the word 'wine' is a commonly used

English borrowing used alongside *'anggur'* and therefore the use of 'wine' in Indonesian translation is understandable.

This translation shows that the students have problems in analysing the structure of the sentence in terms of their inability to identify the use of preposition 'to'. They also seem to have problems with specific terms used in the discussion of wine styles.

3. Dessert and Fortified Wines

The example below discusses how the students translate 'dessert and fortified wines' into Indonesian. Example 9 shows how the students translated 'dessert wine' and example 10 shows how the students dealt with 'fortified wine.

In the example 9, the students have translated 'dessert wine' in three different ways. In the source text, dessert wine refers to a sweet wine which is usually drunk with dessert.

Example 9

ST: The Australian wine sector is recognised internationally as producing a full range of high-quality wine styles and varietals to match any dish from full-bodied reds and deep fruity whites to sparkling, **desert** and fortified wines.

TT1: Sektor minuman anggur Australia diakui secara internasional sebagai jenis minuman anggur berkualitas tinggi dan bervariasi yang disesuaikan dengan setiap hidangan dari minuman anggur merah yang bercitarasa tinggi dan enak**,** dan minuman anggur putih yang terasa buahnya yang berkilauan, **minuman anggur manis** dan minuman anggur beralkohol tinggi. (10 students)

TT2: …mulai dari anggur merah, anggur putih bersoda, **anggur untuk makanan penutup**, dan benteng anggur. (one student)

TT3: …dari yang keseluruhannya berwarna merah dan rasa buah sampai yang berkilau, **makanan penutup** dan minuman fermentasi yang diperketat. (11 students)

The following is the discussion of the three versions of the translation of dessert wines from English into Indonesian.

1st version: ***minuman anggur manis*** (sweet wine drink) dan *minuman anggur beralkohol tinggi*.

In the first version of the translation, ten students translated dessert wine as *minuman anggur manis* (sweet wine drink). This translation is a good attempt to represent the features of dessert wine styles in Indonesian. The use of 'sweet wine drink' to translate 'dessert wine' is able to capture some of the features of 'dessert wine', which is sweet in taste. This is a paraphrase strategy the students have used to explain the wine style rather than providing a translation equivalent.

2nd version: ***makanan penutup*** (the final course) dan *minuman fermentasi yang diperketat*.

In the second version, one student translated 'dessert wine' as *makanan penutup* (the final course). In this translation, the student may have misunderstood 'dessert' as a part of the meal suggesting that the student might not have used the context provided at the beginning of the sentence that shows that the text is a list of wine styles. It appears that the student's lack of attention to the context has led him/her to have problems in identifying the cultural reference as part of a list of wine styles. Therefore, s/he translates 'dessert wine' as a course, which is a literal translation of 'dessert' as a noun, not as a modifier relating to wine and has left out the 'wine' component. Translating 'dessert wine' as '*makanan penutup*' (the final course) does not give information about any wine style for Indonesian readers.

3th version: **anggur untuk makanan penutup** (wine for the final course), dan benteng anggur.

In the third version, the students have translated dessert wine as *anggur untuk makanan penutup* (wine for the final course). In this translation, the students seem to be able identify 'dessert' as a type of wine style, suggesting that the students might have used the context to understand the cultural reference. This translation also shows students' attempt to understand the type of wine being referred to, although it shows a problem in understanding of the cultural concept 'dessert wine'. They have used the concept of dessert as a course in a meal to understand the type of wine and as a result understand it as wine used as a dessert.

In the following example, the students have translated 'fortified wine' in four different ways. In the source text, fortified wine is a wine style characterized as the mixture between wine and spirits to make the alcohol stronger and the wine last longer.

Example 10

ST: The Australian wine sector is recognised internationally as producing a full range of high-quality wine styles and varietals to match any dish from full-bodied reds and deep fruity whites to sparkling, desert and **fortified wines**.

TT1: Sektor minuman anggur Australia diakui secara internasional sebagai jenis minuman anggur berkualitas tinggi dan bervariasi yang disesuaikan dengan setiap hidangan dari minuman anggur merah yang bercitarasa tinggi dan enak**,** dan minuman anggur putih yang terasa buahnya yang berkilauan, minuman anggur manis dan **minuman anggur beralkohol tinggi**. (10 students)

TT2: …dari yang keseluruhannya berwarna merah dan rasa buah sampai yang berkilau, makanan penutup dan **minuman fermentasi yang diperketat/diperkuat.** (eight students)

TT3: …dari botol merah dan berisi wine putih untuk berkilau, diperkuat makanan penutup dan **minuman fermentasi**. (two students)

TT4: …mulai dari anggur merah, anggur putih bersoda, anggur untuk makanan penutup, dan **benteng anggur**. (one student)

The following is the discussion of the four versions of the translation of 'fortified wines' into Indonesian.

1st version: *minuman anggur manis* dan ***minuman anggur beralkohol tinggi*** (high level of alcohol wine drink).

In the first version of the translation, the students have translated fortified wine as *minuman anggur beralkohol tinggi* (high level of alcohol wine drink). This is a paraphrase that describes the wine style and shows a good attempt by the students to represent the features of 'fortified' wine styles in Indonesian. The translation of 'fortified wine' as 'wine with high level of alcohol' in Indonesian is adequate to capture the features of the fortified wine in terms of containing a high level of alcohol.

2nd version: *makanan penutup* dan ***minuman fermentasi yang diperketat/diperkuat*** (highly fermented drink).

In the second version, the students have translated 'fortified wine' as *minuman fermentasi yang diperketat/diperkuat* (highly fermented drink). In this translation the students used a more generic term *minuman* (drink) instead of 'wine'. This suggests that the students may not have used the context provided by the text that the list is of types of wine to design their translation. This translation shows an attempt to capture the features of 'fortified wine' in Indonesian as 'highly fermented drink', which encodes the idea of a high level of alcohol in the drink. The problem here is that the translation describes what the wine is like, but does not make it clear that it is a type of wine. This shows that the students have attempted to paraphrase or to gloss the term but it is less successful as it does not refer clearly to the type of wine mentioned in the source text.

3rd version: diperkuat makanan penutup dan **minuman fermentasi.**

In the third version, the students have translated fortified wine as *minuman fermentasi* (fermented drink). In this translation, the students may have captured the basic idea of 'alcoholic drink' in their translation, because the word the word 'fortified' which is translated as 'fermentasi' (fermentation) in Indonesian is widely understood as the process of making alcohol however they are unable to communicate the full reference. Therefore, students' translation of 'fortified wine' as '*minuman fermentasi'* (fermented drink) shows that the students have simplified or approximated the reference and this does not give a clear idea about a type of alcohol referred to in the source text in Indonesian translation.

4th version: anggur untuk makanan penutup, dan **benteng anggur**.

In the fourth version, the students have translated 'fortified wine' as *banteng anggur* (wall wine). In this translation the students have recognized 'fortified' as a type of wine style, therefore they have used *anggur* (wine). However, the students have made an inappropriate translation of 'fortified', since they chose *benteng* (wall/castle) to translate 'fortified', While there is an association between castles and fortification, in the context this is not a possible interpretation of the 'fortified'. This translation shows a literal approach to the word 'fortified' and no attempt to fit the word to the context.

The above examples of students' translations of wine styles show that both linguistic and extralinguistic problems often go together. The linguistic problems relate to the students'

understanding of the function of particular words in the sentence as well as their understanding of how the sentence is structured. The students may have difficulty in attending to morphological cues that give information about founction, as in the example of the plural noun ‘reds’, which is translated as the adjective ‘red’. The students also have difficulty in understanding the construction with ‘to’ that shows a range and have misidentified it as ‘to’ (purpose).

In their interpretation of the text, some of the students appear not to have taken the context provided by the text in consideration when in dealing with a particular term, and therefore the students have often misunderstood a particular term and translated it out of context. By not using the context for interpreting or revising the text, the students have problems in identifying how a term functions as a cultural reference and in understanding how the terms are being used in the text.

The above examples shows that the students have used various strategies in dealing with difficult terms. Some of the students have used a paraphrase by rephrasing a word as a series of words working as an explanation or glossing strategy in which they leave the English word untranslated while providing a paraphrase. This strategy is quite successful in conveying the meaning of the source text into Indonesian, at least when students have understood the term. In some case, students have omitted the difficult term and have left out the terms untranslated in the target language avoind the cultural reference problem rather than resolving it.

5.5 Relationship terms

The following section discusses another extralinguistic problem the students have in translating the relationship term ‘mate’. Students’ translations of ‘mate’ are shown in the following examples.

Example 11

ST: They are also seen as people who believe in the principle of giving people a fair go and standing up for their **mates**, the disadvantaged and the underdog.

TT1: Mereka juga terlihat sebagai orang yang memiliki keyakinan pada prinsip memberi yang adil untuk menciptakan **teman**, tidak ada yang dirugikan atau diunggulkan (17 students)

TT2: Mereka juga dianggap sebagai orang yang percaya pada prinsip memberi orang keadilan dan berdiri untuk **pasangan** mereka yang kurang beruntung dan tertindas. (nine students)

As shown in the example eleven above, the source text mentions the Australia relationship term ‘mate’, which is usually used to mean ‘friend’, and has particular connotations of equality and similarity.

The students have translated mate into two different ways in Indonesian. In the first version, the students translated ‘mate, as *teman* (friend) and in the second version it is translated as *pasangan* (spouse).

This translation of ‘mate’ as *teman* (friend) shows a good attempt by the students to translate ‘mate’ into Indonesian as it captures the idea of the central idea of the relationship, although the concepts of ‘mate’ and ‘friend’ are slightly different in Australian English and ‘friend’ does not simply mean the same as ‘mate’, although both words are close synonyms. Overall, students’ translation of ‘mate’ as ‘friend’ would appear to be a reasonable within the responses here.

In the second version of the translation, the students translated ‘mate’ as *pasangan* (spouse). This translation captures the idea of ‘mate’ as a biological relationship rather than a more general relational term. This translation of ‘mate’ makes sense in context when translated as ‘*pasangan*’, but does not reflect the Australian English meaning.

The discussion about ‘mate’ above suggests that basically the students have identified a relationship meaning reflected by the word ‘mate’, however some of them have taken a more general meaning of ‘mate’ as *pasangan* (spouse). Some of them have translated the term as a general standard language one rather than as a cultural reference therefore the meaning of ‘mate’ is not fully conveyed in the target language as only part of the sense of ‘mate’ captured in students’ translation.

5.6 Class terms

Besides the use of relationship terms, it is also found in the data the use of a specific term related to the quality of certain persons or people in social life. The following example discusses the translation of term of 'underdog' into Indonesian.

Example 11

ST: They are also seen as people who believe in the principle of giving people a fair go and standing up for their mates, the disadvantaged and the **underdog**.

TT1: ….orang yang dalam kerugian dan **kepayahan.** (one student)

TT2: ….mereka yang kurang beruntung dan **tertindas**. (12 students)

TT3: ….termasuk orang tidak berpendidikan dan **orang rendahan**. (nine students)

TT4: …orang yang kurang beruntung dan **selalu sial.** (two students)

TT5: Mereka juga dianggap sebagai orang yang memiliki keyakinan prinsip memberi yang adil untuk menciptakan teman, tidak ada yang dirugikan atau **diunggulkan**. (one student)

In the Australian context, the term 'underdog' is a broad concept. It means a person who is disadvantaged or is not as powerful as other people. The term 'underdog' is also often used in a sporting context to refer to a person or team that people do not think will win. In another sense, underdog also means people who have had hard times in their life and as a result, people feel sorry for them.

The students have translated 'underdog' quite differently. There are five different variations of it. In the first version, the students have translated 'underdog' as (*orang yang*) *kepayahan* which means the people who face hardship/difficulty. In the second version, the students have translated it as *(orang yang*) *diunggulkan* (people who are nominated to a certain position). In the third variation the students have translated it as *(orang yang) tertindas* (people who are oppressed). In the fourth version, the students have translated it as *orang rendahan* (marginal people), meanwhile in the fifth version, the students have translated it as *(orang yang) selalu sial* (people who always have bad luck).

The translation of 'underdog' as *(orang yang) kepayahan* (people who face hardship) seems to be close to the meaning of the source text as 'the underdog' as 'the people who face

hardship' captures the idea of people who have difficulties in life. This translation has captured the idea of 'disadvantage'; however it did not capture the specific cultural meaning of 'underdog'.

In the second version of the translationof 'underdog' as *(orang yang) tertindas* (the oppressed people) does not really reflect the meaning of the source text, as 'the oppressed' may mean people who face unfair treatment. They may have been influenced by the meaning of 'under' in deciding this, and also it works in context.However, an underdog does not necessarily receive unfair treatment, but rather are less powerful than others, or less likely to succeed. This translation shows that the students find difficulty in identifying the cultural meaning of 'underdog' in the Australian cultural context. Nonetheless, translating 'underdog' as 'the oppressed' captures part of the sense of 'underdog' as 'disadvantage people' but not in terms of having unfair treatment.

The third version, in which 'underdog' is translated as *orang rendahan* (the lowly people), captures the sense of 'the underdog' as the people who have low social status in the society therefore they are considered as 'disadvantage' people. This translation shows that the students have identified the meaning of 'underdog' in terms of their social status, as 'underdog' in Oxford English Dictionary is defined as one who is in a state of inferiority or subjection.

The fourth version of the translation of 'underdog' as *orang yang selalu sial* (the people who always have bad luck) represents 'underdog' as people who have difficulties but it is a specific type of difficulty and is much narrower than the Australian English meaning, which does not relate specifically to luck.

The fifth version of the translation of 'underdog' as *(orang yang) diunggulkan* (a person nominated to fill a certain job or to win a competition) means that a person is considered as a high quality person, and therefore people believe that the person will be able to do a good job or be successful. In terms of sport '*orang yang diunggulkan'* means a player who is nominated to win the competition, which the opposite of the Australian meaning. Translating 'underdog' as '*orang yang diunggulkan'* (a quality person) therefore does not capture the meaning of 'underdog'.

The above translations mainly show that all of the students recognize that 'underdog' has a meaning related to some sort of disadvantage. It seems that the students understand the

general meaning of ‘underdog’ but some of them have trouble in understanding and representing the specific cultural concept of the underdog.

5.7 Concluding remarks

The discussion in this chapter shows that most students have problems in translating terms related to Australian culture appropriately into Indonesian. The culturally related terms found in the source language text include the terms used in geographical references, sporting terms, food and drink references, relationship terms and class terms.

In terms of translation competence, the discussion of students’ extralinguistic problems in the above examples shows a number of things. Firstly, the students have problems related to their ability to identify culturally embedded terms. As a culturally embedded term, a word may have an idiomatic meaning other than its literal meaning. However, because of students’ inability to identify the term as culturally embedded, they have often translated the term literally. This literal translation, such as in the translation of ‘bush’ as ‘weed’ for example, results in a translation where the word is used out of context. As a result, the cultural meaning of the source text is not conveyed in the target language and the target text may not even have a clear meaning.

Secondly, students have problems with their ability to use context to understand terms. In some cases, the texts establish the context which can be used to help the students in dealing with the unfamiliar terms. Some students appear not to pay attention to the context and this leads them to choose inappropriate words to translate a particular term, such as in the case of ‘bush tucker’ translated as ‘jungle explorer’ where the text makes it clear that the term must relate to food.

Thirdly, students have problems with their ability to analyze language to understand how terms are used. This problem relates to students’ linguistic problems. Some of the students are unable to identify the English linguistic features such as word class or word function and a certain construction in English, as in the example of the term ‘reds’ and ‘greens’ that mean ‘red wine’ and ‘green vegetable’ respectively. In such cases, the students are unable to identify the word class or reference of the source language words, and therefore they mistranslate them. The findings above therefore indicate that extralinguistic and linguistic problems often goes together.

Fourthly, the students have difficulties in their ability to resolve problems of cultural knowledge where they are identified. In some cases, the students might be able to identify the culturally embedded term, but they have problems with how to translate these terms with equivalent terms in Indonesian.

Some of the students have however applied different strategies in dealing with these terms, and therefore they translate the same terms quite differently into Indonesian. Some of the students used appropriate strategies, such as paraphrasing in which they recast a source language word in a longer form that reflects the same meaning in the source language. Some of them have also used a glossing strategy, in which they leave a source language term untranslated, while providing additional information to explain that term. These strategies show a good approach to their translation as the translation in the target language may capture the meaning of the source language terms. In this successful translation, the students also seem to consider and use the context provided in the text to help them in understanding and translating unfamiliar terms. However, some of the students have applied inappropriate strategies in dealing with unfamiliar culturally bound terms in the source language. Rather than try to solve the problems, some students left the source language term untranslated without trying to paraphrase or to gloss it. They also tended to translate the term word-by-word without considering the context provided by the text. Some students have also used an avoidance strategy in which they omit a problematic terms from their translation. These findings is similar to Sufianto's (2010) study about the errors the students make when dealing with cultural terms. As a result of this problems, the students often translate the source text with a different meaning in the source text. Overall, these variations of students' translations presented throughout this chapter suggest that there is a range of students' extralinguistic competence with various strengths and limitations, and leading to the need to understand how students undertake their translation tasks in practice. This is precisely the subject of the next chapter.

6 Students' Translation Practice

6.1 Introduction

The previous chapters discussed students' linguistic and extralinguistic problems in their translations. It is likely that these problems occur as the result of students' inappropriate actions during their translation task. In order to know what actually happens during students' translation process that leads to such problems, the following chapter discusses students' translation practices that include what students do before, during and after translation.

The 'before translation' section discusses how students approach the source text in order to comprehend and interpret it, the 'during translation' section deals with possible problems students have during the translation process, what the students do to cope with these problems as well as the resources they use. The 'after translation' section discusses what the students do after finishing their translation task, i.e. how they undertake final editing and revision of their translation.

The data in this chapter are taken from students' responses to both TNI and TEI questionnaires and their answers in the in-depth interviews. There were 26 students who participated in answering the questionnaires and ten of them also participated in the interviews.

6.2 Before translation

Before translating, there are some important aspects that need to be considered by translators related to the source text. These sorts of aspects basically relate to how the translators read, understand, and interpret the source text. A good reading of a source text is important for translators in order to comprehend the text as a whole as well as to identify the purpose and the genre, and to find out what the text is about. In this case, translators read the text not as 'ordinary readers' but as 'privileged readers', as translators read the text in order to produce, and to decode it in order to encode it (Hatim and Mason, 1990: 224).

Students' approach to the source text, therefore, is an influential factor that enables them to understand and to interpret the text well. Considering the importance of understanding and interpreting the source language text in the translation process, this section discusses what the students in this study did before translating that consists of how they read the source text, how they understand its purpose or function, the main idea and supporting ideas in the source text.

Students' responses	**Number of students**
Do not read the whole text before translating	10
Read the text once before translating	6
Read the text twice before translating	8
Read the text three times before translating	2
Total	26

Table 1 How the students reported reading the text before translating

According to the students' responses in Table 1, 16 students read the text before beginning to translate it. However, they read the text a different number of times. Six of them read the text only once before translating, eight students read the text twice and two students read the text three times.

Looking in more detail at the students' responses to the questionnaires, among the 10 students who answered that they did not read the whole text before translating, two students did not read the text at all. Eight of them read different parts of the text ranging from reading only the title to reading a paragraph of the text. Two students said that they only read the title of the text. Two other students said that they read only the first paragraph and the title of each of sub topic. Meanwhile, one student said s/he read the first and second line of each

paragraph and one student admitted to 'reading only 30 lines of the text' which means they only read a bit of the text.

However, the students who said that they read the text did not clearly indicate how exactly they read the text, whether they read through the text only in order to understand the meaning, whether they read through the text and tried to identify any problems or whether they read through the text and made notes. There was only one student who gave a clearer response on how s/he approached the text and translated it. This student said '*membaca dua baris, terjemahkan tiap dua baris'* (I read every two lines of the text and then translated them). Further, in his response to the interview section, one student said that he read through the text while identifying the difficult vocabulary or terms in the text and when he found a difficult term he reread the text, as he said '*baca ulang teksnya (dibaca per paragraph yang ada bagian sulit*)' (I reread the whole text and (carefully read each paragraph in which the difficult terms I found).

The above responses on how students read the text suggest that the students had various approaches to how they understand and interpret the source text. Some of them might think that reading the whole text once or more will help them to understand the text better and it is therefore an important process before they start working on it. Others might think that reading the whole text is not necessarily helpful to understand the text, therefore they think that reading only a particular part of the text is enough to understand it. However, the fact that some of the students read only a small part of the source text suggests that they did not read the text carefully. This may suggest that these students do not consider understanding and interpreting the text overall as an important thing to do before they start translating it.

Most of the students do not appear to realize that as translators, they need to have a different approach to the text from that of 'ordinary readers' of the text, as they seem not to read the source text carefully to identify issues for translation. However, as translators, the students are 'privileged readers' therefore they need to read the text not only to understand it, but also in order to produce, decode and encode it (Hatim and Mason, 1992).

Students' answers about how they read the text shows that most of them seem to read the text as 'ordinary readers'. They seem to only read through the text (or a part of it) without doing the tasks that privileged readers would do, such as identifying the possible problems appearing in the source text or making any notes needed for their translation work. This approach toward the text can be assumed to influence their understanding of the text because

it indicates the students did not seem to spend time trying to understand it or did not try to interpret the text in depth. This also suggests that the students only focus on getting a superficial understanding of the text prior to translating it.

As students' approach in reading the text was not well developed, it is important to consider how well they understood the function or the purpose of the text, the main idea and the supporting ideas of the text. Understanding these aspects is important for the students as translators as this indicates to some extent how they understand the text. In other words, understanding the function, main idea and supporting ideas of the text will help the readers understand the text better.

In their responses to the questionnaire, the students gave various answers about the purpose of the text. The students' answers were grouped as presented in Table 2.

No	**Students responses**	**Number of responses**
1	To give information about Australia	15
2	To inform the readers about Australian people, culture and lifestyle	6
3	To describe Australian life	2
4	To portray some aspects of Australia	2
5	No answer	1
	Total	26

Table 2 Students' responses about the function/purpose of the text

Table 2 shows that the students have different ideas about what the function or the purpose of the source text is. Fifteen students mentioned that the function of the text is 'to give information about Australia'. Six students think that the function of the text is to 'inform the readers about Australian people, culture and life style'. Meanwhile two students believe that

the function of the text is ‘to describe Australian life’, and two others think it is ‘to picture Australia from some aspects’.

In their answers about the function of the text, students provide a superficial and general concept of the purpose of the text without providing further details. This indicates that most students’ responses about the function or purpose of the text in Table 2 seems to be very general. These general responses again suggest students’ approach to the source text in which they might only attempt to identify the general or superficial information stated in the text rather than gaining a deeper understanding of the ideas and information.

Further, students’ responses about the function or the purpose of the text also suggest that the students might not use an appropriate reading strategy needed by translators as suggested by Atari and Radwan (2009). Atari and Radwan (2009) argued that for the purpose of translation, both a general reading strategy and a local reading strategy should be considered by a translator. A general strategy, which consists of anticipating content, recognizing text structure, integrating information and interpreting the text is important in order to understand ‘macro textual level issues’ such as text type, the overall coherence of the product, and the purpose of the translation. Meanwhile a local strategy which consists of paraphrasing, rereading, questioning the meaning of a word, a clause or a sentence, is important for understanding ‘language-based lower level issues’ such as vocabulary and sentence or phrase meaning. Students’ responses to the questionnaires suggest that they might use a local reading strategy and neglect the general reading strategy as they focus more on the vocabulary, sentence or phrase level. As a result, the students only have general or superficial understanding about the text which might be insufficient in order to comprehend and interpret the source text properly.

Moreover, in doing their translation task, translators not only deal with the linguistic codes among languages but as the cultural turn in translation suggests they also deal with the cultures of both languages (Katan, 2004; Liddicoat, 2015). In this particular case, translators function as mediators whose job is to mediate between both languages and cultures (Liddicoat, 2015). As a mediator of languages and cultures, the translator’s position is between the reader (of the translation) and the writer (of the source text). This means that a translator need to convey the meaning of the source text and need to ensure that the translation in the target language is understood by the readers of the target language. In order to this job, a mediation by the translator is needed because the audience of the target

language is not the audience intended or imagined by the writer of the source text. (Liddicoat, 2015). In undertaking this complex task, translators' understanding and interpretation of the source text will provide them any information they need in order to be mediators. In this case, being a mediator relates to how the translators think about the text before translating it. The students' responses in this study suggest that they might not think of themselves as mediators of languages and cultures in performing their translation task. In understanding the text, students also seem to neglect the cultural context that may help them in understanding and interpreting the text. This might indicate that the students do not seem to understand that they need to interpret from one culture to another one, and in order to do that they need to understand the ideas in the text, the purpose of the text and other relevant information about the text.

Looking in more detail at students' responses shown in Table 2, some students also considered the audience of the text, when they give their responses about the function of the text as they said, for example '*Untuk memberitahu kepada pembaca tentang budaya yang ada di Australia'* (to inform readers about Australian culture). Only one student specified the audience of the text as s/he said '*Untuk memperkenalkan Negara Australia kepada para pembaca (warga Indonesia)*' (in order to introduce Australia to Indonesian readers). These responses about the possible audience of the source text show that some students might look more closely at the information in the text and its purpose, especially for the target readers of the text. However, most of them did not specify these readers, i.e whether the text is written for English-speaking readers who share the same culture or for readers who do not speak English and do not share the same culture. Such an understanding about the target readers is important for translators, as it influences how they translate the text. If the translators are aware that an English text, for example, is written for readers who understand and speak English and share the same culture, they might realise that in translation they are less likely to need radical change to the text, because the text is written in a way that corresponds to the target reader. If the translator knows that an English text is written for readers who are assumed not to understand or speak English and not to share the same culture as the target text readers the translator might consider that they need to undertake more complex language and cultural mediation to meet the needs of Indonesian readers, who are not the intended readers of the original text.

To sum up, students' responses about the function of the text, which are superficial and general, suggest that the students might read the text as 'ordinary readers' instead of as

'privileged readers'. In this case, 'privileged readers' have special position, meaning these readers have advantages which other readers do not have (Hatim and Mason, 1992). Privileged readers 'bring resources into their reading' that ordinary readers do not. Therefore privileged readers might think about the text in the ways other readers might do not because, when reading the text, privileged readers read it with their both languages and cultures knowledge so they have additional resources. The students do not seem to bring such resources into their reading. They do not appear to try to understand the text using both their languages and cultures.

The following section discusses students' responses about the main idea and supporting ideas of the source text as stated in the questionnaire. This discussion is important as students' ability to identify the main idea and supporting ideas reflects part of their understanding of the source text. Based on their responses to the questionnaire, the students gave various answers about the main idea and supporting ideas of the text. Students' responses in identifying the main idea and supporting ideas of the source text are shown in Tables 3 and 4 respectively.

Students responses	**Number of responses**
Could identify the main idea	19
Could not identify the main idea	7
Total	26

Table 3 Students' responses in identifying the main idea of the text

The data in Table 3 show students' self report on the questionnaires about whether they believed they could identify the main idea or not. Table 3 shows that 19 students think that they could identify the main idea while the other seven students could not. Those who could not identify the main idea of the text might not be able to understand the text even in the basic level. The fact that most of the students could not identify the main idea suggests that these students might have limited linguistic competence that prevents them from understanding the text.

Looking at more details about students' responses about the main idea of the text, among 19 students who could identify the main idea of the text, five students believed that the main idea of the text is *'budaya Australia'* (Australian culture). Three of the students argued that the main idea is '*masyarakat, kebudayaan dan gaya hidup Australia'* (Australian people, culture and lifestyle) and the other 11 students have various answers such as *'Keragaman penduduk, budaya, kepercayaan, olah raga dan masakan Australia'* (the diversity of Australian people, culture, belief, sport and cuisine) or '*tentang Australia secara umum*' (About Australia in general). Students' answers about the main idea of the text, which look general or superficial, might suggest that the students have not read the text thoroughly. Students' self-report about their ability to identify the supporting ideas of the text is shown in the following table.

Students responses	**Number of responses**
Could identify the supporting ideas	15
Could not identify the supporting idea	11
Total	26

Table 4 Students' ability in identifying the supporting ideas of the text

Fiveteen students felt that they could identify the supporting ideas while 11 students could not. The number of the students who could not identify the supporting ideas of the text is slightly greater than those who were not able to identify the main idea depicted in Table 3. Again, this suggests that the students might have problems in understanding and interpreting the source text which may be caused by their limited linguistic competence.

The students who believed they could identify the supporting ideas of the source text gave various answers what the supporting ideas of the text are. Some of the students' answers about the supporting ideas were similar to the main idea, such as '*Aspek sosial, budaya, agama, dan lain-lain masuk jadi pendukung'* (social, cultural, religious and other supporting aspect [of Australia]), '*semua hal yang terdapat di Australia, makanan, agama, hokum, olahraga, dll.* (all things found in Australia, such as: food, religion, law, sport, etc.) or '*Australia adalah multikulturalisme yang berasal dari perpaduan unik suatu budaya dan*

masyarakat Negara lain. (Australia is a multicultural society and it is a blend of unique culture and people from other countries). While some other students just simply took the sub-headings of the text as the supporting ideas as they think that the supporting ideas is '*Sub bab yang memuat teks lebih detil'* 'each sub topic that contains a more detailed text' or '*Setiap poin yang menjelaskan beberapa unsur*' (each point that explains some aspects (of Australian life).

Students' responses about the main idea and supporting ideas of the source text seem superficial or general as most of them simply provided the title or the sub-headings of the text as the main idea and supporting ideas of the text. This suggests that the students might have problems in understanding and interpreting the source text or problems in articulating their understanding of the text. Students' answers also suggest that the students approach the text as ordinary readers rather than as privileged readers. In this case, the students seem to read through the text to find the general information explicitly mentioned in the text. Therefore, it appears that the students did not quite understand what the text is about as their answers about the main idea and the supporting ideas of the text are general and superficial. However, as privileged readers, the students' task is not merely to get the general understanding of the text, but to read the text to produce a translation, which means they 'decode the text in order to encode it' (Hatim and Mason, 1990).

Students' ability in identifying the main idea and the supporting ideas of the text also suggests that the students have problems with their reading strategies related to their comprehension of the text for translation (Atari and Radwan, 2009). The students seem to have problems in anticipating the content of the text and in recognizing the text structure, as they are unable to state sufficiently what the text is about and what the purpose of the text is. They also seem to have problems in integrating information and interpreting the text, as they seem just to make a list of the title and sub-headings of the text, without trying to integrating the list into a more comprehensive understanding of the main idea and supporting ideas. They do not stand back and characterize the nature of the text overall.

To conclude, the discussion about what the students do before translation suggests that most of the students' have problems in understanding and interpreting the source text. Students seem to use different approaches toward the source text and they read the text in different ways. Some of them read through the text to know what the text is about and some of them

read through the text while identifying some unfamiliar terms or other difficult vocabulary found in the text.

Students' responses about the purpose, main idea and supporting ideas of the text are superficial and general and presented as a list of words used in the title or sub-headings of the text in their answers. This suggests that the students might just read through the text and rely on the explicitly stated information from the text. The ways that the students read the source text suggest that most of them approached the text as 'ordinary readers' instead of as 'privileged readers' as suggested by Hatim and Mason (1990). This also shows that the students might not apply the reading strategy needed for translators as suggested by Atari and Radwan (2009) that consists of general and local reading strategies. Students' general and superficial responses about the function, main idea and supporting ideas of the text suggest that they used a local reading strategy more and this is language-based or lower level (vocabulary and sentence or phrase level). They do not seem to use a general reading strategy which deals with macro-textual level issues such as text type, the overall coherence of the product and the purpose of the translation.

In general, the discussion about what the students do before translating the text, suggests that student have a limited range of competences that they bring to understanding and interpreting the text. These problems show that most of the students have limited linguistic competence, as well as problems in applying appropriate approaches and strategies in reading the source text, and these aspects influence their translation competence.

6.3 During translating

This section discusses what the students do while undertaking their translation task. The purpose of this section is to describe the steps the students take in translating the text, including the basic unit the students select for translating, the problems they face during the translation task, what they do in dealing with these problems, and the resources they use to help them solve problems.

6.3.1 The basic unit for translating

In translating a text, the students reported using different basic units to translate. These basic units are the word, sentence, or paragraph. Table 5 shows the basic unit that the students reported that they use in translating.

No	The basic unit	Number of students
1	Word	4
2	Sentence	21
3	Paragraph	1
	Total	26

Table 5 The basic unit that the students report they translate

In term of the basic unit that the students are translating, 21 students reported using the sentence as the basic unit in translating. Four students reported using the word as the basic unit to translate, and only one student that reported using the paragraph as the basic unit in translating.

The basic unit that the students translated suggests how they approached translation (Newmark, 1988; Zhu 1999; Malmkjaer, 1999; Huang and Wu, 2009). The use of certain unit of translation also suggests the strategies the students might use in translation. The students who use the word as the basic unit in their translation would be more likely to translate the text word-by-word. Meanwhile, the students who use the sentence as the basic unit in their translation may work on the meaning of the sentence in isolation from the rest of the text. The students who take the word and those who take the sentence as the basic unit may not be able to use the context provided in other parts of the text to help them develop a better understanding and interpretation of the text. Their focus is likely to be on the word meaning and the sentence meaning in isolation. While the students who use the paragraph as their basic unit of translation might be more able to use the context as they do not focus much on the meaning of any single word or sentence in isolation. The use of the unit of translation

To sum up, the basic unit of translation that the students use in their translation shows students' different approaches in understanding the meaning of the text, how they interpret the text, and how they consider the meaning in context. In terms of the text's meaning, most of the students are focusing on the local meaning of the word and the sentence, and therefore

it may be difficult for them to see the relationship among the sentences that make up the linguistic context of the text. As a result, students' focus on the local meaning might lead them to make a partial interpretation based on word meaning or sentence meaning in isolation, which further prevents them from having a more comprehensive and contextual interpretation of the text, as students' translation works show that they often translate a word with its lexical meaning. Therefore the translation produces a meaning which is different from the context of the source text.

Students' basic unit in translation also implies the strategy they may use in translation. Those who used the word as the basic unit in translation may use a word-by-word translation strategy, meanwhile those who used the paragraph as the basic unit in translation may use a better translation strategy in which the students may consider the contextual information in the paragraph.

6.3.2 Problems the students have in translating

This section discusses the problems the students reported that they had during their translation work, any particular action they took to solve these problems and the resources they used in translation.

a) Typical problems the students usually face in translation

The students reported in their responses to the questionnaires and in the interviews that they had some common problems, as presented in Table 6. In this table, the students stated that they have linguistic and extralinguistic problems.

No	Types of Problems	Number of students
1	Linguistic problems	24
2	Extralinguistic problems	5

Table 6 Students' reported typical problems in translation

In Table 6, 24 students realized that they had linguistic problems when they were translating, and five of them realized that they had extralinguistic problem. This number does not add up to 26 because three students mentioned that they had both linguistic and extralinguistic problems. Five students who thought they have extralinguistic problems did

not give more information of what sorts of extralinguistic problems they had in their responses to the questionnaires. Six students who had linguistic problems gave more detailed information about the sorts of linguistic problems they experienced.

Looking at the more detailed responses the students gave to the questionnaires, it seems that the students had different kinds of linguistic problems that range from problems with understanding difficult vocabulary in the source text to problems in writing in the target language. Most linguistic problems reported by students related to difficult or unfamiliar words or terms they found in the source language, therefore they could not find the equivalent words/terms in Indonesian. One student said '*Kesalahan memilih kata yang pas/sepadan'* (Problems in finding equivalent words), while the other student said '*Biasanya tentang kosa kata yang kurang pas dalam menerjemahkan'* (usually about vocabulary that is not well suited in translating). Another student mentioned that his/her linguistic problems related to source language words which do not exist in the target language, as s/he said '*Biasanya apabila ada kata yang dari bahasa sumber tidak terdapat di bahasa target'* (usually [the linguistic problem happens] if the words in the source language do not exist in the target language).

Meanwhile, a small number of students also reported other problems in translation. One student reported to have problems dealing with their approach and understanding of the source text as s/he said '*ketidakpahaman penulisan'* (do not understand the writing [of the source text]). Another student said his/her problems in translation deal with how they approach the source text and the translation strategy they used, s/he said '*Dalam menerjemahkan saya masih word to word, kurang literal dan alami'* (in translating, I still do word to word and not so much literal and natural translation). Another student also had problems related to writing an understandable sentence in the target language as this student said '*Kesalahan dalam menyusun kalimat agar mudah dimengerti'* (error/problems in writing meaningful sentences [in the target language]).

Students' responses about their problems in translation suggest that most of the students realized that they had linguistic problems when they were translating. These linguistic problems, which are also discussed in the Chapter four, indicate that the students are aware of their problem with their linguistic competence. Students' linguistic problems are mostly dealing with difficult or unfamiliar vocabulary/terms and these suggest that the students might focus more on the word level. Therefore, they pay more attention on finding the

words' meaning. Consequently, they may apply a 'word-based strategy' in their translation, which means doing word-by-word translation.

In addition, the fact that only five students stated that they had extralinguistic problems in their translation is surprising the students have various extralinguistic problems as discussed in chapter 5. It seems that the students may not have been aware of the extralinguistic issues appeared in the text. They may also have considered the extralinguistic problems as linguistic or vocabulary problems. An example of students' lack of awareness about extralinguistic issues is how the students dealt with the cultural term 'the bush' discussed in chapter 5. Most of the students may think 'the bush' is a vocabulary problem rather than a cultural issue and therefore extralinguistic problem.

Students' lack of awareness of the extralinguistic issues in the text also shows that the students focused more on the form rather than on the meaning in approaching language in translation. Most of the data about students' extralinguistic problems show that the students had difficulty in identifying extralinguistic issues or students tried to solve extralinguistic issues with linguistic solutions. This is consistent with the discussion in Chapter 4 that most of students' extralinguistic problems also related to their linguistic and comprehension problems. This also because the students use a local reading strategy more than a general reading strategy in understanding the source language text .

b) Problems with vocabulary

The following section discusses in detail students' responses to the questionnaires about their problems with unfamiliar/difficult vocabulary or terms. As indicated in the previous discussion, most of the students' linguistic problems relate to their understanding of unfamiliar vocabulary or terms in the source language. Table 7 shows the information about students' self-reporting about whether vocabulary is their main problem in translation.

No	Students' responses	Number of students
1	True (T)	22
2	False (F)	4
	Total	26

Table 7 Students' reports that vocabulary is the main problem in translation

Based on students' responses on Table 7 above, 22 students admitted that vocabulary was their main problem in translation, while four students did not think this. This result suggests that most of the students may pay more attention to the meaning of single words rather than the meaning of the text as a whole. This may relate to students' basic unit for translation, as shown in Table 5, in which most students have used the sentence and the word as the basic unit of translation. This approach to translation may have led the students to focus on the meaning of individual words or the local meaning of the sentence in isolation, and therefore understanding every word of the source text represents the main problem for these students.

The fact that most of the students have problems with the vocabulary of the source text also suggests that the students might not use the context of the text in order to help them to solve the problems with unfamiliar vocabulary. Students' lack of attention to the context may result in the inappropriate word choices in their translation as shown in Chapter 4 of students' linguistic problems.

c) Problems with the grammar

Another linguistic problem that the students thought they had in translation was the difference in grammar between English as the source language and Indonesian as the target language. Table 8 shows the number of the students who reported problems related to this grammar difference.

Students' responses	**Number of students**
Yes	24
No	2
Total	26

Table 8 Students' reports of whether different grammar causes problems in translation

Twenty four students thought that the different grammars of English and Indonesian was the factor that caused them to make errors in understanding the source text and these lead to

their translation problems. Meanwhile, only two students did not think that the English grammar is a problem for them in translation.

In their responses to the questionnaires, the students gave detailed answers to why they think different grammar between Indonesian and English may cause problems in their translation. Students think that English grammar is more complex than Indonesian, as one student said *'bahasa Inggis lebih rumit grammarnya'* (English grammar is more complex). Another student said *'karena grammar dalam bahasa inggris lebih kompleks, adanya perbedaan jenis verb [reguler, irregular] serta tenses'* (English grammar is more complex as it has different verbs [regular, irregular] and tenses). Another student said '*karena dalam bahasa inggris terdapat banyak pattern sehingga sangat mengecohkan karena sering kebolak-balik dalam penggunaannya'* (because there are many patterns in English grammar, and these are so tricky so that people often misuse it).

The students also said that their difficulty with English grammar may influence the quality of their translation. One student said '*Karena untuk menerjemahkan teks dari bahasa Inggris ke bahasa Indonesia, si penerjemah harus betul-betul paham tentang grammar, karena grammar dalam bahasa Inggris terlalu rumit dan banyak'* (in order to translate a text from English into Indonesian, the translator should really understand grammar well because English grammar is complicated and there is a lot of it). Another student admitted that difficulty with English grammar influenced the understanding of the source text: '*Terkadang perbedaan grammar dapat mempengaruhi pemahaman terhadap teks tersebut'* (sometimes the grammar difference can influence the understanding of the text).

Students' problems with English grammar in their translation suggest their competence in approaching the language as translators. This indicates that the students might try to capture the grammatical constructions of English rather than the idea and meaning of the English text. As students confirmed that they have problems with tense and word order of the source text, for example, this may show students' low level of linguistic competence, as the grammar in the text is not particularly compex and the text is designed for non-native speakers of English. The students are translating from English, which is a more complex tensed language, into Indonesian, which is a tenseless language. Translating to their native language should have created fewer problems if they were able to capture the meaning of the source text. They will be able to present it in different structures in their translation in Indonesian.

It seems that there is a relationship between students' problems with the grammar of the source text and their transfer competence. Students' problems with the grammar made them focus on the structure of the source text rather than on its meaning and this led them to focus on capturing the structure of the source text in their translation in the target language.

d) Problems with culturally bound terms

The previous discussion of students' typical problems in translation shows that some students seem not be aware of the extralinguistic issues in their translation, especially when they deal with culturally bound terms. However, a small number of students also admitted that they did find some cultural terms in the source language.

The following section discusses whether the students reported that they found difficult cultural terms and what cultural terms they considered difficult to translate. Table 9 shows the number of the students who found difficult cultural terms when they were translating, while Table 10 shows some words or terms considered as difficult culturally bound terms by the students.

No	Students' responses	Number of students
1	Yes	21
2	No	5
	Total	26

Table 9 Students' reports on whether or not they found difficult cultural terms in the SL text

According to the students' responses in Table 9, 21 of 26 students found difficult culturally bound terms in their translation. Five of 26 students stated that they did not find difficult cultural terms in their translation.

This figure suggests that in the questionnaires responses, most of the students realized there were culturally bound terms in the source text. This is consistent with the discussion in chapter five on students' extralinguistic problems, which shows a great number of issues related to cultural elements in the source language text. Students' problems with culturally

bound terms are a clear indication of the range of students' extralinguistic competence. The students try to solve their extralinguistic problems differently, as has been discussed in chapter five. Students mainly find difficulty in identifying the cultural concepts of the terms used in the source language context. However, once they are able to identify these cultural issues, as the previous chapter has shown, they still have problems with how to translate them in the target language as these culturally bound terms do not exist in the target language.

The students who admitted that they did not find problems with cultural terms in the text however might not be aware of these terms. They might view these as merely vocabulary problems instead. These students have an even bigger problem with their extralinguistic competence as they may not be able to identify culture-related terms, and therefore they might not be able to capture the cultural aspects in the text and this might lead them to miss or ignore this cultural information in their translation altogether.

Related to what sorts of cultural terms the students found in the text, the students gave various answers which have been grouped into broad categories in Table 10.

No	**Difficult cultural references**	**Number of students**
1	Food and drink references	10
2	Sporting terms	5
3	Relationship and class terms	3
4	Geographical references	2

Table 10 Students' reports of difficult cultural terms to translate

The total number of the students shown in Table 10 above does not add up to 26 because some students did not indicate that they found difficult cultural terms. Culturally bound terms considered as difficult by the students consist of terms related to geographical references, sporting terms, food and drink references, relationship terms, and class terms. Some of the aspects reported are the same with those discussed in the chapter five on

students' extralinguistic problems. Ten students found problems with cultural terms related to food and drink references, such as bush tucker and types of wine styles. Five students identified terms related to sporting terms, such as 'cricket' and 'Australian rules football'. Three students mentioned terms related to relationships and class such as 'mate' and 'underdog', and two students reported terms related to geographical references such as 'the outback' and 'Sydney cove'.

The cultural terms that the students mentioned above are mostly terms that reflect cultural concepts, objects or places exist in the source language context but do not exist in the target culture. Therefore, there is no equivalent cultural concept in the target language culture. Among these terms, food terms such as bush tucker and sorts of wine styles were the most common terms considered as difficult to translate into Indonesian. It seems that the students do not have the same cultural concepts in the target language.

The significant number of culturally bound terms the students considered as difficult to translate into target language suggests that the students have limited extralinguistic competence. The students were unable to deal with these terms properly as they tended to focus more on the structural issues of the source language text rather than on the cultural issues. This also suggests that the students might not be aware of the presence of cultural references in the text or might not know the difference between linguistic and extralinguistic problems, and therefore they are not able to deal with extralinguistic problems as a particular issue in translation. In some cases, the students also seem to try to resolve any extralinguistic problems by using linguistic solutions.

To sum up, the discussion about students' self-reported problems when they were translating the text from English into Indonesian shows that the students believed their problems in translation consist of linguistic problems, extralinguistic problems, and transfer problems.

Students' linguistic problems dealt with both English and Indonesian and mainly related to students' understanding and interpretation of the source text. At the linguistic level, most of the students report having issues related to their linguistic competence. This indicates that they may focus on the local meaning of word or sentences and do not recognize the relationship among sentences in the text which provide the context of the text.

Students' extralinguistic problems mainly related to culturally bound terms in the source language specific to the Australian context. Most of the students were unable to identify the

cultural problems in the source text. However, the students try to use linguistic solutions to deal with cultural problems in their translation, perhaps because they might think of these simply as vocabulary problems.

Students' problems with English grammar, vocabulary and cultural references caused them to have difficulties in understanding the source text and this relate to their transfer problems. Most of the students focused more on the structure of the source text rather than to its meaning, and they try to capture the structure of the source text in their translation.

All of these problems seem to cause students' strategic problems in which the students seem to have difficulty in using an appropriate strategy in their translation. Students' translation work shows that most of the students used a word-for-word translation strategy more than any other translation strategy. Students' problems in using an appropriate translation strategy reflect the limitation in their strategic competence as they have difficulty recognizing or deciding on appropriate ways of working.

6.3.3 The possible source of students' problems

The following section discusses the students' responses about what they think of the possible sources of their problems in translation. Understanding the possible sources of problems is important in order to know what exactly leads the students to have difficulty in their translations. However, before discussing the sources of students' translation problems, it is important to know whether the students realized that they were making errors or having problems in their translation. This information is important because it is assumed that realizing that one is making errors in translation is a good thing that will lead one to look back at the translation and make any necessary changes.

Table 11 shows the number of the students who realized/or not that they made errors in the translation, and the possible sources of these errors are depicted in Table 12.

No	Students' responses	Number of students
1	Yes	21
2	No	4
3	No answer	1
	Total	**26**

Table 11 Students' reports of whether they realized when they made errors/had problems in translation

Table 11 shows that twenty one students said they realized that they made errors in their translations while four students did not realize that they made errors. The fact that most of students realized they made errors is interesting as, although they realized it, their translation work still contained errors. This suggests that the students actually might be aware of making errors, but they are unable to overcome those errors becauses they do not have the linguistic competence to correct them. As a result, their final translation still cointains many errors. This also suggests that the students might have problems in revising and editing their translation work.

The following section discusses what the students think were the sources of their errors. Students' responses are various and grouped into a number of types presented in Table 12.

No	Students' responses	Number of students
1	Lack of SL text understanding	18
2	Lack of vocabulary	17
3	Behaviours and emotion during translating	13
4	Lack of resources	6

5	Lack of knowledge about translation	3
6	Difficulty to write in the TL	2
7	Lack of translation practice	1

Table 12 Students' report of the possible sources of errors/problem in translation

Table 12 shows that some students mentioned more than one possible source of their translation errors and so the total number of the students does not add up to 26. Eighteen students admitted that their understanding of the source language text is the most plausible source of their translation errors. Further, in their responses to the questionnaires, the students gave additional explanations that their misunderstanding of the text is mainly due to linguistic problems, such as difficulty in understanding source text words and structure. Whereas some students mentioned that their difficulties in understanding the source language text is also due to their extralinguistic problems, such as difficulty in understanding cultural issues and culturally bound terms in the source text.

Students' problems in understanding the source language text might also relate to their vocabulary problems. In this case, the students stated that they had limited access to English dictionaries, therefore they had difficulty in finding the meaning of complex or unfamiliar vocabulary in the source text, especially the vocabulary related to cultural terms used in the source text. Seventeen of the students reported they had problems with their lack of vocabulary that they believed to be the source of their errors in translation. These issues relate to students' linguistic competence, which is something that students refer to often.

Furthermore, thirteen of the students believed that their behaviours and emotions during translation was also another source of their errors. Some students stated that they did the translation in a rush, and therefore they did not pay attention to the detail of the text they were translating. Some others reported that they lost concentration during the translation process. A few students felt that they did not have a good level of confidence in translating, and therefore they were not sure about their own translation. These sources of errors relate to students' problems in managing their psycho-physiological conditions during translation, which also is an important part of students' translation competence. According to PACTE (2011), psycho-physiological conditions are very influential in translation practice.

Another source of translation errors reported by the students is that they do not have enough resources or do not have the ability to use the appropriate resources to help them during the translation process. Six of the students said that they had limited access to the resources during translation practice and they believed this as a factor that contributed to their translation errors. Some students also mentioned that they lack the ability to use the appropriate resources and this reflects their instrumental competence in translation. Instrumental competence deals with the students' ability as translators in using resources such as dictionaries or other information technology based resources to help them dealing with their translation problems (PACTE, 2011, 2014, 2015).

Three of the students felt that their lack of knowledge about how to do translation might be responsible for their errors. Knowledge about how to do translation means knowledge related to translation in general and how to to do translation work appropriately. This knowledge comprises knowledge of translation theory, translation strategies, translation processes and other procedural knowledge of how to do a translation work. Therefore, such knowledge of translation is important for the translators to help them to translate better. One student did not report that s/he had problems with the knowledge of how to translate, but indicated that s/he needs more translation practice as s/he believed that the errors in translation was caused by his/her lack of practice, reflecting a view of translation as a skill.

Another student stated that s/he was struggling with the target language and found difficulty in writing in the target language. This might suggest issues relating to the student's linguistic competence in the Indonesian language. This probably shows that, although Indonesian is considered as the national language, people do not necessarily have a good level of competence in Indonesian as they might use other native/local languages more frequently (Nababan, 1991).

To sum up, the discussion about what the students think to be the sources of their errors in translating reveal aspects of the students' translation competence as a whole. The sources of the problems suggest that the students have problems with their linguistic, extralinguistic, psycho-physiological, instrumental, and transfer competence (c.f. PACTE, 2011, 2014, 2015). This section also shows that the students might need to improve their knowledge of translation itself and to have more experience in the practice of translation.

6.3.4 What the students do to resolve their problems in translating

This section aims to discuss what the students do in dealing with their problems in translation. Table 13 shows that the students used different ways to solve the problems they had in translation. The students were asked about what they did when they found an English expression that they did not understand in the text. They were given three options; using a bilingual dictionary, using a monolingual dictionary and trying to understand the meaning from context. Students were asked to identify what resources they used in translation especially when they were dealing with difficult English expressions. Some of the students reported that they chose a single resource and some others used multiple resources.

Students' responses	**Number of responses**
Trying to understand the meaning from the context of the text	21
Using a`bilingual dictionary	13
Using a monolingual dictionary	9

Table 13 Students' reported solutions for dealing with difficult English expressions

From the table 13, 21 students tried to understand the meaning from the context of the text when they found an English expression that they did not understand in a text. Meanwhile, 13 students used a bilingual dictionary and nine students used a monolingual dictionary. However, eleven students used a combination of these resources and so the number of responses does not add up to 26.

Students' responses in Table 13 reveal that most of them used the context of the text in dealing with their problems with difficult expressions. This seems to contradict their performance in translation. In the discussion about the basic unit that the students were translating, most of the students reported that they used the word or sentence as the basic unit of translation. This suggests that the students paid attention to the word meaning or sentence meaning in isolation, which prevented them from identifying the context of the text. In addition, the discussion in Chapter 4 on students' linguistic problems and in Chapter 5 on students' extralinguistic problems also show that the students appeared to focus on the

local meaning of words or sentences and ignore the context of the text. As a result, students' translation resembles word-by-word translation because they sometimes chose a word meaning which is inappropriate in the context of the text.

The contradiction between students' answers about using context and their translation performance suggests the following. The students might not understand what 'the use of context' means in their translation work and might have a very norrow definition of context. They might also be unable to identify the broader context of the text, and therefore they rely on the individual meaning of the word and on the local meaning of the sentence.

Another resource that the students reported using to resolve their translation problems was a dictionary. Most of the students used bilingual dictionaries rather than monolingual dictionaries. The students reported that the bilingual dictionary they used was an English-Indonesian dictionary and the monolingual dictionary was the Oxford English Dictionary.

In their responses on how they used these dictionaries, some students said they looked up words in these dictionaries when they found difficult terms to translate. In finding the meaning of a word in a dictionary, sometimes they found a word in the source text which has many possible meanings in the target language, in this case they stated that they chose the meaning which was suitable for the context of the sentence of the source language. However, students' problems with finding an appropriate word in the target language discussed in Chapter 4 would appear to show that they did not carefully select the meaning of the word in the dictionary that is closest in meaning to the source language text. This suggests that the students had problems in using context to resolve word choice problems.

Furthermore, it appears that the use of a bilingual dictionary was also challenging. The dictionary may have a limited number of word entries and may not have included all the words used in the source text. Therefore some students stated that they sometimes could not find the meaning of the word in the dictionary and this made it difficult to translate. Students' problems in finding the appropriate word in the target language as discussed in Chapter 4 suggests that the students did have problems in how they used the dictionary. How the students used dictionaries as one of their resource in resolving their translation problems also reflects their instrumental competence in how to use the resources appropriately, and this indicates that they might have limitations in this area.

The following section discusses what the students did when they found an English expression that they understood but they could not find the equivalent word in the target language.

Students' solutions	**Number of students**
Trying to express the same idea in as many ways as possible in Indonesian	23
Using a bilingual dictionary	9
Using a monolingual dictionary	4
Other (ask a friend/an expert)	3

Table 14 Students' reported strategies dealing with English expressions which have no equivalent in the target language

In the table above, eight students used more than one strategy to overcome their problems and so the total number of the students does not add up to 26. Most of the students reported trying to express the same idea in as many ways as possible in Indonesian when they found an English expression that did not have an Indoensian equivalent but even when they used this strategies it appears that their translation may not have expressed the meaning clearly or precisely enough. Some of them also used another strategy in dealing with this problem, such as consulting a bilingual or a monolingual dictionary or asking peer who they think to be more proficient in translation. Such responses suggest that they felt that an equivalent word must exist but they did not know it or were not able to find it.

Students' responses in Table 14 show that in dealing with English expressions that they understood but for which there was no equivalent word in the target language most of the students tried to express the same idea as many ways as possible in Indonesian. This strategy means that the students might be applying a paraphrase or glossing strategy in order to achieve equivalence in their translation. If the students used this strategy appropriately, it is assumed that they would not focus primarily on the form or the structure of the English expression, but would focus on the idea of the expression and translate this idea to portray

the same idea as of the original text. This is probably a good strategy as they would focus on meaning rather than on the form. However, again, students' performance as discussed in Chapter 4 and Chapter 5 did not support this, as the students often translated the English expressions with a literal meaning which, sometimes was out of context or did not make sense. This might suggest that although the students know that they should focus on the ideas in translation, in practice they still focused on the form and local meaning. In other words, the students might have confusion about how to convey the meaning of the source language text in the target language and this reflects their limited transfer competence. This also suggests that there was a mismatch between students' declarative knowledge about translation and their procedural knowledge.

To sum up, the discussion about what the students do to solve their translation problems suggests that students used several strategies in order to solve the problems they have in translation. However, although the students said that they used some strategies in dealing with their problems, some problems still occurred in their translation. This suggests that there might be a gap between students' knowledge of translation and their actual translation performance.

6.3.5 The resources and how the students use them in translating

During the translation process, a translator usually needs resources to help them to solve the problems they may face. Table 15 shows some resources that the students used to help them in dealing with problems in their translation.

Types of resources	**Number of students**
Dictionary	26
On line resources (web, Google, etc)	26
Translation software/translation tools	9
Encyclopaedia	5
Other resources	7

Table 15 Resources students reported using in translation

Table 15 shows that the most common resources that the students used in their translation were dictionaries and online resources. However, a few of them also used other resources. In their responses to the questionnaires, the students specified that the dictionaries they used include printed bilingual dictionaries, printed monolingual dictionaries and digital dictionaries. The students said that they used monolingual disctionaries such as the official Indonesian dictionary (*Kamus Besar Bahasa Indonesia*) and the *Oxford Advanced Learner's Dictionary*. They also said that they used a bilingual dictionary, the *English-Indonesian Dictionary* by Echolls and Sadily. In addition to these dictionaries, the students also reported they accessed online dictionaries as their resources, although these dictionaries appear to have been of a very low standard. Most of the students said that they used bilingual dictionaries more rather than monolingual dictionaries, as shown in Table 14.

In their responses to how they used the resources, the students stated that they used dictionaries in different ways. Some of them looked up the dictionary to find out the meaning of the English word and used it in their translation. As shown in the Chapter 5 on students' extralinguistic problems, it seems that most of the students did not always consider the context of the source text when they were looking up the dictionary as they often chose meanings which were out of context. However a few students used the dictionary in a more sophisticated way. They did not only look up a word's meaning, but also looked for an example of the use of the word in a sentence. One student explained that s/he looked up the dictionary but did not pick the word directly. S/he thought about which of the word's meanings was suitable for the context of the source language text. This student said '*Setelah mendapatkan arti kata dari kamus, dipilih mana yang cocok dengan konteks kalimatnya'* (after finding the meaning of the [difficult] terms from the dictionary then choose the meaning which is suitable for the context of the sentence of the SL).

Another common resource the students used besides dictionaries was online resources. The most used online resource according to the students was the Google search engine. They used Google mainly to find descriptions of unfamiliar terms that could not found in the dictionary. During the interviews some students admitted that they relied very much on Google if terms were not found in the dictionary, as one of the students said '*Cari di kamus (istilah sulit) Kalau tidak ada cari di Google'* (look up the dictionary to find the difficult terms, if they cannot be found, search in Google). They also used Google to find other texts related to the text they were translating as a way to expand their understading about the text; one student said that s/he searched (using the Google search engine) for texts related to the

field s/he is translating. It seems that some students were using online resources more than an on line dictionary and were seeking to understand ideas and issues, which reflects their better instrumental competence.

Nine students used translation software such Google Translate. However these students also acknowledged that the results of the translation using such software and tools was not satisfying, and therefore they decided not to use them any more. During the interviews one students said '*Pernah pake transtool/google translate, tapi hasilnya kurang bagus'* (I have used transtool/google translate, but the results were not that good).

Besides the above resources, some students also used other ways of dealing with their translation problems. Some students also said that they used an encyclopaedia, a book or an article. While some others thought that discussion with a more capable person or even with their lecturers could be a good alternative to deal with difficult vocabulary: 'ask a more experienced friend for a specific terms in a specifie field' and 'ask a friend/a more senior and experienced person in translation'. They thought that discussing with their friends is an important way to improve their translation quality as they can get necessary feedback. One of the students said: '*Diskusi dengan teman apakah penerjemahan yang dilakukan sudah tepat, teman memberikan saran, mengenai pilihan kata*', (to discuss with my friends to know whether my translation is appropriate, and then they give me feedback, about word choice).

Bilingual dictionaries,, in the above discussion, are the most common resource used for translation. However, the students argued that a bilingual dictionary is not the main instrument used to find an adequate equivalent in the target language text, as shown in Table 16.

No	Students' responses	Number of responses
1	No	14
2	Yes	12
	Total	26

Table 16 Students responses about whether a bilingual dictionary is the main instrument used to find an equivalent in the target language.

Table 16 shows that 14 students did not report that a bilingual dictionary was the main instrument used to find an adequate equivalent in the target language, but 12 others reported that a bilingual dictionary was their main instrument.

One of the reasons why most of the students did not report that a bilingual dictionary was the main instrument used to find the meaning of a source language word was that they were not able to find some difficult words, especially words related to the source language cultural context in their bilingual dictionary. This suggests that for this particular text with many culturally bound terms, the students found that the use of a bilingual dictionary did not help them much to overcome their problems as the dictionary did not include the particular cultural terms they needed.

To summarize, the discussion above suggests that the students have different level of competence related to the use of resources, commonly known as instrumental competence (PACTE, 2011, 2014, 2015). Some of students rely heavily on bilingual dictionaries and the Google search engine to find the meaning of difficult words, while some others have also used the other resources. In terms of how they used the resources, some students reported that they used the resources merely to find out the meaning of the word. Some other students show a more advanced use of the resources as they used the resources not only to find out a word's meaning but also to understand the context of the source language text or to find further references about the topic of the text they are translating. These suggest a better level of instrumental competence. However, none of the students mentioned that they had used the text itself as a resource, although the text could provide contextual information that may help the students to solve their translation problems.

6.4 After translating

When translators have finished their translation work, they still have to make sure that their translation is correct by doing appropriate revision and editing. The following section discusses students' after-translation work. It discusses what the students do after finishing their translation in order to ensure they have translated the text appropriately. The discussion deals with whether or not the students revise their translation work, and if so, how many times they revise it.

Making appropriate revisions after translating is an important step that every translator needs to take in order to correct any possible errors or problems that happen during the

translation process and improve their translation. Table 17 shows whether or not the students revised their translation and if yes, how many time they revised it.

Students' responses	**Number of responses**
Revised once	10
Revised twice	6
Revised three times or more	2
Did not revise	6
No answer	2
Total	26

Table 17 Students' reports of the revision done after translating a text

From Table 17, ten students revised once after translating the text, six students revise twice and two students revised three times or more. There were six students who did not revise their translation and two students who did not give responses.

Students' responses in Table 17 show that most of the students appear to think revising their translation is a necessary part of their translation work. However, as the questionnaires were anonymous, it is difficult to compare the number of revisions a student said s/he made with their performance in the translation. In other words, it is not possible to see whether the students who did more revision had a better translation compared to those who revised less or did not revise at all.

However, the quality of students' translations as reflected by students' translation problems discussed in Chapters 4 and 5 shows that students' revisions did not lead to a high quality translation as they had frequent problems in their translation. In revising their translation, it appears that the students might not able to recognize errors in their translation, even errors in the target language grammar, and therefore, they were not able to correct these errors. It is

possible that the students focused their attention on words or sentences when they revised, just as they did in translating and they may not have been aware of issues relating to the coherence and unity of the text as a whole. As a result, some of their translations were not appropriate in the overall context. Examples discussed in Chapter 5 on students' extralinguistic problems would include instances where the Indonesian text was grammatical, but made little sense as a text, such as the translation of 'reds' in the context of wine styles or 'the bush' which is translated as *semak-semak* (the weeds/grass/wild plants). Overall, this section suggests that the students might have problems with checking their translation and this may show that they have limited competence in revising (as well as editing) their translation work and may not recognize errors or problematic text. This also suggests that the students may do their revision work in the same way they translate, focusing more on the meaning of single words and the local meaning of sentences rather than on the text as a whole.

After completing their translation task, the students were asked to give their opinions about the level of difficulty of the text, ranging from very simple, moderate, complex and very complex. The text that the students translated was about Australian people, culture and lifestyle and was approximately 1500 words in length. This text was designed for a foreign audience and written in a relatively plain English style. After translating the text, the students were asked to assess the level of difficulty of the text based on 1-10 scale, with 1 being very simple and 10 being very complex. Besides expressing the level of difficulty of the text, the students are also asked to give their reasons that make the text difficult. Table 18 represents the source language text's difficulty level according to the students' responses.

Level of difficulty	**Number of students**
Simple	5
Moderate	5
Complex	11
Very complex	5
Total	**26**

Table 18 Students' responses about the level of difficulty of the text

According to the students, the text's difficulty level ranged from simple to very complex and none of them thought that the text was very simple. Five students thought the text was simple, which means that they felt they were able to understand the text well and did not find any serious problems in understanding it. Five students thought that the text was at a moderate level, while 16 other students thought the text was complex or very complex, which means that they would have had serious problems in understanding it.

The students who thought that the text was complex or very complex presented several reasons for their evaluation. Most of them stated that there were so many difficult words in the source text related to Australian culture, as one student said: '*Karena banyak istilah budaya yang tidak saya ketahui'* ([the text is difficult] because it contains many cultural references I do not know). Some students mentioned that the text was difficult because they could not find the unknown terms in the resources they used; either in the dictionaries or on the internet. One student stated, '*Istilah yang digunakan tidak terdapat di kamus maupun di internet dan sulit ditemukan'* (The terms [used in source text] can not be found in the dictionary or at the internet). Another student said '*Karena banyak istilah budaya dan banyak yang menggunakan istilah orang pribumi dan tidak ada di kamus'* ([the text was difficult] because there were many cultural references related to indigenous people which can not be found in the dictionary). Another student said that what made the text difficult is the difficulty s/he had with the grammar of the English: *'Susunan grammarnya yang mungkin jarang digunakan'* ([the text was written] in rarely used grammar). Another student said that the text was difficult to translate because it contained too many words: *'Jumlah katanya sangat banyak, 5 halaman'* (the text cointained so many words, five pages).

Students' reasons about what makes the text difficult seem to be consistent with the previous discussion about students' translation problems, in which the students admitted that they had problems in understanding and interpreting the source text because of the difficult vocabulary and grammar of the source text, which suggests students' problems with their linguistic competence. Students also thought that the text was complex because there were cultural issues and culturally bound term terms in the source text which were difficult to deal with. In addition, the students also thought the text was difficult to translate because they had limited access to the resources or they had problems in using resources effectively, which reflects problems with their instrumental competence.

6.5 Concluding remarks

The above discussion about students' translation practice reveals their level of translation competence as it relates to the work the students do before translating the text, during the translation process, and after they have finished translating the text. The aim of this conclusion section is to examine what the students were reporting in the light of PACTE's (2011, 2014, 2015) model of translation competence.

In the 'before translating' stage, the students seem to apply different strategies and approaches in their efforts to understand and to interpret the source text. Some of them read the whole text and some of them do not. However for those who do not read the whole text, they stated that they read only part of it, either some paragraphs or some lines. What the students did before translating the text provides insight into their competence in applying appropriate strategies for understanding and interpreting the text. Some of the students just read through the text from the beginning to the end, while a few of them tried to identify possible problems during their reading and made necessary notes on the text. Although it is unclear whether these different ways in reading influence students' understanding and interpreting of the text, students' translation performance shows that most of them had difficulties in understanding and interpreting the text, which suggests there are problems either with how they approach the source language text or with their linguistic competence.

The students seem to read the text as ordinary readers instead of as privileged readers as most of them said that they just read through the text without paying attention to find more detailed information as needed by translators. The way the students approached the source text may reflect their English language leanring classroom experience, in which they tend to approach the text as language learners, instead of as translators. Students reported that their difficulties in understanding and interpreting the text were mostly caused by their problems in understanding difficult vocabulary or unfamiliar cultural related terms and their problems in understanding the structure of the source language. This also suggests that the students had issues related to their linguistic competence, as they found problems in understanding and interpreting a text which is linguistically relatively simple. Furthermore, students' difficulties with culturally bound terms also show that they have problems with extralinguistic competence, as they did not seem to be able to identify or resolve cultural problems in their translation. Students seem to have limited awareness of appropriate

approaches and strategies to use in order to understand the source language text and this affects their work during the translation process.

In relation to the 'during the translation' phase, the main issues which were raised comprise whether the students realized they were making errors, the problems they identified and how they dealt with these problems. The discussion in this section seemed to confirm the students' linguistic and extralinguistic problems discussed in Chapters 4 and 5. The students admitted that they faced many problems consisting of linguistic problems related to both the source language and the target language, extralinguistic problems dealing with cultural issues and culturally bound terms, problems in writing in the target language and problems with their emotional and behavioural situation during the translation process.

Students' linguistic problems commonly relate to their difficulty in understanding unfamiliar vocabulary in the source text. A few students also stated that they have diificulty with English grammar, which makes them difficult to understand the source text. Students' linguistic problems related to understanding of the source text, which is relatively linguistically simple, suggest their limited linguistic competence.

Students' extralinguistic problems related to cultural issues and culturally bound terms dealing with Australian culture, which are not familiar for them. Students seem to have difficulty in identifying the cultural issues in the text and even when they are able to identify these cultural issues, they are still unable to resolve them effectively. Most of the students tried to resolve cultural issues with linguistic solutions as they appear to think that cultural issues are merely a vocabulary problem. This suggests that most of the students also have limited extralinguistic competence.

Students' problems in writing in the target language, which was probably caused by their linguistic and extralinguistic problems, suggest that the students have linguistic problems in the target language and problems with their transfer competence. The fact that the students found difficulties in writing in their normal language of literacy suggests their issues relating to their level in mastering Indonesian language, which was probably for many not their first language. Students' difficulty in writing in the target language might reflect students' limited understanding of the source text and their transfer problems, in which the students have problems in transferring the meaning of the source language text into the target language, because they focus more on the structure of the source text rather than on its meaning.

In addition, students also had problems related to their emotional and behavioural conditions, such as rushing the translation or lack of concentration during the translation process. This may reflect their psycho-physiological competence in managing their attitudes and behaviours during translation work, which influences their analytical capability.

Further, in terms of how the students dealt with these problems, their responses to the questionnaire and in the interviews show that they used different resources to resolve their translation problems. Most of the students rely much on bilingual dictionaries as the main resource to resolve their vocabulary problems. However, the students used the dictionaries quite differently, which suggests their level of instrumental competence varies. Some of them looked up the dictionary to find the meaning of the difficult words but used the results uncritically, while others made a careful selection from the meanings provided. A few students said that they considered the context before selecting a possible word meaning, but their translation performance reveals that they often selected the words which were inappropriate for the context of the text. Students' efforts to solve problems by using appropriate resources suggests that the students might have realized that having the ability to use an appropriate resource is important to help them in dealing with any problems in translation. However, students' reliance on bilingual dictionaries shows that the students need to improve their instrumental competence in finding and using the resources effectively.

Other commonly used resources for the students were online resources such as online dictionaries or the Google search engine. The students stated that they used online resources in order to find the meaning of words. However, a few of them also stated that they also used these online resources to enhance their knowledge about the topic they were translating by reading related materials. Other students said that if it was necessary, they also discussed a particular problem with their more experienced colleagues. The fact that the students used the resources differently suggests that the group has a range of levels of instrumental competence. It appears, however, that most of them were not able to use the resources effectively, although a few of them described a more advanced way of using the resources.

After finishing their translation, most of the students revised their text at least once and some revised it twice or more before submitting it. Although it is unclear whether those who revised more had a better result, students' performance, which reveals many problems, would suggest that the students did not revise effectively. This was probably because they

were not aware about the problems in their texts or once they identified the problems, they still could not fix them.

Furthermore, most of the students thought that the source text was complex, which means that they were experiencing problems in understanding and translating it. According to the students, the text was complex because it was too long or contained many cultural terms.

Students' translation practice discussed in this chapter suggests the range of their translation competence in general. Some students showed good translation behaviors, as they approached the source text carefully and considered the context in understanding and interpreting it. Some of them also show a good way of using the resources, as they use different kinds of resources and used them not only to find a word's meaning but also to enhance their knowledge about the topic they were translating.

However, most of the students seem to have problems at all stages of the translation, which suggest their limited translation competence. These students have problems in understanding and interpreting the text due to their difficulty in understanding the meaning of unfamiliar words or terms and the structure of the source language text, and this reflects problems in students' linguistic competence. These students also had difficulty in identifying and solving cultural issues in translation, which suggests their limited extralinguistic competence. In addition, these students also have problems in finding the appropriate resources and using them effectively, which suggests their limited instrumental competence. These students also had problems with their emotions and behaviours during translation process, such as difficulty in concentrating and rushing the translation, which indicates problems with their psycho-physiological competence.

In terms of how they resolve their translation problems, these students seem to use a limited number of strategies. This reflects students' ability in using appropriate strategies in translation, which suggests their problems with strategic compentence. Students' problems in transfering the meaning of the source text into the the target language appears to show their limited transfer competence.

Hence, this chapter indicates limitations in all aspects of translation competence for these students, which in turn raises questions about their underlying knowledge of translation itself and the work of translators. These questions are addressed in the following chapter.

7 Students' translation knowledge

7.1 Introduction

This chapter discusses students' knowledge of translation. Translation knowledge in this context includes what the students understand about the nature of translation work, which comprises their understanding about the theory of translation, translation strategies and the idea of translation equivalence; students' knowledge about the nature of translation errors and possible sources of errors; and how they understand the idea of translation competence. In addition, this chapter also discusses what the students think about what a good translator is; and what the students believe they need in order to develop their translation competence in a translation course.

Having a good knowledge of translation is important for translation students as their understanding of translation means that they will know what is involved in translation and the practices that are available for them to use in their translation work (Orozco & Hurtado Albir, 2002; Hurtado Albir & Alves, 2009, PACTE, 2011, 2014, 2015). A more developed knowledge of translation theory and practice provides a translator with more resources and a better critical awareness for approaching the work of translation and resolving problems. Therefore, exploring students' translation knowledge enable the researcher to understand the nature of their knowledge and how it may contribute to the students' translation problems, as discussed in Chapters 4, 5 and 6. Understanding the current state of students' knowledge is also important in order to formulate approaches in translation courses that meet students' needs.

The data in this chapter are taken from students' responses to the questionnaire and the interviews. All students provided responses about their translation knowledge through the questionnaire in the Translation Notion Instrument (TNI) and ten of them also answered questions about their translation knowledge in the interviews.

7.2 Students' understanding about translation

In order to develop an understanding of students' knowledge of translation, this section examines the way the students defined translation and what the students understood about nature of translation problems and the possible sources of problem. Students' definitions of translation will be discussed in subsection 7.2.1, while students' understanding about translation problems and the possible sources of problems is discussed in subsection 7.2.2.

7.2.1 Students' definitions of translation

This subsection discusses how students understand the act of translating by investigating how students define translation using students' responses to the TNI questionnaire item asking them to define translation. As mentioned in the methodology chapter, the students who participated in this research are those who are studying translation at the advanced level, which means that they are in the last year of their study, and they have studied a number of subjects related to translation theory and the nature of translation work in the previous semesters. Discussing students' definitions of translation is a useful starting point in understanding what they know about the nature of translation, and their understanding about translation approaches or strategies.

Although students' definitions show aspects of their understanding about the nature of translation in terms of translation theory, translation strategies and the idea of equivalence, this data is subject to limitations in understanding the extent of their knowledge. Definitions are by nature short and simple formulations and it is difficult for a definition to include all aspects of a theory which is much larger and much more complex. However, students' definitions do show what they emphasize in their understanding of translation and so can give insights into what elements they think are most important in expressing their understanding.

The following discussion examines some examples of how the students defined translation and considers what these definitions shows about their understanding of the nature of translation, the theory of translation and the idea of translation equivalence. The researcher grouped the data into categories based on similarities that emerge in students' definitions of translation based on a content analysis that identified the key words the students used in their definition. From this content analysis, the researcher is able to see two key ways of defining translation. One set of definitions focuses on the languages involved in translation

while the other focuses on the place of meaning in the translation. In addition, the researcher also found some definitions which are difficult to put into language focused or meaning focused category because they were vague and used generic terms that did not present a clear definition of translation. These definitions will be discussed as a third category, labelled as 'problematic' definitions.

7.2.1.1 Language-focused definitions

Language-focused definitions are those that emphasize language transfer as the main point in the translation. Students who presented these definitions stated that translation is mainly a practice of changing the language of the source text into that of the target text. In other words, these students emphasise an understanding that the nature of translation is dealing with linguistic aspects of the two languages.

Purely language-focused definitions were not common in the data and in total only two students defined translation solely in terms of the activity of changing the language of the text. One student, Student 25 (student numbered 25 in the respondents list) defined translation as '*translation adalah proses mengubah bahasa dari bahasa sumber ke bahasa target'* (translation is the process of changing the language from the source language into the target language). This definition shows that a focus on the language aspect and presents translation as an activity of transferring between languages. Student 3 gave a similar by stating that translation is '*Suatu studi yang mempelajari tentang perubahan bahasa pada suatu teks atau ujaran dari source language ke target language'* (Translation is a study learning about the changing of the language in a text or an utterance, from a source language into a target language). This is a very simple definition of translation focusing on the language aspect as the entry point. It shows that the student's view of translation emphasises the practice of language transfer in which translation is seen mainly as dealing with those language matters involved in the transfer of a text or an utterance from a source language into a target language. Both of these definitions focus on the superficial level of translation, the difference in languages between the two texts.

The emphasis of the definition on language may suggest the students approach translation primarily at the linguistic level of the word or sentence of the source text as the basic unit of translation. A consequence of this may be that they are more likely to use a more literal translation strategy in which the form of the source text is maintained in the target text (Sun,

2013). Further, students' definitions that reflect a language-transfer based view of translation emphasise movement from a source text to a target text and so they appear to be source text-oriented. This may reflect an emphasis on formal equivalence in their approach to translation in which translation is done in a way that reflects the language structure of the source text. In other words, a structural similarity in language between the source text and the translated text may be a consequence of a language-focused view of translation. Student's definitions of translation that focus on the language of the source text in translating may suggest that the students try to maintain the form of the source text in the translation. Therefore they may focus primarily on achieving formal equivalence in translation (Nida, 1964).

Students' language-focused views of translation may have a consequence for their view of translation competence, in which they may understand translation competence as simply competence in both the source and the target languages or bilingual competence. Students' understanding of translation competence in terms of bilingual competence shows a less developed understanding about the nature of translation competence that involves competences other than solely being bilingual. Presas (2000) argues that bilingual competence is not sufficient for understanding what is involved in translation as it refers only to the internal psycholinguistic state of the individual. Further, students' focus on language competence seems to imply that their translation learning purpose is more to achieve language competence rather than translation competence, which is in some way similar to Li's (2002) finding that students in choose to study translation because they want to enhance their language competence.

7.2.1.2 Meaning-focused definitions

Meaning focused definitions are definitions that emphasize the importance of meaning transfer in translation. In meaning-focused definitions, the students focused on the role of meaning in translation in addition to the idea of changing languages. These definitions therefore contain additional information about the nature of translation compared to the language-focussed definitions discussed above. In this case, the students gave emphasis to the idea that translation is the transfer of meaning from the source text into the target text therefore their definitions showed that meaning is an important element to consider in translation.

Fourteen students defined translation as an activity related to the transfer of meaning. However, when talking about meaning in their definitions, students talked about it in different ways. Five of the 14 students in this category gave the same definition of translation framed in terms of changing the language but not the meaning of the text. For example, Student 21 defined translation as '*mengubah atau mengalihkan bahasa sumber ke target language tanpa mengubah makna'* (translation is to change or to alter the source language into the target language without changing the meaning). This definition shows that the student thinks that translation is a process of changing languages but also thinks that in this process the focus is to preserve the meaning. In this way, meaning in addition to language seems to be the main focus of the process. This definition suggests that the student's understanding about the nature of translation work is as a transfer of meaning but that the entry point for defining translation is the language because the definition included preserving meaning within the idea of transfer between languages. The student's definition and the similar definitions from other students who focus on the language and meaning reflect a meaning-based translation theory.

Student 17 gave a different example of a meaning-based view of translation. This student stated that translation is '*proses mengalihbahasakan sebuah informasi dari bahasa sumber ke bahasa target baik tulis maupun lisan'* 'the process of transferring/conveying the meaning of either written or spoken information from a source language into a target language'. Although Student 17 talked about meaning, the definition differs from Student 21, as he did not view language transfer as the entry point to his definition but instead focuses on transferring meaning as the starting point. In this definition, Student 17 uses the word '*mengalihbahasakan*' which is a compound word meaning 'to transfer or to convey meaning' as the key word in defining translation. The word '*mengalihbahasakan'* that Student 17 used differs from the words '*mengalihkan bahasa'* used by Student 21. '*Mengalihbahasakan'* is an affixation of the root '*alihbahasa'* (changing meaning) while '*mengalihkan bahasa*' consists of two words, '*mengalihkan'* (to change/to transfer), which is based on the root '*alih'* (change/transfer) to which the affixes *meng*-, and *–kan*, are attached and which has as its object the word *bahasa* (language). The phrase '*mengalihkan bahasa'* means to change the language, while the compound word '*mengalihbahasakan'* relates to changing (linguistic) meaning.

Student 26 gave a more complex definition of translation. This student defined translation as '*penerjemahan adalah alihbahasa dari bahasa sumber ke bahasa target tanpa mengurangi esensi kultural dan maknanya'* (translation is transferring or conveying the meaning from a source language into a target language without distorting the cultural essence and its meaning'. Similar to Student 17's definition of translation, student 26 also used the compound word '*alihbahasa'* as key words and so reflects the idea of translation as involving the transfer of meaning. In addition, Student 26 also takes into account the importance of the culture of the source language and its meaning-making role in the process of transferring the meaning when he says 'without distorting the cultural essence and its meaning'. This definition shows that this student recognises the culturally contexted nature of meanings and the consequences of this in translation, as s/he mentioned '*makna'* which refers to meaning in a more general sense than in the case with *alihbahasa*, and which therefore includes contextual and cultural meanings. This definition shows a more sophisticated definition of translation than the others presented here, as it is not restricted to linguistic aspects but is also open to the cultural aspects of meaning in translation, which is commonly known as the extralinguistic aspect of meaning. The idea of considering cultural aspects in translation may suggest that the student is more aware that elements outside the language contribute to the transfer of meaning.

The examples discussed above show that by defining translation as transferring meaning from a source text into the target text, the students focus on meaning in addition to language as the entry point to define translation. These definitions show students' view of translation as a meaning-transfer based activity. The students emphasize that meaning is an important thing to consider in translation. The students' idea that translation is related to the transfer of meaning would appear to be more compatible with a free translation strategy, which differs from literal translation, which focuses on the source language, because it focuses more on the meaning presented in the target language and is therefore is more target text oriented (Sun, 2013). The students' view of translation as meaning transfer may therefore mean that they do not believe that the linguistic features of the source text have to be retained in the translation as long as the meaning can be conveyed appropriately in the target language. These definitions may therefore reflect how the students understand the idea of equivalence in translation. As the students stated that translation is the transfer of meaning in addition to the transfer of language, their definitions appear to be more open to the idea of dynamic equivalence as proposed by Nida (1964). This is especially the case for Student 26, who

included the role of extralinguistic information in the transfer of meaning. In transferring the message from the source text, dynamic equivalence involves making the target text as natural as possible, by considering the readership in the target language. In this case, an emphasis is given to the dynamic relationship between the receptor and the message which should be substantially the same as that which existed between the original receptors and the message (Nida, 1964).

Students' definitions stating that translation is related to meaning transfer in addition to language transfer show a more complex definition of translation than the first set and this suggests that these students may have a more complex understanding about the aspects involved in translation and are more aware of those aspects outside language that contribute to meaning transfer. These meaning-based views, which considered things outside language are also likely to indicate that the students are more aware of the idea of trying to achieve dynamic equivalence in addition to formal equivalence in their translation. In addition, students' awareness about other things outside languages in translation shows their integrated view of translation competence that involves linguistic competence and other competences (Neubert, 2000).

7.2.1.3 Problematic definitions

Although most of the students seem to frame their definitions of translation to reflect a particular aspect of translation theory and produce either language focused or meaning focused definitions, ten of the 26 defined 'translation' in a way which is more difficult for the researcher to analyse. These students used the generic term 'to translate' (*menerjemahkan*) in defining translation, which means that the students defined the term by using the term itself. Consequently, these definitions do not give as clear an idea about how the students understand the nature of translation. For this reason, they have been categorised as 'problematic definitions'.

Student 9 defined translation as *'Translation[1] adalah menerjemahkan teks dari bahasa satu ke bahasa lain'* (Translation is translating text from a language to another language). In this example, the student used the word '*menerjemahkan'* (to translate)' in the definition. It is more difficult to see how they understand the nature of translation work or to see what particular theory of translation is reflected in this definition because of the vagueness that results from the use of the word 'translate' in the definition. However, this definition seems to show a language focus as the student says that the translation happens from one language to another language. This definition appears therefore to be a minimal version of a language-focused definition.

Similarly, Student 24 defined translation as *'Proses menerjemahkan bahasa sumber ke bahasa target'.* (the process of translating the source language into the target language). Similar to Student 9, in this definition Student 24 stated that translation is *proses menerjemahkan* (the process of translating). Although still vague, the definition seems to be a language focused one, as the emphasis is on movement between languages.

In these examples, the students have simply defined translation in terms of the verb '*menerjemahkan'* (to translate) which is vague because it is self-referenctial and creates a definition in which the term being defined is included. It is therefore difficult to gain a precise insight about what these definitions actually show about students' understanding of the nature of translation work, how their definition relates to particular aspects of translation theory, or the idea of equivalence that they seem to reflect. However, in all of the problematic definitions students appear to have a focus on language, as in the examples above, and this would suggest that the problematic definitions most likely pattern with the language-focused definitions discussed above.

7.2.1.4 Concluding comments on definitions

In conclusion, students' definitions discussed in this section are brief and simple in nature and so the definitions present only limited information about what the students understand

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[1] Although the student begins the answer with the word 'translation', the question was asked in Indonesian using the word *penerjemahan*. This shows that the word 'translation' is used as a borrowing which can substitute for the term 'penerjemahan'. Further, in the context of translation teaching, the term 'translation' is a popular term used by the students in place of the Indonesian term. Both *penerjemahan* and the borrowing 'translation' are used interchangeably in the context of translation teaching in Indonesia.

about the nature of translation. Therefore, the definitions the students give can not be assumed to include all the complexity of their understandings of the nature of translation work. However, students' definitions give an insight into what their focus is in thinking about translation and this suggests something about their understanding. Although the students' definitions are brief, they nonetheless show a range of complexity in terms of the elements included in the definitions as the students framed their definitions by emphasizing different features involved in translation. Some definitions are simple and involve only language matters, while some others are more elaborated as they refer explicitly to the role of meaning and, in some cases, to the role of features outside language. The features of translation that the students choose to emphasize in defining translation can be understood as giving an idea of what the students think are the most important elements in translation and this can indicate what the students understand about the translation process.

The definitions they produced show that students either view translation as a language transfer practice or that they add the idea that it involves transfer of meaning and this focus can be understood as reflecting part of their understanding about translation theory. How students consider translation may have consequences for the translation approaches they are most likely to adopt and the idea of equivalence the students might have in thinking about translation. The definitions which focus on language would seem to relate to a more literal approach in translation and a focus primarily on formal equivalence. Meaning-focused definitions are more likely to be compatible with the idea of free translation and a combination of formal and dynamic equivalence.

Students' definitions of translations would appear to reflect what they have learned about translation in their translation courses. As these students are in the last semester of their translation course, it would be assumed that they have a developed understanding of the nature of translation. However, the definitions do not seem to reveal a very sophisticated understanding of what translation is and they produce very simple definitions that in many cases would be identical to those produced by people who have not studied translation. Moreover, some of the students did not define the act of translation clearly, because their definitions were self-referential. The students who focused on the transfer of meaning appear to have a more elaborated understanding than those who focused only on language because these students considered both language transfer and meaning transfer as being the main elements of translation. However, most of these definitions are still very language-based and seem to reflect students' ideas of linguistic meaning because of their use of the

word *mengalihkan bahasa* (to change/to transfer) to discuss meaning when they talk about the transfer of meaning in translation. Having a language-based idea about translation is a very simplistic definition for translation students as they would expected to have a more developed understanding about translation that involve both linguistic and extralinguistic aspects. The fact that students' definitions were limited may relate to the way they understand the translation process and this in turn may affect their translation performance.

The limited and simplified nature of the definitions that students gave seems to reflect a limited and simplistic view of the nature of translation. This may indicate that students have not developed a good level of understanding of the nature of translation from their studies. This issue is important to discuss in the context of translation classes and will be addressed further in section 4 of this chapter.

7.2.2 Students' understanding of translation errors and the sources of errors

This section discusses the students' translation knowledge in terms of their knowledge about translation errors and the possible sources of the errors in translation. Translation errors in this case refer to the errors that happen in translation practice which affect the quality of the translation. This discussion is important because knowing how the students understand the nature of errors and the possible source of errors in translation reflects their understanding of the practice of translation and the things that may affect their translation work. Understanding what causes errors is also an important factor that enables translators to manage the complex task of translation because it allows them to predict which aspects of a text may be problematic or require specific attention.

The data in this section are taken from students' responses to the TEI questionnaire used to examine what they know about the errors and the possible source of errors. In the TEI, students are asked to describe what they know about translation errors and the possible sources of those errors. The discussion in this section will begin with an examination of the students' responses relating to the nature of translation errors, and this will be followed by a discussion about what factors the students think contribute to such errors.

7.2.2.1 The nature of errors

This section is aimed at examining what the students say about the nature of errors in translation and what their responses reflect about their understanding of translation practice

and their translation knowledge. All of the students' responses on the TEI questionnaire are brief and provide only a limited insight into their knowledge of errors. However what they say can be understood as reflecting what aspects of translation they think are most important when talking about translation errors.

The following discussion examines some examples of students' responses about what they think about translation errors based on a content analysis of their responses. The content analysis identified categories of errors by looking at the key words the student used in describing the nature of error. The students' responses revealed that all students are talking about inappropriate meaning as the nature of translation errors. However, they talked about meaning problems in different ways, which basically can be grouped into two categories: 1) inappropriate meaning due to poor lexical choice, and 2) inappropriate meaning in terms of the absence of equivalent effects. The number of students' responses does not add up to 26, as six of the students did not give any response. Students' responses suggest that they focused more on the possible source of errors instead of the nature of errors.

Ten students stated that translation errors are related to poor lexical choices in which the translators select words with inappropriate meanings or translate words out of context. Due to the similarities of their responses, only a selection of responses will be presented as examples. Student 16 stated that translation errors are '*Kesalahan atau keliru dalam mengartikan kata atau kalimat'* (mistakes or errors in selecting the meaning of words or sentences (in the target language)). This response shows that Student 16 considered translation errors as related to an inappropriate meaning resulted from an inappropriate lexical choice in the target language. Student 16's response suggests that errors related to inappropriate lexical choices can happen at the level of word or sentence. However, as the student refers to meaning at the level of the word or the sentence, this suggests that this student focused on linguistic meanings rather than the contextual meaning. The way the student describes translation errors suggests that the student may understand translation as a language transfer practice as the focus on translation errors at the level of words and sentences.

Similarly, student 2 also said that translation errors are related to inappropriate meaning in the target text. S/he stated that translation errors occurred when '*Penerjemah salah dalam mengartikan kata-kata sehingga jika disusun menjadi satu kalimat menjadi tidak pas untuk dibaca*' (the translator makes errors in translating the words with inappropriate meaning,

therefore when they are put together in a sentence, the sentence may not read appropriately). This response also shows that the student views translation errors as related to inappropriate meaning in the target language. Further s/he stated that inappropriate meaning is the result of the translator choosing a word with the wrong meaning to translate a source text word. For this student, the consequence of this poor lexical choice is that the sentence is not appropriate when read in the target language. Similar to Student 16, Student 2's response suggests that s/he may view translation as a language transfer practice because Student 2 focuses on basic linguistic features of the text.

Student 12 also stated that translation errors involve dealing with inappropriate word choices in the target language that causes inappropriate meaning as s/he said '*translation error*[2] *merupakan kesalahan dalam menerjemahkan kata yang tidak sesuai dengan konteks*' (translation errors are errors in translating the words which is out of (the cultural) context). However, slightly different from Student 16 and Student 2, Student 12 stated that the inappropriateness of the meaning as the result of the words of the source language which are translated out of context. This suggests that Student 12 is talking about inappropriate lexical choices in terms of the contextual meaning. This response shows that Student 2 might understand translation errors as poor lexical choices which are not suitable in the context of the text. This understanding of the nature of translation errors suggests that that the student may view translation as a language related practice but focuses more on contextual meaning rather than linguistic meaning.

Student 14 presented a response saying that translation errors involve more than linguistic problems and may include inappropriate translation of cultural terms. This student states translation errors are '*grammar error, kata-kata yang kurang tepat dengan bahasa target, istilah-istilah kebudayaan yang jika diterjemahkan tidak tepat dengan makna asalnya*' (grammatical errors, words which are inappropriately translated into the target text, cultural terms which are translated with different meaning from the source text). This response provides a list of a number of possible error types that consists of language-related errors and culture-related errors. In terms of language related errors, the student mentioned about

[2] The student uses 'translation error' which is an English term to begin his response, although the question was given in Indonesian. Similar to Student 9's use of 'translation' instead of the Indonesian word of 'penerjemahan', the use of 'translation error' also shows that this is a familiar terms which is commonly understood and is used as a borrowing by translation students.

grammatical errors and inappropriate choice of word meanings in the target language, which seem to be errors related to translation into the L2 or the student's second or foreign language because it implies a weaker knowledge of the target language than of the source language. This response in particular shows that the student has a more elaborated view of the nature of translation errors which is not only related to the language aspects but also related to the cultural aspects. How the student understands translation errors suggests that s/he may understand the nature of translation as both a language and a culture-related practice. In addition, the fact that the student understands that meaning problems are related to both language-related errors and culture-related errors suggests that the student emphasizes both linguistic and contextual meaning in translation, which reflects a more comprehensive idea about the nature of translation than those definitions that focus on language only.

Ten students stated that translation errors are related to meaning problems result from the failure to achieve an equivalent effect between the source text and the target text. Consequently, the message of the source language is not conveyed appropriately into the target language.

Student 3 explained translation errors as '*Kesalahan penerjemahan terjadi apabila bahasa sumber yang diterjemahkan berbeda atau tidak sesuai maknanya dengan yang diterjemahkan'* (Translation errors happen when the meaning of the text translated into the target language is different from the meaning of the source text). This response shows that the student is focusing on the difference in meaning between the source text and the target text as the nature of translation errors. In other words, Student 3 thought that a translation error was a change in meaning between the source language and the target language. This response also suggests the student's understanding about the idea of equivalence in translation as the students emphasizes the sameness of meaning between the source text and the target text. The student's understanding about the nature of translation errors is related to failure in achieving equivalence in meaning and reflects an understanding about the nature of translation as a meaning-based practice in which equivalence is the main concern.

Similarly, student 15 stated '*Translation error*[3] *yaitu ketidaksesuaian makna dalam bahasa target dari bahasa sumbernya. Sehingga informasi tidak tersampaikan dengan benar'*. (Translation errors is inappropriate meaning of the target language which is different from the source language, therefore the meaning is not conveyed appropriately). Student 15 also thinks that translation errors are related to inappropriateness in meaning, so that the meaning in the target text is not the same with the meaning of the source text. Such errors causes a difference in terms of the information conveyed in the target language. This response also suggests that the student may view translation as a meaning transfer activity, and as a result sees translation errors as being related to errors in constructing the meaning in the target text. Similar to student 3's, student 5's response also reflects a view that meaning is the most important element in translation and that translation should therefore be done in order to achieve equivalence in meaning.

In another example, Student 26 stated that translation errors are errors that result in the meaning of the source text not reaching the readers of the target text, as s/he stated that translation errors occur when '*pesan yang dimaksud teks tidak sampai ke pembaca'* (the message of the source text does not reach the readers). This student, like other students, focuses on the meaning when s/he talks about translation errors. However, the student differs from others in saying that errors prevent the readers of the target text from receiving the same message as in the source text. This suggests that the student focuses on the idea of equivalence in translation but seems to focus on the equivalent effect of the reading of the text in the target language by focusing on the readers of the target text when s/he stated that the message of the source text does not reach the readers. Thus, Student 26 also seems to consider the readers' perspective in understanding the equivalent effect of the target text to the readers.

To conclude, the discussion about what the students understand about translation errors revealed that all the students are talking about meaning appropriateness when they are talking about translation errors. In other words, the students stated that translation errors are

[3] Student 15 also used the English words of 'translation error' to begin his/her response. Although the questionnaire uses 'kesalahan penerjemahan', the English term "translation error' is added in brackets. The use of English terms in this case also shows that the student is familiar with this term and suggests that 'translation error' is commonly used interchangeably with '*kesalahan penerjemahan'*.

identical with problems in reproducing meaning in the target text. However, the students seem to focus on different aspects when talking about meaning problems in translation.

Some students focused on meaning problems at the level of words and sentences. This group of students stated that translation errors happen due to poor lexical choices. This indicates that these students focused on linguistic meaning as the main feature of the nature of translation errors. In terms of students' understanding about the nature of translation, these responses suggest that the students view translation as a language-related practice rather than a meaning-related practice. Besides focusing on the linguistic meaning, a number of students also talked about contextual meaning. These students stated that inappropriateness of the meaning in the target language happens because the words and sentences are translated without reference to the context of the text. As a result, the meaning of the translated text is inappropriate. These responses show that the students considered contextual meaning when talking about appropriateness in meaning.

Further, some other students talked about the nature of translation errors as meaning problems in terms of a failure to achieve equivalence between the target text and the source text. These students stated translation errors happen when the translated text is in some ways different from the original text. Therefore the message of the source text can not be conveyed into the target language and as a result, the readers of the target text are not able to get the same meaning from it as from the source text. However, as the responses given by the students are brief in nature it is difficult for the researcher to determine what types of equivalence the students are talking about, and whether they understand equivalence as formal or dynamic equivalence. Nonetheless, most examples seem to relate more to the idea of formal equivalence than dynamic equivalence. Only Student 26, who refers to the effect of the text on the reader, seems to consider something beyond a narrow, formal view of translation.

7.2.2.2 The possible sources of errors

This section aims to discuss what the students think are the possible sources of translation errors. Among the 26 students, twelve of them mentioned the possible sources of errors in their responses to the translation error instrument (TEI). The students stated some possible sources of translation errors but most of them are related to the translators' capability in translation. In other words, the students stated that translators could have problems related to

their capability to translate which may lead them to make errors in translation. The researcher conducted a content analysis of students' responses by identifying the key words they used and then classified these responses into categories by grouping similar key words found in the responses. Students' responses were grouped into four categories describing the sources of translation errors. These categories are 1) translators' linguistic competence; 2) translators' extralinguistic competence, 3) translators' problems in understanding and interpreting the source text, and 4) translators' transfer competence.

In the first category, five students stated that translator's linguistic competence was the main source of translation errors. Student 11 stated *'Kesalahan yang terjadi dalam proses penerjemahan. Hal ini bisa terdapat dalam kesalahan tata bahasa pengertian teks tersebut. Sehingga informasi atau pesan dalam text tersebut tidak tersampaikan seperti teks aslinya'*. (The errors happen during the translation. These errors may happen in understanding the grammar and so the meaning of the [source] text. As a result, the message of the source text cannot be conveyed as it should be). This student stated that the possible sources of errors in translation are related to translators' problems with the grammar of the source text and that the translators have problems in understanding the meaning of the source text. Student 11 stated that grammar problems lead to misunderstanding the source text. This suggests the student sees the problem as relating to reading or language difficulties in relation to the source language. This suggests that the student is focusing on problems that emerge when translating from L2 to L1.

Student 5 gave s similar response by stating that the possible source of translation errors is related to language problems as s/he said '*Kesalahan maksud dari penerjemahan bahasa sumber ke bahasa sasaran. Pemilihan kata yang kurang tepat juga bisa menjadikan kesalahan penerjemahan'* (errors in translating the message of the source text into the target text. Inappropriate word choice can be cause of this error). This response suggests that the student focused on translators' problems in selecting the appropriate word in the target language to translate the source text words as the possible source of errors and so causes meaning problems in which the meaning of the source text is not transferred into the target language. Similar to Student 11's response, Student 5 also considered that translators' linguistic problems, i.e the translators' inability to choose the appropriate words to translate the source text words may contribute to translation errors. This also shows that the student seems to view the translator's linguistic competence as the main source of translation errors. In addition, Student 5's response suggests that the source of errors is a mismatch in

linguistic knowledge in the source language and in the target language so that the translator either cannot fully understand source text meaning or cannot transfer source text meaning into the target text. In terms of the direction of the translation, this response suggests that the student is focusing on problems that occur when translating from L2 to L1 because Student 5 seems to emphasise and an inability to express meaning in the target text.

The above examples suggest that the students focused on translators' language-related skills, which is also known as 'linguistic competence', when they are talking about the possible source of errors. In other words, the students may understand that linguistic competence to be likely the main source of errors in translation. Students' focus on the linguistic competence as the source of errors may reflect students' view of translation as a language transfer practice. In this case students' responses implied that a translator with linguistic problems may makes errors in translation, particularly at the linguistic level (c.f. Melis & Hurtado Albir, 2001).

In addition, students' responses about translators' language competence as the source of translation error indicate that the students are focusing on problems that appear when translating from L2 to L1. Students' responses indicated that they assume that translation problems may occur as the translator has limited competence in one language and that these problems related to the direction of translation. There seems to be a view that a translator needs to be fully bilingual, to be a good translator in these examples.

In the second category, when discussing the source of errors, two students stated that the problems may be caused by issues of extralinguistic competence. These students stated that the translators' problems in understanding the culture are a possible source of errors in translation in addition to the translators' language problems. Student 24 stated that the possible source of translation errors is the translators' difficulty in understanding the culture of either the source language and the target language: '*Penerjemah tidak menguasai kultur bahasa target maupun bahasa sasaran'* (Translators do not understand the culture of either the source language or the target language). The student's response suggests a view of translation that involves not only language aspects but also cultural aspects. This shows that the student may understand translation practice as a cross-language and a cross-cultural activity and considers that understanding of culture may influence a translator's ability to translate, considering the role of translators as language and cultural mediators (Liddicoat, 2015). This shows the idea that other competences outside linguistic competence are a part

of what a translator needs to know. That is, s/he sees that extralinguistic competence can contribute to translation errors (c.f. Melis & Hurtado Albir, 2001) and seems to indicate that translation errors occur because the translators do not have equal cultural knowledge related to each language.

Similarly, Student 14 stated that translators' linguistic problems and extralinguistic problems often come together as the cause of translation errors. This student said that the source of errors is '*Grammar error, kata-kata yang kurang tepat dengan bahasa target, istilah-istilah kebudayaan yang jika diterjemahkan tidak tepat dengan makna asalnya'* (Grammatical errors, inappropriate word choice in the target language, cultural terms which are translated inappropriately). This student stated the possible source of errors that consists of both language-related problems and culture-related problem as this student stated that the possible sources of translation errors are translators' problems with the grammar of the source language and problems in understanding cultural terms in the source text. Similar to the response given by Student 24, Student 14's response also suggests a view of translation as a complex process that involves language and cultural aspects of the source and the target languages. The idea of word choice in the target language that the student mentioned indicates that the errors occur when the translator is unable to use the target language to reflect source text meaning. This could relate to either a source text or a target text in the second language (L2) which reflects the idea of unbalanced knowledge of the languages and cultures involved that causes the errors.

Students' responses stating that translation errors are possibly caused by translators' problems in understanding the culture of either language in addition to language related problems suggest that these students have the view of translation as a combined practice of language and cultural transfer. These students appear to recognise that the translators' understanding of cultural aspects is as important as their understanding of language aspects. Further students' responses indicate that translation errors are caused by translators' unbalanced linguistic and cultural knowledge of each language. Therefore, there seems to be a view here that a translator needs (at least) to be fully bilingual and bicultural (c.f.Presas, 1996; Neubert, 2000; Melis & Hurtado Albir, 2001; Bassnett, 2002, Orozco & Hurtado Albir, 2002; Venutti, 2005; Hatim, 2009; PACTE, 2011, Liddicoat, 2015).

In the third category, which relates to understanding and interpreting the source text, two students stated that the possible source of translation errors is translators' problems in

understanding or interpreting the source texts. Student 23 stated '*Kesalahan memahami teks dan kekurangtahuan tentang bahasa sasaran'* (Problems in understanding the source text and problems with understanding the target language). This student stated that translation errors happen as a result of translators' problems in understanding the source text. This reflects a view that errors occur when the source text is in translators' L2 and the translator does not have an adequate level of language to understand the text. Translators' problems in interpreting the text are not the sole problems this student identifies as in this case the student also mentions that translator's knowledge about the target language also contributes to the errors. This appears to reflect a view that the target text is in their L2. Thus, problems arise as the result of L2 problems. This response suggests that what the student means by translators' problems in understanding the source language is translator's inability to cope with the meaning of text at a discourse or textual level as s/he says 'problems in understanding text' and not problems in understanding words or sentences, like many of the other students' quotes. In other words, the problems of understanding the source text appear to mean problems in interpreting textual meaning rather than just problems in comprehending the language of the text. Therefore, the nature of translator's problems with the source text in this case appear to be different from the kinds of errors mentioned in the examples of errors that are related to linguistic matters and which are caused by translators' linguistic problems. This response may suggest that the student's approach to translation is likely to be text-based rather than solely word-based or sentence-based.

Another similar response is given by Student 12 who said '*translation error merupakan kesalahan dalam menerjemahkan kata yang tidak sesuai dengan konteks'* (Translation errors are errors [caused by] translators' errors in selecting words which are inappropriate in the context). This response suggests the student's opinion that the source of translation errors relates to either the linguistic or cultural context of the source text. Translator's problems in representing the context of the source text lead the translator to mistranslate the words of the source text. In this case, student's response suggests that s/he focused on translators' problems with selecting language that reflects the context of the source text that lead them to make inappropriate lexical choices. In terms of the direction of translation, when talking about the source of errors as the translators' problems in representing the context and problems with lexical choices, the student seems to be considering translation from the first language into the second language, as s/he considers problems as relating to a lesser command of the target language.

What the students said about translators' problems in understanding and interpreting the source text as possible source of translation errors suggests that the students view translation as a complex activity that involves language transfer and meaning transfer, based on the translators' understanding of the source text. The students appear to believe that problems of understanding the text are not simply caused by linguistic problems, but may also include problems related to the cultural and linguistic context created by the text, as they focused on the translators understanding of the cultural aspects and the context of the text as possible source of errors.

In the fourth category, problems in transfer competence, three students stated in their responses to the questionnaires that translation errors are related to the problems that occur during the process of translation. In this case, the students appear to think that translation errors happen because a translation process is not carried out appropriately. In the responses to the questionnaire, Student 6 said that the source of translation errors is '*Kesalahan dalam penerjemahan adalah kesalahan dalam menerjemahkan yang tidak/kurang sesuai dengan aturan penerjemahan'* (A translation error is an error that happens because the translation process is not carried out in accordance with the rules for translation). This student seems to understand that there are certain established procedures for doing a translation and that these procedures must be followed to do a translation well. The focus is on the translation process or the act of translation and not on language, meaning or problems of understanding. The student appears to focus on the act of translation itself as a place where transfer problems may occur. The idea of the process of translation the student mentioned is similar to transfer competence as described by Melis and Hurtado Albir (2001) and PACTE (2011) and s/he seems to consider that translation errors result from limited transfer competence

In addition, Student 13 stated that a possible source of errors is because the translators do not understand the pattern, as this student said '*kesalahan yang terjadi karena penerjemah tidak terlalu menguasai pattern'* (translation errors are errors that happen because the translator does not understand the pattern). The word '*pattern*' in this response indicates that the student thinks that there is a set of process in the translation work. The student refers to these processes of translation as the pattern of translation. Similar to the responses given by Student 6, this response also reflects the idea that the act of translation is the central process where translation errors may occur. Similar to Student 6, Student 13's responses suggest that s/he also consider translator's limited transfer competence as the possible source of errors.

A similar response is given by Student 9, who stated that translation errors may happen during the translation process that cause meaning shift or changes to the meaning in the target language from the source language. This student said '*Kesalahan penerjemahan adalah kesalahan yang terjadi pada saat proses penerjemahan sehingga menggeser makna dari bahasa sumber'* (translation errors are errors that happen during the process of translation that cause the meaning to deviate from the source text). Similar to Student 6 and Student 13, Student 9 also thinks that translation errors are a result of aspects of the translation process which are not done in an appropriate way, but how the students understand this process is hard to determine from the quote.

The three extracts discussed above seem to consider that errors can result from the way the translation is done not just from linguistic or extralinguistic errors and therefore the students seem to see errors as resulting from limited transfer competence, which is similar to Melis and Hurtado Albirs's (2001) idea that a translator's transfer problems may lead to translation errors.

The discussion of what the students think as the possible source of translation errors shows that most of the students believed that translation errors occurred at the linguistic level, however some other also considered translators' lack of awareness about the cultural and contextual setting, and lack of knowledge of how to translate as the possible sources of errors. Students' responses about the possible sources of translation errors show a range of emphases in their understanding of translation competence. Some students focus on linguistic competence and therefore they appear to think that translation errors are related to translators' linguistic problems. Others believed that translation errors may results from translators' extralinguistic and transfer problems (Melis and Hurtado Albir, 2001).

7.2.2.3 Concluding remarks

The discussion of what the students know about translation errors and the possible source of such errors shows that when talking about errors, some students focused on the language or linguistic matters while others also focused on aspects outside the language, such as the culture, the context of the source text or the translation process itself. These responses indicate that the students focus on different aspects when talking about errors. This suggests that different students focus on different aspects of the translation process. The students who stated that translation errors are mainly related to issues related to language may have a view

of translation as language transfer, which is similar to the students' definitions of translation discussed earlier. This suggests that some students may focus most on linguistic aspects of translation and may be less aware of other factors that contribute to producing a good translation. There seems to be a common view that a translator needs to be fully bilingual. This would also seem to suggest that such students focus mostly on the idea of achieving formal equivalence between texts as the goal of translation.

The students who stated that translation errors may also be related to other factors outside the language seem to have a more elaborated view about translation which not only includes linguistic aspects but also extralinguistic ones. This suggests that these students have a view of translation as meaning transfer and the meaning they are referring to comprises both linguistic meanings and cultural or contextual meanings. This suggests a view that a translator needs to be both bilingual and bicultural. This view reflects an understanding translation as involving abiliites in both languages and culture (c.f. Presas, 1996; Neubert, 2000; Melis & Hurtado Albir, 2001; Bassnett, 2002, Orozco & Hurtado Albir, 2002; Venutti, 2005; Hatim, 2009; PACTE, 2011, Liddicoat, 2015). As a consequence of this view, the students seem to include the possibility of achieving dynamic equivalence as a goal in translation and hence see errors as failure to achieve dynamic equivalence (Nida, 1964).

In addition, some students also think that translation errors emerged as the result of translator's transfer problems or translators' ability to carry out a translation task appropriately. Such responses imply that the students see what translation involves more than knowledge of languages and cultures.

Students' responses about the possible sources of errors in translation might suggest their different focuses on aspects of translation competence. Most students seem to focus on the idea that problems come when a translator has a limited competence in one of the languages and cultures involved and do not consider other issues. Some students do however show evidence that they recognize that problems can be more complex.

This analysis has limitations as the students' responses are brief and lacking in detail and probably do not present their full understanding of the issues involved. Nonetheless, students' responses about the nature of errors and the possible sources of error do provide some insight into how students view the nature of the translation process by indicating which aspects of translation they see as most significant in understanding what contributes

to poor translation work. In terms of their understanding about the nature of translation work, students' responses suggest that some of them appear to have a more limited understanding about the nature of translation work and see it as based almost exclusively on language and linguistic competence, while some others have a more elaborated knowledge about translation work.

7.3 Students' understanding of translation competence and the qualities of a good translator

This section discusses students' understanding about translation competence and their views about the qualities that a good translator should have. Discussing students' understanding about translation competence is important in order to assess how they understand what is involved in being a translator and what kinds of skills and competences needed in order to carry out translation work appropriately. Students' emphases on the aspects of competence may suggest how they view the nature of translation work. Further, the discussion of what qualities the students think a good translator should have will also provide a picture of how the students address the issue of competence, which also reflects how they view translation as an activity. Students' understanding about translation competence is discussed in sub section 7.3.1 while what the students think about the qualities of a good translator is discussed in sub section 7.3.2.

7.3.1 What the students think about translation competence

This sub section discusses students' knowledge about what translation competence means and why such competence is important for translators in order to do their translation work. The data are taken from the ten students who participated in the interviews. Students were asked to describe what they know about translation competence. During the interviews, the responses that the students gave about their understanding of translation competence were all very similar, therefore only some of their answers will be discussed to give the sense of the range of the responses.

Student 4 described translation competence as: '*translation competence adalah suatu kemampuan untuk menerjemahkan suatu terjemahan dengan baik. Syarat untuk menjadi translation memang menguasai berbagai bahasa, tapi juga harus tahu aturan-aturan dalam translation''* (translation competence is the ability to translate a text well. The requirements to be a translator are mastering many languages and understanding the rules of translation).

This response suggests that the student understands translation competence as the 'ability' or 'skills' to do a translation task. Further, her response shows a focus on the translator's language abilities, as she said that one of the requirements to be a translator is 'mastering many languages'. As the student stated that having the ability to master languages as the first quality a translator should have, this response indicates that the student thinks language competence is a primary competence for a translator, i.e. the translator needs to be bilingual. In addition, the student also seems to understand that translation work is to be done in a particular way and therefore she then added that translator's knowledge of the way to carry out a translation ('translation rules') is also important. The idea about the ability to perform a translation work based on rules appears to represent an understanding of transfer competence, which is related to translator's ability in carrying out translation work appropriately. This response suggests that the student understands translation competence as a set of skills that a translator needs, and s/he has focused on translator's bilingualism along with other skills in performing the act of translation.

Similarly, Student 10 said '*translation competence adalah mengenai kemampuan-kemampuan atau skill tentang bagaimana menjadi penerjemah yang baik. Kompetensi itu antara lain reading comprehension, pemahaman vocabulary, grammar, aspek sosio kultural'* (translation competence is the abilities or skills to be a good translator. This competence, among others, consists of reading comprehension, understanding vocabulary, understanding grammar and understanding the cultural aspects). This response shows that the student understands translation competence as translator's abilities or skills in doing a translation work by saying that translation competence is '*kemampuan'* (skills) in order to be a good translator. His response also suggests that this student is aware that translation competence consists of some sub-competences, as he mentioned a number of skills related to basic language ability and understanding the culture. The translator's skills in understanding the vocabulary and the grammar of the source language that the student mentioned reflect the idea of linguistic competence. The student's idea about translator's reading comprehension suggests that the student thinks understanding the text is part of a basic ability to read in the language and thus that the translator's ability in comprehending the source text involves the basic language ability to comprehend the text, so this appears to be related to linguistic competence. In addition to language competence, the translator's ability to deal with cultural aspects of the languages reflects the idea of translator's

extralinguistic competence which suggests that the student has focused on the translator as bilingual and bicultural.

Student 9 also stated that translation competence consists of a translator's abilities or skills to do a translation task that consists of elements related to language and cultural understanding. This student stated translation competence as '*translation competence adalah kemampuan penerjemah dalam memahami bahasa sumber dan bahasa target, karena keduanya mempunyai perbedaan grammar, maka dibutuhkan juga grammar competence, terus culture, dan kemampuan membaca atau reading comprehension. Salah satu syarat untuk menjadi penerjemah yang baik adalah menguasai bahasa Inggris dan Indonesia dengan baik*'. (translation competence is the translator's ability to understand both the source language and the target language, because both languages have different grammatical systems, competence in grammar is also needed, understanding the culture and skill in reading or reading comprehension. One of the requirements to be a good translator in this case is the ability to master English and Indonesian well). This response shows that the student considered translation competence as involving the translator's the mastery of the languages, which involves reading comprehension, and understanding the culture. The student's response about the importance of understanding the vocabulary and the grammar and his statements that the first requirement to be a translator is mastering both languages suggests that the student thinks language is the most important competence in translation. He believes that having a good language ability will be beneficial for the translator in order to be able to understand the lexical meanings of the source text. Furthermore, the student thinks that the translator needs to be fully bilingual, by saying that translators need the ability to master English and Indonesian well. In addition, the student is also aware that understanding the culture as important part of their translation competence. This suggests that the student may view translation as a complex practice that involves both linguistic and cultural matters. What the student says about language and cultural skills are similar to the idea of linguistic and extralinguistic competence. In other words, this student appears to think that, in terms of translation competence, a translator needs to be bilingual and bicultural.

Further, Student 5 added that the translator's understanding of the target readers of the translation is also important. This understanding of the target readers is a part of a translator's competence in addition to language skills and ability to deal with cultural matters. This student dscribed translation competence as: '*kompetensi yang dimiliki*

penerjemah (yang terdiri dari) penguasaan vocab, unsur budaya, dan unsur kesimpelan, sadar siapa target readernya' (translation competence is the competence possessed by a translator which comprises skills in mastering vocabulary, dealing with cultural aspects and translator's awareness about the target readers). This response shows that the student understands the nature of translation competence as the translators' ability related to language, culture and awareness about the readers of the target text. This understanding of translation competence suggests that the student may understand translation as a meaning transfer activity as both language and cultural context are considered in the translating a text. This response indicates that when talking about translation competence, the student has focused on the translator's bilingual and bicultural abilities. In addition, he has also focused on the readers of the target text. The reference to the readers suggests an awareness of the audience of the translation and their needs. This goes beyond skills related directly to the text, i.e the language and the culture of the text (c.f. Bassnett, 2002, Melis & Hurtado Albir, 2001; Venutti, 2005; PACTE, 2011).

Student 6 thought that translators require knowledge in other fields in addition to language and cultural competences. This student described translation competence as '*kemampuan yang harus dimiliki penerjemah, tidak hanya dalam bahasa namun unsur-unsur lain misalnya kebudayaan, juga bidang-bidang ilmu lain, misalnya sastra, ekonomi, politik'* (translation competence is the ability that must be possessed by a translator, which is not only language related skills but also other things such as culture and other fields such as literature, economy and politics). This response suggests that the student recognized that the nature of translation involves language and cultural issues and that a good translator should possess skills related to language and culture in order to perform translation tasks. The student's addition that a translator should also have good knowledge in other fields suggests that the student thinks that the translator needs to know something about the sorts of content s/he is required to translate. In terms of the student's understanding about translation competence this response suggest that the students may view translation competence as a complex set of skills that consists of language skills, cultural skills and translator's disciplinary knowledge about the texts being translated. These responses suggest that, in terms of translation competence, the student has focused on the idea that the translator needs to be bilingual, bicultural and have good understanding about the disciplinary content of the materials they are translating.

The responses the students gave in the interview about translation competence suggest that all students understand translation competence as a translator's skills or abilities to perform a translation task and recognise that it has sub-competences rather than being a unitary set of skills. Students placed language related skills as the main skills for a translator, reflecting a language-based understanding of what a translator needs to know. All the students mentioned language related skills in responding to the idea of translation competence. This idea suggests that all students focused on the importance of the translator being bilingual.

In addition, a number of students also mentioned other skills needed by a translator, such as skills in understanding the cultures related to each of the languages. The idea that translation competence is related to translator's ability in understanding the culture of both languages reflects a belief that the translator needs to be bicultural (c.f. Hatim, 2009; Liddicoat, 2015).

Further, in addition to focus on the bilingual and bicultural aspects of the translator, a few students considered the skills in doing the act of translation, in identifying the target readership and the importance disciplinary knowledge about the content of translations, which are beyond skills related to languages and culture. This suggests that the majority of the students are talking about translation competence in terms of translator's being bilingual and bicultural. The responses that focused mainly on the bilingual and bicultural aspects suggests that most of the students have limited view of the nature of translation as something that mainly involves a knowledge of language and culture.

That all the students emphasize language competence, while some others also add cultural competence in their answers seem to reflect an everyday understanding about translation, as people who have not learned about translation may think that translation as identical with changing the language in which the text is written. Students' understanding of translation competence as identical with bilingual competence looks similar to the results of Li's (2000) study about translation students in Hong Kong, in which the majority of the translation students considered translation class as mainly a way to improve their language competence. This shows a similarity in the ways that students in China and Indonesia think about translation.The fact that most of the students focused on bilingualism when talking about translation competence might reflect their limited understanding about translation competence.

Further in the literature of translation studies there is a debate about whether or not being bilingual is enough to be a translator. Some scholars such as Harris (1983) believe that

someone who is bilingual is a natural translator. Presas (2000) however argues that a bilingual person has the ability to transfer messages between languages at a basic level but that this is not the same as doing more complex translation work. Many scholars believed that being bilingual is not enough to be a translator, as in fact translation work is not only dealing with linguistic matters but also other things outside the language (e.g. Neubert, 2000; Melis & Hurtado Albir, 2001; Bassnett, 2002, Orozco & Hurtado Albir, 2002; Venutti, 2005; Hatim, 2009; PACTE, 2011, Liddicoat, 2015). This has been especially the case with the emergence of the idea of the cultural turn in translation studies since the 1980's, which considered translation as no longer a mainly linguistic process, but a culturally contexted activity in which the influence of other factors outside the language is obvious (Liddicoat, 2015). The cultural turn in translation studies has brought a view of translation competence as multiple competences as translation involves languages and other aspects outside language.

The above discussion shows that students gave much importance to the translator's bilingualism in discussing translation competence. In order to explore this idea, the researcher asked the students about whether bilingual competence is enough to be a good translator. This gives information about whether the students who focus on bilingualism are aware of other things that may be important or whether they see translation competence in purely linguistic terms. The students were asked to respond to a yes/no question in the questionnaire and present reasons to support their answers, often mentioning other sorts of competences that translators need. All the students who participated in the interview stated that bilingual competence is not enough for someone to be a good translator. The students' reasons look similar and reflect the same ideas with their responses about translation competence discussed in the previous chapter, therefore only a selection of examples is discussed.

Student 2 stated that bilingual competence is not enough to be a good translator. S/he stated '*menguasai dua bahasa tidak otomatis menjadi penerjemah yang baik, karena seperti pengalaman saya ketika menerjemahkan, banyak istilah-istilah yang saya tidak mengerti, yang berkaitan dengan budaya, jadi untuk menjadi penerjemah yang baik juga harus mengerti factor-faktor budaya bahsaa sumber dan bahasa sasaran*'. (possessing bilingual competence will not automatically make somebody be a good translator, because in my own experience, when translating I found many terms that I cannot understand, which are related to cultural terms. Therefore, in order to be a good translator, you should also understand the

culture of both the source language and the target language). This response suggests that the student thinks that translation involves both languages and cultures. S/he stated that a bilingual ability is sometimes not enough to carry out a translation task, and therefore in dealing with cultural problems, a translator is required to have a certain competence which is useful to overcome culture related problems. This indicates that the student thinks a translator needs to have extralinguistic competence besides bilingual competence. In other words, this response indicates that in order to be a good translator, a person needs to be bilingual and bicultural.

Similarly, Student 9 also stated that bilingual competence is not enough to be a good translator. In addition to bilingual competence, Student 9 stated that a translator also needs other competences, as he said '*menguasai kedua bahasa merupakan salah satu competence*, perlu di*tambah kemampuan* culture*,* reading comprehension*, kemampuan menganalisis teks'* (bilingual competence is one aspect of translation competence. A translator needs additional ability to understand the culture, ability in reading comprehension, and ability to analyse the source text). Similar to Student 2, the response given by Student 9 suggests that he considered that bilingual competence is only one of the competences a translator should have. In addition to the importance of translators' skills in understanding the cultural related matters, Student 2 also considered the importance of translators' skills related to reading comprehension and skills in analysing the text. This response suggest that the student has a view of translation as involving language, cultural aspects, and an ability in understanding and in interpreting the source text as an important part of translation competence. The student's focus on the language aspect reflects the idea that a translator needs to be bilingual, while the focus on culture suggest the idea of being bicultural. In addition, to the idea of being bilingual and bicultural, the focus on the ability to analyse the text suggests an interpretative ability that goes beyond just reading and understanding. This suggests that the student may have an awareness that a translator needs to read the text in a way that takes into account the movement between languages, which similar to Hatim and Mason's (1990) idea of translators as privileged readers.

Student 4 stated that besides bilingual competence, a good translator needs to understand the rules of translation and also requires other competences: '*selain menguasai kedua bahasa, penerjemah harus juga menguasai aturan-aturan dalam translation dan kompetensi lainnya*' (besides mastering both languages, a good translator should also understand 'the translation rules' and other competences). This response suggests that the student

understands translation competence as a complex skill that comprises language competence and other competences, although she did not specify exactly what these other competences are. However, the student's response that a translator needs to understand 'translation rules' suggests her understanding that the process of translation should be carried out in a certain way and reflects a view that translation involves more than a knowledge of languages and cultures. This response also shows that the student understands translation as a complex process and therefore translation competence involves multiple competences to deal with this complex process. In other words, this response suggests that the student thinks that a translator needs to be bilingual and needs to possess specific abilities that relate specifically to the task of translating.

Student 10 stated that an ability to understand the context and the culture is an important skill a translator should have besides language competence. He said that '*selain kemampuan kedua bahasa, seorang translator harus punya kemampuan memahami konteks, dan culture'* (besides bilingual competence, a good translator should also have an ability to understand the context, and the culture). This response shows that the student considered translator's ability to understand the context (linguistic and cultural contexts) and the culture of both languages as important competence a translator should have. This suggests the student's understanding about the nature of translation as being both a language and culture related practice. In addition, the student also considers that meaning transfer in translation involves contextual meaning and therefore s/he states that understanding the context of the text is important.

The above discussion shows that all of the students stated that bilingual competence is not enough to be a good translator. Moreover, they also mentioned some other competences that they think a good translator should have besides language competence. This understanding of the nature of translation competence shows that the students have a view of translation as a complex process and not simply as language transfer. However, students have different focuses on the other aspects of translation competence. The students also seems to understand competence largely in terms of a body of knowledge about language and culture. Students' responses suggest that most of them considered that a translator needs to be bilingual and bicultural, however most of the students did not consider abilities or skills specific to the act of translation.

The discussion above also suggests that only a few students seem to consider other aspects of translation competence outside being bilingual and being bicultural, such as the translators' ability in understanding and in analysing the source text. In the translation literature, however, the focus on the ability to read in order to understand and to interpret the source text has gained much attention and is considered as an important skill in translation (e.g. Seguinot, 1989; Le Feal, 1988; Hatim and Mason, 1990). Most of these scholars have stated that the ability to read is a prerequisite for a translator in order to translate well as part of the function of the translator as a mediator between languages and cultures (Liddicoat, 2015). In terms of how a translator should read a text, Hatim and Mason (1990) state that a translator reads in order to produce and decodes in order to decode, therefore the way a translator reads is not the same as ordinary readers who read for themselves.

The fact that some of scholars have emphasized the importance of the reading ability for the translators raise the question of how the students read the source text, as reading in order to analyse and understand the source text is one of major processes of the translation task (Macizio and Bajo, 2006). Understanding what the students think about how the translator should read a text will give a picture of how the students approach the source text as part of the translation process in order to understand and interpret it. In order to do this, the students are asked to respond to a question in the questionnaire asking them whether they think that translators should read the text in the same or different way from common readers. Related to the question about how a translator should read the text, the researcher adopted Hatim and Mason's (1990) idea about privileged readers and ordinary readers. Therefore, in order to discover how the students understand what the question means, the researcher told the student about how ordinary readers differ from 'translators as readers' before they completed the questionnaires.

In responding to a yes/no question, 17 students responded that the way a translator reads a text is different from the ordinary readers, while nine think the process of reading is the same as that for the ordinary readers, as presented in Table 19 below.

No	Students responses	Number of responses
1	Different from ordinary readers	17
2	Same as ordinary readers	9
Total		26

Table 19 Students' view about whether the process of reading for translators is the same as or different from that for other readers.

Students' responses to the questionnaires shown in Table 19 suggest that most of them think that translators need to read the source text differently from other readers. These students might recognise that there are different needs for translators in terms of how to read the text in order to understand and to interpret it. These students might also consider that reading the source text is part of the translation process that they should take into account. On the other hand, nine students responded that the translator would read the source text in the same way as ordinary readers. This response suggests that these students do not seem to see anything different about the needs of translators in understanding the text or in preparing for a translation by reading. This also suggests that the students may think that reading is not a central part of translation process.

This extra data shows that when the students are pushed to think about something else outside the idea of being bilingual and being bicultural, some of them still do not show an awareness about other aspects needed in the translation. The data suggests that one in three students did not take up the idea that a translator has particular needs as a reader. This data suggests that the students think that the translator needs to be bilingual and/or bicultural, but are less aware that the translators also need special abilities in order to do a translation task. Students' responses about how translators should read a text, further, appear to reflect different understandings about how translators approach the source text in order to understand and to interpret it. Meanwhile, students' responses about how they think translators should read a text might give some insight into how they understand approaching the source text as part of translation competence.

To conclude, the discussion about what the students understand about translation competence shows that most of the students think that translation competence comprises language competence and some other competences. All the students seem to understand that language competence is the main competence. This suggests that all the students seem to think that the translator needs to be bilingual person. In addition, some of the students might also consider other things outside language competence. However they seem to have a different focus on these competences. This means that students do not seem to have a common understanding of what translators may need in addition to language abilities.

The data also shows an interesting fact that although most of the students focus on competences in addition to language add extralinguistic knowledge, only a few of them emphasize translation competence in terms of procedural knowledge or abilities relating to how to translate. The data therefore shows that only a few students recognize the specific needs of translators when talking about competence. Some of the students do not demonstrate an awareness about other competences beyond being bilingual and bicultural even when prompted. Overall, the discussion above suggests that the students have a limited understanding about the nature of translation competence.

7.3.2 What the students think makes a good translator

This section discusses students' opinions about what qualities a good translator should have as reported in the TNI questionnaire. Students' responses about the qualities of a good translator may reflect their understanding about the nature of translation and the sorts of translation competence a translator requires.

In analysing students' responses to the questionnaire, the researcher used a content analysis based on the keywords that the students used to describe the qualities of a good translator. The content analysis technique grouped students' answers into categories based on the similarities of the ideas that emerged. The students gave various responses about the qualities of a translator however they share quite similar ideas. One quality students mentioned related to language abilities, but only three students gave this as the only quality. Student 6 stated the what makes a good translator: '*pengetahuan tentang bahasa sumber dan bahasa target'* (translators' knowledge about both the source and the target language). This response suggests that the student thinks of translation as a language matter and therefore thinks that translator's knowledge about the source language and the target language is the

main quality for being a good translator. This suggests that the students think that a good translator needs to be fully bilingual and, because nothing else is mentioned, that bilingualism is sufficient.

Student 16 gave a similar response by saying '*Menguasai bahasa sumber dan bahasa target'* (the translator has mastered both the source and the target language). This response suggests that the student has a view of translation as a language transfer practice as s/he focuses on the language aspect as translators' main quality. The student sees the appropriate competence as *menguasai* (mastery) that is a high-level competence in both languages.

Student 14 expressed translators' language competence in terms of the quality of a translator's understanding of the meaning of the sentences of the source text. This student said '*Mengetahui maksud dari kalimat yang akan diterjemahkan'* (The translator is able to understand the meaning of the sentences to be translated). This response shows that the student focused on language competence in terms of understanding rather than a particular level of language. This also reflects the student's understanding of the nature of translation as language transfer activity.

These responses show that, when talking about language competence, the students are talking about both source text and target text language knowledge. This suggests that the students are talking about bilingual ability as the sole quality required to be a translator. In addition, Student 14 seems also to focus on reading comprehension as part of the basic language ability a translator needs to have.

Other students went beyond language competence in presenting the qualities of a good translator. Thirteen students mentioned that the qualities of a good translator include language-related skills and the translators' ability to understand the culture of both languages. In this group of responses, most of the answers are very similar, therefore only a small number of them are discussed. Student 20 stated the quality of a good translator as '*Pemahaman kebudayaan dari bahasa target/sasaran dari bahasa sumber, pemahaman makna/arti dari kata-kata'* (Understanding the culture of source language and target language and understanding the meaning of the words. This response shows that the students focused on both language knowledge and cultural knowledge as the qualities a good translator should have. This indicates that the student views translation not only as a language transfer practice involving vocabulary knowledge but also as one involving transferring the cultural content of the language. In discussing linguistic competence, the

student's mention of understanding of the words of the source language suggests that the student may consider that the word is the basic unit of translation. This also suggests that the student focuses on language at the word level and may reflect a more literal or word-by-word approach to translation even though the student is aware of the role of culture.

Student 22 also stated that the qualities of a good translator related to his/her understanding of both languages and cultures. Student 22 stated that a good translator should understand '*budaya bahasa sumber dan bahasa sasaran serta kosa kata bahasa sumber dan bahasa sasaran'* ([A good translator] should master both the source and the target language and both cultures). Similar to Student 20, Student 22's response also suggests that the student has the view of translation as both a language-and culture-transfer practice. In terms of translation competence, student's idea about a translator's language and cultural knowledge as underlying skills in translation look similar to the idea of translator's linguistic and extralinguistic competence. This response suggests that the student thinks that a good translator needs to be bilingual and bicultural and that linguistic and cultural knowledge are sufficient.

Similarly, Student 24 also emphasizes the importance of language and cultural knowledge as the qualities a translator should have. Student 24 mentioned the qualities of a good translator as '*vocabulary, tata cara penulisan, tata bahasa yang baik dan benar, budaya dan kebiasaan bahasa sumber dan sasaran'* (Vocabulary, how to write, understanding of the grammar, culture, customs and habits of SL and TL). The first three qualities that the student mentioned are related to translators' language skills, while the last two qualities are related to understanding culture. This student stated that the qualities of a good translator consist of understanding vocabulary of the source text, understanding grammar of the source language, how to write, and the culture and customs of both languages. The response shows that the student considers language competence as applying to both L1 and L2. The translators' understanding of vocabulary and grammar is related to the knowledge of the source language, while the ability to write is related to target language knowledge. Because of the way language abilities are described as basic language abilities being involved in working with the source text and higher level writing abilities with the target text, this response suggests that the focus is on translation from the L2. This response suggests that the student emphasizes that being bilingual and bicultural are the main qualities of a good translator.

In addition to bilingual and bicultural abilities, ten students mentioned that the qualities of a good translator are also related to translators' procedural knowledge about how to translate and their theoretical knowledge about translation. Student 3 stated the qualities of a good translator as his/her understanding of '*vocab, grammar, tata cara menerjemahkan Gaya bahasa source dan target language'* (Vocabulary, grammar, how to translate, language style of SL and TL). Besides mentioning language related qualities such as understanding the vocabulary, grammar and the stylistic features of the source and the target language, this student mentioned the translator's ability to carry out the act of translation in an appropriate way. This response suggests that the student viewed language skills in a slightly different way from other students, as s/he mentioned language style, which is not mentioned by other people. The ideas about style the student brings into the discussion of the qualities of a good translator suggests that this student has considered meaning as something that is not only limited to textual meaning, as mentioning language style may imply a broader sense of meaning. Further, the student has also considered that the process followed during translation plays an important role in the translation, as s/he also mentioned the quality of understanding of how to translate. This reflects student's understanding about the role of procedural knowledge about how to do a translation. Overall, this response suggests that the student has focused on both the knowledge of language and procedural knowledge and that this student may consider that a translator needs abilities beyond being bilingual and bicultural.

Student 4 and Student 5 also gave similar responses. These students said that the qualities of a good translator related to their understanding of the rules of how to translate and understanding both the source and the target language. Student 4 said that the qualities of a good translator includes understanding of '*Bahasa sasaran (makna dan maksudnya), ketepatan bahasa, kecepatan menerjemahkan, cara menyampaikan*' (the target language, language appropriateness, speed in translating, how to translate). Similarly, Student 5 said the qualities required of a good translator are '*memahami aturan-aturan penerjemahan, seperti pemahaman bahasa sumber dan target, kecepatan dan ketepatan'* (understanding the rules of translation, understanding the source and the target language, being quick and accurate). The responses given by Student 4 and Student 5 show that besides focusing on the language, these students also focused on understanding translation rules, and has added the speed and accuracy of the translation as other qualities of a good translator. The idea of understanding the rules of translation reflects the students' ideas about the procedural

knowledge of a translator, in which a translator is expected to understand how the process of translation is carried out. Further, the students' response relating to speed and accuracy reflect an awareness that a professional translator may need to work to a deadline in which s/he must finish the translation in a given time and therefore, being quick and accurate are qualities needed by a good translator to meet the demands of the job.

Among the students who mentioned qualities of a good translator in addition to language and culture, one student stated that the qualities of a good translator also include the ability to use resources. Student 2 stated the qualities of a good translator as '*mengerti gaya bahasa target language, pemaknaan bahasa, perumpamaan, google translate, eksiklopedi*' (the translator understands the language style of the target language, language meaning, idioms, google translate, encyclopaedia). This student mentioned two qualities of a good translator, the first is related to translator's language skills and the second is related to the use of resources to help resolve translation problems. In terms of the student's understanding about the nature of translation work, this response suggests that the student views translation as a language transfer practice, as s/he focused on the translator's language knowledge as an emphasis. The fact that the student also mentioned about understanding the idiom as a part of translator's language knowledge is interesting as it suggests that the student's sees the importance of understanding the contextual and cultural meanings that are present in an idiom. Further, this student stated that the translator should have the ability to use resources to help his/her translation work and this reflects his/her understanding about the importance of translators being able to supplement their existing knowledge as part of their translation work. However, the types of the resources the student mentioned, which include Google Translate, suggests that the student has a limited awareness of the kinds of resources a professional translators would be expected to use and instead cites common, and even potentially problematic resources (Hale & Liddicoat, 2015).

Overall students have a view that translators need to be bilingual and all responses indicate that this is an important quality. Most students add to bilingual knowledge need to need to understand the cultures associated with the languages being translated; that is, they consider that translators also need to be bicultural. Few students appear to consider that translators need abilities beyond language and culture. Thus, most students appear to see translation competence as involving linguistic and extralinguistic competence but few students appear to believe that other subcompetences are involved in being a good translator. This reflects the views expressed in the previous section about what translation competence involves.

To conclude, students' responses about translation competence and the qualities of a good translator suggest a number of things. Students have an understanding about translation competence as skills or abilities a translator needs in order to carry out a translation appropriately. Students' responses about what they know about translation competence also show that some of the students understand translation competence as comprising sub-competences. The discussion in section 7.2 on students understanding about translation and in section 7.3 on students' understanding of translation competence and the qualities of a good translator shows a strong focus on language abilities as the main aspect of translation competence and the main quality the students think a good translator should have. There is also some evidence that most of the students also see 'cultural ability' as an important aspect of translation competence.

The overall understanding of translation competence and of what makes a good translator in both sections suggests that the students focused on the idea of a bilingual and bicultural individual as the underlying qualities needed in translation. This idea is in some ways similar with the idea of 'cultural turn' in translation in which translation is understood not only as related to language matters, but is also influenced by other factors outside the language, such as the culture (Hatim and Mason, 1990; Schaffner, 2003, Katan, 2004). The quality of a good translator as being both bilingual and bicultural reflects the complexity of the job of a translator as one what deals with both language and culture, and reflects an understanding of the task of the translator as an intercultural mediator (Liddicoat, 2015).

Some students also add additional abilities beyond being bilingual and bicultural. The discussion in both sections shows that some students also consider abilities related to procedural knowledge, such as understanding the process of translation and how a translation should be done, as important parts of translation competence. Further, some students also stated that having theoretical knowledge about translation and having knowledge about translation resources are qualities a translator should have (c.f. Melis & Hurtado Albir, 2001; PACTE, 2005, 2009, 2011, 2015, 2015, 2017).

Overall, the discussion of what the students understand about translation competence and the qualities of a good translator suggests that there is a range of students' understandings about translation competence and the qualities of a good translator. All the students seem to focus on bilingual competence as the basic translation competence. Fewer of them also focus on

bicultural competence and still fewer go beyond bilingual and bicultural abilities to include abilities such as procedural knowledge.

7.4 What the students' think they need to develop their translation competence

This section discusses students'opinions about the current practice of their translation course and what they think they need to develop translation competence. This discussion is important to get a general picture about the current translation teaching practice, as well as to identify the possible gap between what is given in the translation course and what the students actually needs (Li, 2000). Further, the discussion of what the students think they need will be an important feedback in the translation teaching practice in order to meet the needs of the translation students (Anderman & Rogers, 2000, 2003; Li, 1999).

The data in this section are taken from the students' responses during the interviews. In the interviews, the researcher asked the students to make a self-assessment about their current translation course and what they think they need to learn in order to develop their translation competence. In their responses to the questions, the students mentioned several things which, by using a content analysis, the researcher classified into categories related to pedagogy, curriculum and resources. However, as the students' responses look similar, therefore, only a selection of the examples of their responses is discussed.

7.4.1 Pedagogy Issues

This section discusses students'opinion about pedagogy-related issues in their current translation course and what they think they need to do differently in their translation course.

Student 2 stated '*setiap minggu diberi teks yang berbeda-beda untuk tugas penerjemahan, agar lebih menguasai genre teks yang berbeda. Perlu latihan terus untuk menerjemahkan'* (Every week, students need to be given different genres of texts to translate so they will be able to master different genres of text. The students also need more translation practice). This response indicates that the student thinks that the current practice of the translation course is lack of translation practice and the student thinks that she needs more practice in order to be more experienced as translators. In addition, the student also emphasizes the need for a variety of genres for translation. Student 4 and Student 5 also gave similar responses. These students think that they need to translate more texts from different genres.

These responses suggests that the students may think they do not get enough translation exercises in the current course and when translating they are often given texts from the same genres. According to the researcher's observations, the students translate mostly descriptive texts focusing on social life and cultural topics. Furthermore, the researcher also found that the students only practice translating one text a week and this translation task is done individually in the classroom during the translation course.

In addition, Student 3 criticised about the way the translation tasks done in the classroom. This student thinks that both individual and group tasks are important '*Siswa di kasih materi, kemudian dikerjakan dan dibahas bersama. Diberikan tugas individu dan group discussion'.* (The students need to be given materials [translation tasks], and then it is done and is discussed together in a group. Students need to be given with individual task and do a group discussion). This response indicates that in the current translation course, the students are asked to do the translation tasks individually and they did not have a chance to discuss their works with peers or readers. This shows that the student wants a pedagogy that includes crticial reflection on translations and feels that this would strengthen her ability to translate. Based on the researcher's observations, the students rarely got feedback on their translation work from their lecturer. Translation tasks are collected at the end of the class and may be marked and returned but this is not always the case. The result of the translations are not discussed in class. Thus, students may not know how well they have done a translation or what they could do to improve their translation abilities. Therefore, the student believed that they need more feedback and that group discussion would be beneficial to increase their understanding.

Student 6 gave a similar response by saying '*Dosen memberikan teks untuk dikerjakan secara individual, kemudian didiskusikan bersama, jika ada isitilah-istilah yang tidak tahu artinya agar bisa dicari artinya yang tepat, kemudian hasil terjemahan direvisi bersama (secara kelompok). Pembahasan secara kelompok penting agar bisa sharing (berdiskusi) untuk dapat menghasilkan penerjemahan yang tepat*. (The teacher needs to give the text to be translated individually, then it needs to be discussed together, therefore the meaning of unknown terms can be discussed to find the appropriate translation, then the result of the translation is discussed together [in a group]. Group discussion is important in order to produce an appropriate translation)'. This response suggests that the student thinks they need a group discussion as a way to solve the possible problems they have during the translation process and develop their knowledge. In this case, Student 6 stressed some of the positive

outcomes the students expected to have by doing a group discussion. The students believed that when they work in a group they will be likely to produce '*penerjemahan yang tepat*' (an appropriate transaltion) which means a translation with a good quality. In other words, the student thinks that by having a group discussion, students will be able to exchange ideas with their peers and develop their translation abilities through discussion. This idea of group work in translation is beneficial as it may be a way for the students to experience being a 'reviewer', which Elthes (2000) argues important to develop students' professional skills as translators. In addition, a group discussion would enable students to give and receive feedback from their peers. Having feedback on translations is important for the students as a way to improve the quality of their translation, as it can develop their critical understanding of translation work.

To conclude, the students' responses and the researcher's observation in translation class suggest there are some pedagogy-related issues in the current translation course that deals with the teaching of translation. Students' responses suggest that they want a more two directional teaching approach. Students in particular wanted more practice of a wider rnage of text genres and miore feedback and discussion about their trabslation work. Their preceived need for feedback is similar to what Fraser (2000) reports that freelance translators report on how the development of translation competence should be supported.

7.4.2 Curriculum Issues

This section discusses students' responses related to curriculum issues in their current translation course. There were seven students whose responses are related to the idea of improving translation curriculum design.

Student 4 stated '*Diberi tahu mengenai aturan-aturan atau teori penerjemahan yang mungkin tidak diketahui mahasiswa, karena selama ini materi teori penerjemahan yang diberikan masih kurang* (the students need to be given translation rules or translation theories they may not know yet, because in current practice few translation theories are given). This response shows that the student focused on translation theory as his/her main concern in translation class. This response suggests that in the current translation curriculum, the teacher did not provide sufficient knowledge about translation theory, and therefore the student thinks she needs to improve her body of knowledge about translation, as S4 mentioned a need for both '*aturan-aturan penerjemahan' (*translation rules) and *teori*

penerjemahan (translation theory). This implies that the student understands that translation should be done in a particular way, which she refers to as 'translation rules', and that is this would be developed through greater theoretical knowledge about translation.

A similar response is given by Student 7 who stated '*Perlu diberikan materi tentang pengetahuan penerjemahan, agar mahasiswa tahu bagaimana mentranslate ini, mengtranslate ini (mentranslate teks yang berbeda), terus dikasih tahu mengenai teks yang akan diterjemahkan*. (It is important to give the material about translation knowledge, so that the students know how to translate different types of texts, and then the students are given sufficient information about the text which is going to be translated). Similar to Student 4, Student 7's response also focused on translation knowledge as the important content that the student needs to know. Further, Student 7's response, which stated that the students need sufficient information about the text, suggests that she may have problems with understanding the source text, and therefore she needs the teacher to help by providing sufficient information to help the student in understanding the text. This response shows that the students know that they need to have a better understanding about the text they are translating, but they may not have the ability to get this for themselves. The students say that the text was not explained when they were assigned and, as all translations are done within a single class, they did not have time to get additional information. As a result, Student 7 thinks that it is the lecturer's responsibility to explain the text to the students. This response shows that the students need to understand the source text better and they did not find that the current curriculum supported them to have the ability to understand the text.

The need for translation theory and the need for teacher assistance to help the students to understand the source text is also raised by Student 10 and Student 6. Student 10 stated '*Perlu diberikan teori teori penerjemahan. Mahasiswa perlu mengetahui teks apa yang akan diterjemahkan sehingga akan mempunyai pemahaman yang sama mengenai teks tersebut.* (The theories of translation is needed. The students need to know what kind of text they are translating, so that they have the same [appropriate] understanding about the text). Again, Student 10's response suggests that in the current translation curriculum does not support the students to have sufficient body knowledge of translation. In addition to the lack of translation knowledge, the response also suggests that the student understand that he needs to have a better understanding of the source text, however the current curriculum do not give the students with appropriate skills and opportunities in order to understand the source text. Student 6 gave a slightly different opinion related to students' needs for translation

knowledge and translation practice. Student 6 stated '*materi kuliah yang ideal adalah dosen memberikan materi berupa teori dan praktik penerjemahan, meskipun teori penerjemahan penting, perlu diberi lebih banyak praktiknya. Teori penting untuk dasar pemahaman mahasiswa kemudian perlu dipraktikkan dalam penerjemahan.* (Ideal course materials would be if the lecturer gives both materials related to translation theory and practice, however, more translation practice is needed. Translation theory is important for students' understanding [about translation] and then they apply the theory in their translation work). This response suggests that Student 6 focused on the balance between theoretical knowledge and practical experience, as she thinks that after understanding translation theory, the students need more translation practice. This response suggests that the current translation curriculum is not likely to be designed in such a way to accommodate students' needs of a balance between translation theory and translation practice. The student feels that translation practice should be an application of theory and that students need to have a base intheory to do their work.

In addition to the need for having more translation theory and teaching related to translation knowledge, Student 8 thinks that teaching about culture should be included in the translation course: '*Dalam kelas diberikan materi mengenai kebudayaan'*. (In [translation] class, teaching materials about culture needs to be given). This response suggests that the student may realize that for translators, knowledge about culture is important in carrying out translation tasks, and therefore he thinks that special attention needs to be given to cultural issues in translation classes.

This expectation seems to show a close linking of culture learning and translation learning that reflects the focus on translators as bilingual and bicultural discussed earlier in this chapter. If bilingual and bicultural abilities are seen as the core of translation competence, it would be obvious that the students should have good extralinguistic competence. However, developing extralinguistic knowledge is not specifically a part of the teaching of translation itself but belongs more generally to the English language program that the students are also studying. This suggests that the students should learn and become aware of the enculturated nature of language use in their English language class, rather than specifically in the translation class. The translation class should, however, teach students how to use and develop their extralinguistic knowledge when working on a translation.

To conclude, the discussion above suggests that that there is a gap between what the translation course offers and what the students believe they need from it. There is an indication that the students perceive that the course is not teaching them to translate, as the students feel that they do not get all what they need in order to be a good translator. These unmet needs in the curriculum probably causes the students seem to have problems in their translation related to their lack of body of knowledge about the theory of translation and lack of translation practice.

7.4.3 Resources Issues

In order to translate well professional translators need a variety of resources, such as dictionaries, glossaries and other reference works (Fraser, 2000). Related the importance of using translation resources, the data shows that there is only one student who focused on the importance of resources in their translation course. Student 1 stated '*Kesiapan mahasiswa dengan berbagai sumber referensi (misal laptop yang sudah di install kamus), Sumber tersebut sangat membantu untuk bisa menerjemahkan dengan lebih cepat*...(The students need to be prepared with various resources, for example a laptop in which a dictionary is installed…. These resources is very helpful for the students to be able to translate faster…). This response suggests that the students may have limited access to translation resources. This is probably because of the translation class setting in which the students did the translation work manually in the class with limited access to the resources. The idea of the need to have translation resources available in the translation class appears compatible with Fraser's (2000) idea that it is important to introduce the students to resources, as this will help the students to define 'their own competence to work in the most efficient and effective way' (Fraser, 2000).

To sum up, the discussion about what the students think they need to develop their translation competence in their translation classes suggests that there are many unmet needs. This shows there is a gap between what the translation course provides and what the students believe they need, as has been found in other studies (e.g. Anderman & Rogers, 2000). The students' responses suggest that they perceive that the translation class is unable to support them by providing knowledge and skills that they require to be translators. There is also an indication that the current translation course has weaknesses related to pedagogy and curriculum design. In particular, there is a problem because the translation teacher seems to have adopted a one directional approach and the students have little feedback on

their translation work and there also needs to be a better balance between translation theory and practice in the teaching (Fraser, 2000). The aspects of the teaching of the translation they are reacting to reflects a traditional approach in translation teaching as described by Kiraly (1995).

7.5 Concluding remarks

The discussion about students' translation knowledge in this chapter shows a range of students' translation knowledge. However most of students' responses are short in nature and there is an indication that their responses are not well developed and do not show a depth of knowledge. However, their responses across several sub sections in this chapter show similar features that confirm the analysis.

The responses the students gave in all sections suggest that there is a strong focus on translation as a language transfer activity. The students appear to understand that translation competence is identical with bilingual competence. In addition to the focus on language aspects, most students also recognize the cultural aspect in translation. However, the responses suggest that fewer students recognize other things outside language and culture. This gives a clear indication that the students mainly understand translation as related to language and culture and do not consider things related to translation as an activity in its own right. This suggest that students have a limited understanding about translation competence, as most of scholars state that being bilingual and bicultural are only parts of translation competence (e.g. Presas, 1996; Neubert, 2000; Melis & Hurtado Albir, 2001; Bassnett, 2002, Orozco & Hurtado Albir, 2002; Venutti, 2005; Hatim, 2009; PACTE, 2011, Liddicoat, 2015).

8 Conclusion and implications

8.1 Introduction

This chapter presents the conclusions of the study and the implications it has for further research on translation competence and for translation teaching. This study has four main findings related to students' translation competence. Each of these findings will be highlighted in the following sections.

8.2 Findings of the Study

This section discusses the findings of the study in terms of the most significant findings related to the problems students had in translating as evidence of their translation competence. It will include findings about the way the students carried out the translation task, how the students understood translation, what the students think about their experience in learning translation, and what they think they needed to develop their translation competence.

8.2.1 Problems students had in translating as evidence of translation competence

The first finding of this research is that the students had a range of problems in translating which reflected their translation competence. Students' problems occurred in most of the translation sub-competences identified by PACTE (2011) and consisted of linguistic problems, extralinguistic problems, instrumental problems, transfer problems and psychophysiological problems. This research has focused mainly on the linguistic and extralinguistic problems, because these were the most common problems the researcher could identify in the students' translation tasks and these relate to basic sub-competences of translation competence. However, the analysis of the students' linguistic and extralinguistic problems also suggested that they had transfer problems, instrumental problems and psychophysiological problems.

The most obvious problems the students had in translation related to the language of the text, which reflects their level of linguistic competence in translation. Most of the students had linguistic problems related to the source language while a few of them also had problems related to the target language. In terms of students' problems related to the source language, there was the evidence that the students had difficulty with English grammar and in understanding unfamiliar vocabulary in the source text. Students' problems with the grammar and the vocabulary of the source language text also contributed to their problems in understanding its meaning.

Students' linguistic problems in the target language largely relate to how successfully students could represent the source text message in the target text. Linguistic problems were found at all language levels, such as the morphological, syntactic and semantic levels. However, semantic problems seem to be the most numerous in the texts. The morphological problems in students' translations related to their difficulties in identifying the word class of the source language term and in using appropriate word formation in the target language. Students' syntactic problems related to their use of word order and voice, which sometimes reflected source language rather than target language norms.

These linguistic problems may indicate that the students have difficulties in interpreting the grammatical relations between elements in the sentence and also show that students may produce ungrammatical language in their target texts. The morphological and syntactic problems found in this study were similar to those of Erlinda's (2008) study of students' linguistic errors in translation in which the students seem to have linguistic problems at morphological and syntactic level. In addition to morphological and syntactic problems, this study also found that the students had semantic problems. The semantic problems in their translations involved the use of the words in the target language that were inappropriate in meaning for representing the meaning of the source language text. As a result, the students often translated the text into the target language in ways that were linguistically inaccurate, and therefore their translation did not convey the meaning of the source text. Although the students were translating into their dominant language, their first languages were most likely local languages rather than Indonesian. This condition might have contributed to their problems of linguistic competence in the target language.

However, the research findings also show that a number of students demonstrate a better level of linguistic competence in both the source and target language. This was indicated by their ability to produce a translation which was linguistically acceptable in the source language, although some of them still made minor linguistic errors which did not affect the meaning in the source language.

Students' linguistic problems found in the research show that in terms of linguistic competence, students had a range of levels of linguistic ability related to both the source language and the target language. Since translation involves two different languages with different typologies and systems, translators with good linguistic competence need to have good knowledge of both languages and need to be able to overcome linguistic problems encountered during the translation process.----------

Students' linguistic problems in translation in this study are similar to those found in research conducted by Lei (1999) on translation teaching in China. In her research, Lei found that the students' linguistic problems in translation related to both the source language and the target language. As in the present study, Lei found that, in terms of the source language problems, the students had problems in understanding the source text and their problems in the target language related to expressing the meaning of the source language in the target language. As a result, the students often made grammatical and orthographic errors, and sometimes used non-standard Chinese and incorrect punctuation. Further, in terms of students' linguistic problems, Lei therefore stated the students had a weak bilingual foundation in both the source and the target language. The similarity between this study and Lei's (1999) study in terms of students' linguistic problems in translation might reflect how the students were taught translation, in which the approach used is more likely to be a focus on students as language learners rather than as translators.

The next most apparent problems students had in translation were related to their problems in understanding and in translating culturally bound terms, which suggests issues with limitations in their extralinguistic competence. Students had problems in identifying the culturally related terms found in the target text and problems in how to resolve such terms once they had identified them.

Students' problems in this area suggest that they had a range of levels of extralinguistic competence. Extralinguistic competence mainly relates to translators' understanding about the culture of both languages, knowledge of specific domains and their encyclopaedic

knowledge. Therefore, translators with good extralinguistic competence will have a good understanding of the cultural aspects of a language. This understanding is important because a text is produced within a particular socio-cultural context. Translators' extralinguistic competence enables a translator to make a clear interpretation about particular content or elements of a cultural text in the source language, so that they can find the appropriate equivalence of that term in the target language (PACTE, 2011).

The research findings showed that most of the students tried to resolve cultural problems by treating cultural issues as vocabulary problems, so that their translation into the target language did not reflect the cultural meaning of the source text. However, the research also found that a few of the students showed a better level of extralinguistic competence, which was indicated by their ability to identify the cultural issues that were found in the translation, although they often had difficulty in resolving these problems in their text. This means that, although the students were able to identify culturally bound terms, they were not always able to find appropriate terms in the target language that have the same meaning. In the interviews, the students said this was because they were not familiar with the Australian culture and they were not able to overcome this gap in their knowledge.

The findings also show that students' extralinguistic and linguistic problems often went together. Students' linguistic problems meant that they had difficulty in understanding the meaning of the source text. Their inability to understand certain terms in the source text, which is a linguistic problem, often lead to their having problems in identifying cultural terms and working out how to treat them appropriately in their translation. Students' inability to resolve the problems posed by culture-related terms was also influenced by their limited linguistic ability as the students tended to use lexical meanings to translate cultural terms even where literal translation made no sense in the source language. The finding about students' linguistic and extralinguistic problems in translation suggests that linguistitic and extralinguistic problems are connected. This means that students' linguistic problems may lead them to have extralinguistic problems, e.g students' lack of comprehension at the linguistic level may mean that the students do not recognize the cultural problems. As a result, they often resolve cultural problems with linguistic solutions. This suggests that the students rely much on their bilingual competence in dealing with cultural problems in translation, which shows their limited translation competence as translation competence is actually different from bilingual competence (PACTE, 2014, 2015).

These findings about students' extralinguistic problems are similar to those of Sufianto's (2010) study of students' problems in translating cultural-related terms and Munip's (2005) study about students' non-linguistic problems in translation. Both of these studies found that the students often had problems in dealing with culture-related issues in translation and therefore they often solved cultural problems with linguistic solutions.

To conclude, students' problems with culture-related terms and how to resolves such terms showed that most of the students had limited extralinguistic competence, This means that the students did not consider the cultural context in which the terms were used and therefore their translation into the target language was not consistent with the source language.

Students' problems in translation is also caused by their limited ability in using resources which reflects their instrumental competence. Instrumental competence deals with the skill in using documentation resources, such as dictionaries or other resources and communication technologies to support their translation. Translators' good instrumental competence will enable them to select and to use resources appropriately (PACTE, 2011). The research found that the students had used a range of resources, such as; bilingual dictionaries, the Google search engine and Google Translate, however they seemed to have problems in using them.

In terms of using bilingual dictionaries, which were the most common resource used, the students had problems related to not being able to use the bilingual dictionary appropriately. Most of the students showed a limited ability in using bilingual dictionaries as they looked up the dictionary to find the meaning of difficult words and put a dictionary meaning directly into their translation without considering the linguistic or contextual meanings of the words in the case of polysemy. This means that they selected words that did not have the same meaning as the source text. However, the research findings also show that a few students made a careful selection from the meanings provided and they seemed to consider the linguistic and cultural context of the words before selecting a possible word meaning. In addition, the students also had similar problems in using online resources, i.e. the Google search engine. Some students stated that they used the online resources mainly to search for the definition or the meaning of a particular term. While a few of them said that they used online resources to enhance their knowledge about the topic they were translating by reading related materials. A very few students stated that they used Google Translate to translate the text without doing appropriate editing and revision. They used Google Translate to translate

a sentence or a paragraph that they thought they were not able to translate by themselves and accepted the output of the translation directly. This was problematic as this tool is not suitable for such translation task as, among other limitations, it cannot resolve problems related to cultural references or non-literal idiomatic expressions (Hale and Liddicoat, 2015).

The findings related to students' limited instrumental competence in this research are similar to the study on translation education in China conducted by Lei (1999). Lei's study revealed that one of the problems commonly faced by translation students in China involves using translation resources, as the students had problems in using reference books and instead relied much on pocket dictionaries without considering the definition, its characteristics and usage. Both studies found that the students had limited competence in using resources in translation and indicated that more attention needs to be given to instrumental competence in translation course.

The next issue for the students is related to how they managed their translation work, their intellectual curiosity and the ability to analyse the source text that reflects part of their psychophysiological competence. Some students seemed to have problems in terms of their time management in their translation work. These students were not able to finish their translation task appropriately in the given time. This means that these students did not do any revisions when they had finished translating the text, because they said that they were running out of time. As a result, the quality of their translation was poor.

Another dimension of psychophysiological competence is intellectual curiosity and the ability to analyse the source text (PACTE, 2011). In terms of students' intellectual curiosity, the research findings showed that the students had a range of levels of intellectual curiosity. Most of the students showed limited intellectual curiosity, as they did not make any efforts to develop a better understanding of the topic of the text they were translating or to resolve difficult culture-related terms they were not familiar with. Instead, they relied on their personal interpretation of the text regardless of their limitation in doing this. However, some students showed a better level of intellectual curiosity by making any efforts in order to develop a better understanding of the source text, including consulting to any resources such as finding related information about the topic of the text they are translating.

Further, in terms of the ability in analysing and interpreting the source text, the students also showed a range of competence. Most of the students showed a limited ability in analysing and in interpreting the source text, as most of them approached the source text by tyring to

understand its textual meaning and did not consider the cultural meaning of the text. In addition, they relied on their personal knowledge to interpret culture-related issues in the source text instead of consulting any resources to support their analysis and interpretation. Only a few students showed a better approach in analysing and interpreting the text and these students seemed to consider the cultural context of the text in addition to its linguistic context.

The last problem the students had was related to their difficulties in selecting appropriate strategies in translation and in integrating all other translation sub-competences in doing their translation work, which reflects their transfer competence. Transfer competence, which is also known as strategic competence, deals with translator's problem-solving abilities during the process of translation. Translators with good transfer competence, among other things, will be able to plan the process and manage the translation project, activate the various sub-competences and compensate for their deficiencies, and identify translation problems and employ procedures to solve them (PACTE, 2011; Hurtado Albir 2007). The students in this study did not seem to have used a range of strategies but rather they relied on a single strategy, word-by-word translation, which did not always work. This finding is similar to Zulprianto et.al's (2009) study, which found out that the students often relied on a literal strategy in their translation which not always work when applied to many types of the text, and Junining's (2016) study which pointed out that students have problems with understanding and using various translation strategies. These studies found that the students relied on a word-for-word translation strategy in their translation, which did not always work. These studies therefore indicated that the students had limited strategic competence.

Further, the research findings also suggests that the students seem to use more local strategies rather than global translation strategies (Sun, 2013). The students seem to have local strategies for dealing with particular problems in the text but have few global strategies, as the students did not seem to consider the broader aspects of translation, such as the purpose of the translation. The research findings also showed that students' problems in using appropriate strategies and in integrating all translation sub-competences were also influenced by their linguistic, extralinguistic, instrumental and psychophysiological problems. The problems that the students had in these translation sub-competences made it difficult for them to integrate these competences in order to transfer the meaning from the

source language into the target language appropriately. Students' transfer problems indicated that the students also had difficulty in playing their role as the mediator between languages and cultures (Katan, 2004; Liddicoat, 2015). Students' problems in using appropriate strategies and in integrating all translation sub-competences found in this research suggest that most of the students had limited transfer competence.

To conclude, the research findings about the problems the students had in translation showed that the students' problems in translation consists of linguistic, extralinguistic, instrumental, transfer and psychophysiological problems. Further, the problems that the students had reflect their translation competence and show that they had not developed their translation competence well.

8.2.2 Findings about how students carried out translation work

The second finding in this research is about how the students carried out their translation work at some various stages of translating: before translating, during translation and after translation.

In the 'before translating stage' the students seem to apply different strategies and approaches in their efforts to understand and interpret the source text. In terms of how they prepared for translation by reading, the students had applied different reading strategies. Some of them did a comprehensive reading of the whole text many times and tried to obtain as much information as possible from the text before beginning the translation, which reflects the idea of analysis and synthesis in translation (Bell, 1991). These students adopted an approach to translation that focused on developing a good understanding of the text as necessary preliminary to translating it. Other students did not read the whole text comprehensively before translating it. These students read only part of the text, either some paragraphs, some lines, or even a sentence, and then immediately translated the unit they had read without paying attention to the whole context of their translation. These students adopted an atomistic approach to the text and did not try to develop an overall understanding of the text before translating it. This means that most of the students generated understanding of the text only at the level of reading comprehension using linguistic knowledge and they did not seem to support their understanding by other cognitive input and contextual knowledge, as suggested by Hurtado Albir and Alves (2009). Most of the

students seem to re-express the source text in the target language in terms of the re-expression of lexical meanings only.

Further, as the students also adopted different strategies in preparing the translation by reading, they also had a range of different strategies for understanding and interpreting the text. Students who did not read the text comprehensively seemed to read the text only for the purpose of understanding the text in general terms and developed their understanding locally with each sentence. On the other hand, the students who did a more comprehensive reading seemed to approach the text in a more systematic way and considered the overall meaning of the text. This meant that the students did not only read the source text in order to understand it, but they also analysed the text by considering its cultural context and considered how the text should be translated. These students also tried to collect as much information as possible about the topics discussed in the text by consulting references, as part of their approach to develop a more comprehensive understanding of the text. The different strategies that the students used prior to translating the text showed that most of the students did not do the preparation which a translator needs to, in terms of how they read the source text in order to decode and encode it. Students problems in understanding the meaning of the source language is also caused by their ability in reading the source text (Atari & Radwan 2009, Barami and Karimnia, 2014). This suggests that most of the students read the text as ordinary readers instead of as privileged readers, as understood by Hatim and Mason (2001).

During the process of translation, the students applied different techniques to translating in terms of the unit of language they used as the basis of their translating. As the researcher did not observe the translation process directly, it was not possible to get direct data about how the students did their translation, but, students' responses to the questionnaires and interviews gave the researcher an idea about how they carried out their translation work. These responses indicated that most of the students translated the text sentence by sentence. This means that the students read a sentence, and then translated it, which suggested that their unit of translation was the sentence. On the other hand, a few students said that they translated the text paragraph by paragraph. This means that the students read the text at the level of the paragraph, and then started to translate the paragraph they had read. This means that for many students, there is no consideration of the ways that sentences related to the rest of the text and some students did approach the text in a more contextualized way. The analysis of the actual translations seems to suggest that, whether the students adopted a sentence-level or paragraph-level approach, they still tended to translate word-by-word.

The other research findings about what the students did during the translation related to how they solved their problems in doing the translation task. All the students seemed to have used translation resources to help them resolve problems. Most of the students consulted a bilingual dictionary to find out the meanings of the difficult words or terms. In the cases where the students could not find the words' meaning in the dictionary, they seemed to have applied a range of different strategies. Some of them reported that they had tried to guess the meaning of the word based on their current knowledge. That is, if the dictionary did not work, they were not able to identify other alternatives. A few students consulted other resources such as encyclopaedias or online resources. In most cases, however, the students did not seem to have alternatives to dictionaries and if the dictionary could not solve the problems, they were unable to solve it in other ways.

The research findings also show that the students undertook different actions after completing their translation task. In one hand, some of them said that they read through their translation and rechecked for possible errors in translation and made any necessary revisions before submitting their work. On the other hand, some other students did not seem to reread, recheck or revise their translation work, and submitted their translation work once they had finished it without any checking of the text.

8.2.3 Findings about students' explicit translation knowledge

The third finding of this research show what the student understood about translation or their knowledge about translation. Students' knowledge about translation is also considered as a part of translation competence and mainly consists of their knowledge about theory and practice of translation and the processes involved in the translation of a text (PACTE, 2011).

The students showed a range of understandings about translation. Most of the students seemed to understand that translation was a language transfer activity, while a few of them seemed to understand translation as a meaning transfer activity. Students who understood translation as language transfer activity viewed translation mainly as a practice of changing the language of the source text into that of the target text. In other words, these students emphasise an understanding that the nature of translation is dealing with linguistic aspects of the two languages. It appears that this understanding of translation leads the students to think that translation competence was identical with linguistic competence, and therefore they

thought that being bilingual was the basic requirement for being a good translator. This understanding reflects a limited understanding about translation, as bilingual competence is only a part of translation competence (Presas, 2000).

As most of the students stated that translation is a language transfer activity in their initial responses, in the interviews the researcher pushed the students to think of other things outside language in order to discover whether the students also aware of other translation sub-competences in addition to linguistic competence. As a result, a few students seemed identify other things outside the languages and, in particular, they expressed a view that translation involved both languages and cultures. These students seemed to understand that translation is not only a process of changing languages but also a process of transferring the meaning from a source text into the target text in which attention to the culture of both languages is also important. The students understood translation competence as an ability related to a knowledge of language and culture. Therefore, these students thought that a good translator needed to be fully bilingual and bicultural.

Only a very small number of students seemed to consider that translation involved specific language transfer skills in addition to linguistic and cultural knowledge. This means that very few students showed an explicit knowledge of translation as a specific form of linguistic work and did not seem to recognize the abilities involve in such work that are distinct from a knowledge of languages and cultures.

Students' understanding about what translation is suggests that the students have a limited understanding about translation and translation competence as abilities related to language and culture are only parts of translation competence (Presas, 1996; Neubert, 2000; Melis & Hurtado Albir, 2001; Bassnett, 2002, Orozco & Hurtado Albir, 2002; Venutti, 2005; Hatim, 2009; PACTE, 2011, Liddicoat, 2015, Hurtado Albir, 2017).

8.2.4 Findings about what the students think about in learning translation and what they need to develop their translation competence

The fourth finding of this research was related to students' experiences in learning to translate and what they thought they needed to learn to develop their translation competence. The findings show that the students thought there were a lot of unmet needs in their translation course. This meant that the students felt there was a gap between what the translation course provided and what the students believed they needed (c.f. Anderman &

Rogers, 2000). Students expressed unmet needs related to pedagogy, curriculum and resources. In term of pedagogy, the students thought that they needed more experience of translating different genres of the text as the teachers gave them texts to translate from the same genres. In addition to a need for a variety of the genres of texts, the students also felt they needed discussion with their peers in order to resolve their translation problems. However, in the current practice, the students did translation tasks individually and there was no opportunity to share and to discuss with their peers. In terms of curriculum issues, the students felt they needed more balance between translation practice and translation theory. Students felt that the current translation class gave most emphasize to the practice of translating and that teaching related to translation theory and translation knowledge was limited. In terms of resources issues, the students felt they needed more reliable access to resources instead of using bilingual dictionaries on which they are currently rely heavily. This suggests that some of the limitations around the use of resources may be caused by the context in which students learn to translate rather than being related to their knowledge of resources.

Further, the research also found that the current translation class had weaknesses related to pedagogy and curriculum design as the translation class seemed to adopt a one-way approach in which the students work on translation but had little feedback on their work from the teachers. This indicated that the students felt that they did not receive the kinds of information they needed to improve their translation practice in the class. These findings are similar to Li's (2002) and Lei's (1999) researches. Both of thme found that there is often a gap between the translation curriculum and what the students need, and therefore they emphasized the importance of redesigning the translation class to meet students' needs in terms of developing their declarative knowledge, the knowledge about what translation is and procedural or operative knowledge about how to translate (Orozco and Hurtado Albir, 2002).

8.3 Implications of the findings for practice

The findings of this research suggest that students' translation competence was not well-developed and one of the causes appears to have been related to the ways they were taught translation. These findings have implications for how translation is taught in order to meet students' needs, especially dealing with the pedagogy and curriculum issues.

In dealing with the pedagogy issues found in this research, there is a need for the translation teachers to give the students the experience to translate texts from various genres. This will enable the students to learn more about the different strategies that needed to translate different genres. In addition to this, translation teachers should also design the class in which the students have more opportunity to discuss their translation problems with their peers. This might be done by setting group tasks in addition to individual translation tasks. By doing a group task, the students would have more opportunity to discuss their problems with their peers and to discuss the possible ways to resolve their problems. Further, translation teachers also need to give regular feedback on students' work to help their understanding of the good translation practice. Giving feedback is important for the students, as this will enable them to learn from what they have done and to learn from the possible errors they have made. This suggests a more collaborative approach to learning and a recognition that discussion of problems is important to support the development of more sophisticated approaches to translation. This means that translation teachers need to provide opportunities for the students to be more actively involved in the class and not only do translation tasks individually. These proposals are consistent with the recommendations made by Sanchez-Gijon, Aguilar-Amat, Mesa-Lao, Sole (2009), who think that problem-based learning in translation class is a good alternative to enhance students' active involvement in the classroom. They argue that through problem-based learning, translation students can develop the problem-solving skills necessary to meet challenges they might have in the future as professional translators. Feedback and discussion within a problem-based approach would help students develop their translation competence by drawing attention to the success of the solutions found and the strategies used to develop solutions.

In relation to curriculum, there is a need for translation teaching to find a balance between translation theory and practice. This means that the translation curriculum should consider both declarative knowledge and procedural knowledge as important parts of the translation teaching. Students need to understand translation theory so that they have a good understanding about translation and all aspects involved in it so that they can apply this knowledge in their translation work. However, the students also need opportunities to apply their knowledge when translating. This means that teachers need not only to give the students material about translation theories, but also at the same time, to give the students the practical experience of how to use or to apply these theories in practice in the way design tasks and relate tasks to theoretical concept in explicit ways. However, the practical

component of the course needs to do more than simply setting a task for individual work during the class and focus more on teaching how to translate. This implication about the importance of the balance between students' declarative and procedural knowledge is similar to Alves' (2005) and Alves and Goncalves' (2007) recommendations. They argued that there is a need for translation teaching to bridge the gap between declarative and procedural knowledge in translation class as both declarative and procedural knowledge play important roles for the acquisition of translation competence.

In addition to creating a balance approach between theory and practice, there is a need for translation curriculum to address all of the sub-competences: linguistic competence, extralinguistic competence, transfer competence, instrumental competence and psychophysiological competence. This means there should be an awareness that translation competence is built from these sub-competences, therefore developing translation competence should be done by developing all of these sub-competences with students. This implication is consistent with Hurtado Albir's (2007) recommendation on translation teaching, in which the translation teaching should be based on what she called a 'competence-based curriculum design'. Referring to the dynamic model of translation competence developed by PACTE (2011), Hurtado Albir (2007, 2017) believed that as translation competence consists of many sub-competences and involves both declarative and procedural knowledge, a competence-based approach will enable translators to develop their translation competence in a better way. This is because the competence-based approach focuses on the competences as the main objective for the development of curriculum design. Therefore, in translation course the learning objectives need to be defined according to competences, discipline-related content should be assigned by competence, and competences should also act as a guide for designing unit of teaching, class room activities and assessment (Hurtado Albir, 2007).

8.4 Limitations of the study

The findings discussed above indicate that this research was able to capture insights into students' translation competence, their problems in translating, knowledge about translation and what the students thought they need to develop their translation competence. By using combined instruments including a translation task, questionnaires and interviews, this research was able to understand how students' problems in translation reflect their translation competence and their experience of how they were taught translation.

Although this research was able to provide information about students' declarative knowledge about translation, the findings suggested that in order to get a more comprehensive picture of students' translation competence, a focus on students' procedural knowledge relating to how the students carried out their translation work needs to be addressed as well. In this project, information about procedural knowledge largely had to be inferred from the translation tasks or was based only on self-reported behaviours of some participants. This need, therefore, has implications for future research on students' translation competence. A focus on procedural knowledge can be achieved by adding instruments that are able to give information about how the students carry out translation work such as think aloud protocols (TAP's) or video-taping to observe what the students do during translation. Further, interviewing all of the respondents is believed to give a more comprehensive results instead of only a sample of them.

Also, another limitation of this study is that the students were educated in a single university with a particular program of study and their educational experiences may be different from other students in Indonesia and so the results of this research may reflect their particular experiences.

8.5 Concluding remarks

This study has shown that Indonesian translation students who have completed a translation course at the advanced level showed limited translation competence indicated by their limited skills related to all sub-competences: linguistic, extralinguistic, instrumental, transfer, psychophysiological, and to their translation knowledge. These limitations seem to result from the way they have been taught to translate and therefore, they seem to be at the novice phase of translation competence acquisition (Orozco & Hurtado Albir, 2002).

This research has contributed to providing a basis for considering how translation teaching needs to be designed in order to meet students' needs for developing their translation competence in a better way. This research suggests that translation teaching needs to be designed by considering the state of students' current translation competence, observing their translation problems, and identifying what the students need in relation to pedagogy and curriculum for developing their translation competence. In addition, there is a need in

future studies to focus on how the particular curriculum of translation studies used in any translation education institution influences students' achievement as translator and their level of translation competence.

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Appendix A Information sheet to the participants



INFORMATION SHEET

University of South Australia

Division of Education, Arts and Social Sciences

Research title : Translation Competence of Indonesian Students
Research student : Condro Nur Alim, PhD student,
School of Communication, International Studies
and Languages. Email: condro.alim@mymail.unisa.edu.au
Principal supervisor : Prof. Tony Liddicoat
Associate supervisor : Dr. Michelle Kohler

Dear potential research participants,

As a part of my research program for my doctoral degree at the University of South Australia, I am conducting a research entitled 'Translation competence of Indonesian students'. The research is to investigate how Indonesian students translate from English into Indonesian and what skills and knowledge they use to do this.

The study will involve data collection methods as follows: (1) a take home translation task from English into Indonesian which consists of approximately 1500 words. They will do this at home and they have five days to complete the translation; (2) questionnaires. There are two questionnaires, each questionnaire will take approximately 15 minutes to complete; (3) in addition, some students will be interviewed to get more

information. The interview will last for 30 minutes and focuses on students' translation knowledge. The translation task and the questionnaires will be given to 30 students meanwhile 10 of those students will voluntarily participate in the interview. The interview will be audio taped and students' answer will be transcribed.

Your participation is voluntary. There is no obligation for you to participate in the study. You can select not to participate if you wish, and your decision will not cause any adverse effects to you.

All information provided to the researcher will be treated confidentially. Pseudonyms will be used to refer to participants therefore, you will not be identifiable. Any records containing personal information will remain confidential and no information which could lead to identification of any individual will be released. Upon request by email, the participants can receive a summary of the results of this project. All information collected as part of this study will be stored securely for five years in a locked cabinet in a collection room at the School of Communication, International Studies and Languages, University of South Australia, with access limited to myself and my supervisors.

If you require more information about the research, please contact Condro Nur Alim on +6281327034302 or email: condro.alim@mymail.unisa.edu.au. You may also contact my supervisors: principal supervisor: Prof. Tony Liddicoat, by email: Tony.liddicoat@unisa.edu.au or Michelle Kohler on Michelle.Kohler@unisa.edu.au.
This research project has been approved by the University of Australia's Human Research Ethics Committee. The Executive officer of the Human Research Ethics Committee is Ms. Vicki Allen. You can reach her on +61883023118 or email: Vicki.allen@unisa.edu.au if you have any ethical concerns about my projects to discuss, or questions about the rights of participants.

Your sincerely,

Condro Nur Alim

Appendix B Consent form for the questionnaires and translation component

UniSA Research and Innovation Services

Human Research Ethics Committee
CONSENT FORM

Use this consent form when taped materials, photographs or original works are to be retained
This project has been approved by the University of South Australia's Human Research Ethics Committee. If you have any ethical concerns about the project or questions about your rights as a participant please contact the Executive Officer of this Committee, Tel: +61 8 8302 3118; Email: Vicki.Allen@unisa.edu.au
SECTION 1: CONTACT AND PROJECT DETAILS

Researcher's Full Name:	Condro Nur Alim
Contact Details:	Condro.alim@mymail.unisa.edu.au Phone: [redacted]
Supervisor's Full Name:	Prof. Tony Liddicoat
Contact Details:	Tony.liddicoat@unisa.edu.au
Protocol Number:	V2.O
Project Title:	Translation Competence of Indonesian Students

SECTION 2: CERTIFICATION
Participant Certification

In signing this form, I confirm that:

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential, unless required by law. If other arrangements have been agreed in relation to identification of research participants this point will require amendment to accurately reflect those arrangements.
- I understand that the tape will be stored securely for five years in a locked cabinet in the School of Communication, International Studies and Languages University of Australia with access limited to the researcher and his supervisor(s).

Participants under the age of 18 normally require parental consent to be involved in research. The consent form should allow for those under the age of 18 to agree to their involvement and for a parent to give consent.

Participant Signature	*Printed Name*	*Date*

Researcher Certification

I have explained the study to subject and consider that he/she understands what is involved.

Researcher Signature	*Printed Name*	*Date*

Appendix C Consent form for the interview

UniSA Research and Innovation Services

Human Research Ethics Committee
CONSENT FORM

Use this consent form when taped materials, photographs or original works are to be retained	
This project has been approved by the University of South Australia's Human Research Ethics Committee. If you have any ethical concerns about the project or questions about your rights as a participant please contact the Executive Officer of this Committee, Tel: +61 8 8302 3118; Email: Vicki.Allen@unisa.edu.au	
SECTION 1: CONTACT AND PROJECT DETAILS	
Researcher's Full Name:	Condro Nur Alim
Contact Details:	Condro.alim@mymail.unisa.edu.au Phone: [redacted]
Supervisor's Full Name:	Prof. Tony Liddicoat
Contact Details:	Tony.liddicoat@unisa.edu.au
Protocol Number:	V2.O
Project Title:	Translation Competence of Indonesian Students
SECTION 2: CERTIFICATION	
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In signing this form, I confirm that:

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- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential, unless required by law. If other arrangements have been agreed in relation to identification of research participants this point will require amendment to accurately reflect those arrangements.
- I understand that the tape will be stored securely for five years in a locked cabinet in the School of Communication, International Studies and Languages University of Australia with access limited to the researcher and his supervisor(s).
- I understand that I will be audiotaped during the interview.

Participants under the age of 18 normally require parental consent to be involved in research. The consent form should allow for those under the age of 18 to agree to their involvement and for a parent to give consent.

Participant Signature	*Printed Name*	*Date*

Researcher Certification

I have explained the study to subject and consider that he/she understands what is involved.

Researcher Signature	*Printed Name*	*Date*

Appendix D Permit Leter from the University of Jenderal Soedirman

KEMENTRIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JENDERAL SOEDIRMAN
FAKULTAS ILMU SOSIAL DAN ILMU POLITIK
PRODI S1 BAHASA DAN SASTRA INGGRIS
Jl. Dr Soeparno Grendeng Purwokerto 53122, Telepon (0281) 625152

To whom it may concern

No: _____

Herewith, as the Head of English Language and Literature Department of Jenderal Soedirman University of Purwokerto, Indonesia, I give the permission for the following person:

Name : Condro Nur Alim

Student No : 1101088818

Affiliation : Student at the School of Communication, International Studies and Languages
University of South Australia

To conduct a research entitled "Translation Competence of Indonesian Students" at the English Department of Jenderal Soedirman University of Purwokerto, Indonesia.

Please do not hesitate to contact us for any inquiries.

Purwokerto, July 4, 2013

Head Of English Department

[redacted]

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Appendix E Translation problems instrument (TPI)

TPI part 1

a) Translation of a text from English into Indonesian

Please translate the following English text into Indonesian by taking into account the translation brief. You will have 5 days to finish this task. You are allowed to use any resources you need.

Translation brief: The following text describes about Australian people, culture you are asked to translate this text taken from Australian government's website. Your translation will be publish in an Indonesian Tourism Booklet.

About Australia:

People, Culture and Lifestyle

Australia is a product of a unique blend of established traditions and new influences. The country's original inhabitants, the Aboriginal and Torres Strait Islander peoples, are the custodians of one of the world's oldest continuing cultural traditions. They have been living in Australia for at least 40 000 years and possibly up to 60 000 years.

The rest of Australia's people are migrants or descendants of migrants who have arrived in Australia from about 200 countries since Great Britain established the first European settlement at Sydney Cove in 1788.

In 1945, Australia's population was around 7 million people and was mainly Anglo–Celtic. Since then, more than 6.5 million migrants, including 675 000 refugees, have settled in Australia, significantly broadening its social and cultural profile.

Today Australia has a population of nearly 23 million people. At 2009, abou 25.6 per cent of the estimated resident population comprised those born overseas. Australian Bureau of Statistics projections from the 2006 census of the numbers of Aboriginal and Torres Strait Islander people suggest and Indigenous population of 575,552 people at 30 June 2011.

Many of the people who have come to Australia since 1945 were motivated by a commitment to family, or a desire to escape poverty, war or persecution. The first waves of migrants and refugees came mostly from Europe. Subsequent waves have come from the Asia–Pacific region, the Middle East and Africa.

Migrants have enriched almost every aspect of Australian life, from business to the arts, from cooking to comedy and from science to sport. They, in turn, have adapted to Australia's tolerant, informal and broadly egalitarian society.

Shared values

The defining feature of today's Australia is not only the cultural diversity of its people, but the extent to which they are united by an overriding and unifying commitment to Australia.

Within the framework of Australia's laws, all Australians have the right to express their culture and beliefs and to participate freely in Australia's national life.

At the same time, everyone is expected to uphold the principles and shared values that support Australia's way of life. These include:

- respect for equal worth, dignity and freedom of the individual
- freedom of speech and association
- freedom of religion and a secular government
- support for parliamentary democracy and the rule of law
- equality under the law
- equality of men and women
- equality of opportunity
- peacefulness
- a spirit of egalitarianism that embraces tolerance, mutual respect, and compassion for those in need. Australia also holds firmly to the belief that no one should be disadvantaged on the basis of their country of birth, cultural heritage, language, gender or religious belief.

An egalitarian society

In most practical ways, Australia is an egalitarian society. This does not mean that everyone is the same or that everybody has equal wealth or property.

But it does mean that there are no formal or entrenched class distinctions in Australian society, as there are in some other countries. It also means that with hard work and commitment, people without high-level connections or influential patrons can realise their ambitions.

The unemployment rate is relatively low (in December 2007 it was 4.3 per cent) and the gross per capita income is around $39 000. All people are equal under the law in Australia and all Australians have the right to be respected and treated in a fair manner.

A typical Australian?

Given the diverse nature of today's Australia, some people question whether there is a 'typical' Australian. There is, of course, no shortage of popular stereotypes, some of which contradict each other.

For example, some people see Australians as egalitarian, irreverent people with a deep suspicion of authority while others regard them as mostly law-abiding and even conformist. Some people, particularly those living overseas, believe Australians live mainly in country areas, the Australian outback or the bush. In fact, more than 75 per cent of Australians live a cosmopolitan lifestyle in urban centres, mainly in the capital cities along the coast. Others see Australians as people who live in a 'lucky country' who love their leisure, particularly sport, both as spectators and as participants. In fact, Australians are among the hardest-working people in the world with some of the longest working hours in the developed world.

Another common perception of Australians is that they are informal, open and direct and say what they mean. They are also seen as people who believe in the principle of giving people a *fair go* and standing up for their *mates*, the disadvantaged and the underdog.

Many of these popular images have some truth to them and most Australians conform to at least some of them. But Australians, like people everywhere, cannot be so easily stereotyped. There are 'typical' Australians everywhere. But they are not all the same.

Australian English

While English is Australia's national language, there are certain words and expressions that have become regarded as uniquely Australian through common usage. Some of them might seem strange to non-Australians.

The use of these colloquial or slang words, often coupled with an Australian sense of humour that is characterised by irony and irreverence, can sometimes cause confusion for international visitors. There are a number of books on Australian colloquialisms and slang, including the *Macquarie Book of Slang*.

Religious worship

Australia is a predominantly Christian country, with around 64 per cent of all Australians identifying as Christians. However, most other major religious faiths are also practised, reflecting Australia's culturally diverse society.

Australia's earliest religions or spiritual beliefs date back to the Aboriginal and Torres Strait Islander peoples, who have inhabited Australia for between 40 000 and 60 000 years. Indigenous Australians have their own unique religious traditions and spiritual values.

Australia has no official state religion and people are free to practise any religion they choose, as long as they obey the law. Australians are also free not to have a religion.

A sporting culture

Australians love their sport, both playing it and watching it.

Australia has often achieved impressive results at the elite level. In the 2004 Athens Olympic Games, Australia ranked fourth overall in the medal tally behind the United States, China and Russia. In the 2006 Football World Cup, Australia reached the final 16. Australia is also ranked the top cricketing nation in the world.

But it's not just at this top level that Australians enjoy their sport. A recent national survey showed that more than 11 million Australians aged 15 or over participated at least once a week in physical activity for exercise, recreation and sport—a participation rate of almost 70 per cent. The 10 most popular physical activities were walking, aerobics/fitness, swimming, cycling, tennis, golf, running, bushwalking, football (often referred to as soccer in Australia) and netball. Other popular sporting activities include Australian football, rugby, hockey, basketball, baseball, car racing, horse racing, sailing and snow skiing.

The most watched sports in Australia include Australian Rules Football, a uniquely Australian game with roots traceable to early forms of rugby and Gaelic football, rugby league, rugby union and cricket. The Australian Open, held in Melbourne, is one of tennis's four Grand Slam events. Australia has more than 120 national sporting organisations and thousands of state and local bodies

A national cuisine?

Australia has one of the most diverse cuisines in the world, thanks to Asian and European migrant influences, a dining public that is happy to try innovative dishes and access to a plentiful supply of fresh and high–quality produce.

Australia, one of the world's most efficient agricultural nations, produces high–quality vegetables, fruit and grains, meat, poultry, seafood, and cheeses and other dairy products. In addition, many new industries have been established to accommodate the growing Australian taste for exotic foods, including Asian greens, nashi pears, lychees, olives and herbs. Aquaculture products such as farmed Atlantic salmon and southern bluefin tuna are now available as well as the great range of seafood that comes from the ocean surrounding Australia, including Moreton Bay bugs (shellfish), 'banana' prawns, barramundi fish and oysters.

Australians enjoy a huge range of food in restaurants and homes, reflecting the country's cultural diversity. Southern Europe has combined with Asia and the Pacific for new flavours and tastes. Italian, Chinese, Indonesian, Japanese, Greek, Thai, Malay, French and Vietnamese restaurants are common, particularly in the capital cities. Middle Eastern flavours are also rapidly emerging, with Moroccan and Lebanese flavours being used with local ingredients in mainstream cooking with notable success.

Traditional Australian *bush tucker* is also becoming more common, particularly in northern Australian restaurants, where kangaroo, buffalo, crocodile and emu can often be found on menus.

Historically, there has never been a cuisine typically regarded as Australian. Instead, Australian fare has evolved with the distinct layers of flavours that each new culture has added. Homesick expatriate Australians sometimes hanker for Australian food such as lamingtons (a sponge cake square dipped in chocolate and coconut), pavlovas (a meringue dessert named after the Russian ballet dancer Anna Pavlova) and vegemite (a commercially produced spread made from yeast products).

The Australian wine sector is recognised internationally as producing a full range of high-quality wine styles and varietals to match any dish, from full-bodied reds and deep fruity whites to sparkling, dessert and fortified wines.

Source: http://www.dfat.gov.au/facts/nat_anthem.html

TPI part 2

b) Questionnaire about the translated text

Answer the following questions about the text you have translated. You can consult the original text and your translation to answer the questions. Please answer the questions in the given order without going back to previous questions.

1. What is the function or purpose of the text you have translated?

   _____

2. Can you tell from the formal conventions which genre the text belongs to? (for example, recipe, instructions, letter to the editor, etc)

   _____

3. Did you identify the main idea of the text before you began to translate?

   No

   Yes What is the main idea in the text?

   _____

   _____

4. Are there any secondary ideas in the text?

   No

   Yes What are the secondary ideas in the text?

   _____

   _____

5. Did you read the text through before you started to translate?

   Yes how many times did you read it?_____

   No how far did you read (which line) before you started to translate?

   _____

6. Which resources (e.g dictionaries, encyclopedias, website, ect) did you use most frequently? List them according to frequency of use from most frequent to least frequent.

   _____

   _____

   _____

   _____

7. How did you use your resource(s) in translating?

   _____

   _____

8. Which problems did you find when you were translating the text? Choose the five most important problems and answer the following questions about them, describing what sort of problems they were and how you solve them.

   Problem I (specify the fragment that caused the problem)

   _____

   _____

   _____

   Solution: Do you think you have solved the problem?

   Yes → what did you do to solve it?

   _____

   _____

   No → did you try to solve it?

   No

   Yes → what did you do?

   _____

   _____

Problem II (specify the fragment that caused the problem)

_____

_____

_____

Solution: Do you think you have solved the problem?

Yes → what did you do to solve it?

_____

_____

No → did you try to solve it?

No

Yes → what did you do?

_____

_____

Problem III (specify the fragment that caused the problem)

_____

_____

_____

Solution: Do you think you have solved the problem?

Yes → what did you do to solve it?

_____

_____

No → did you try to solve it?

No

Yes → what did you do?

_____

_____

Problem IV (specify the fragment that caused the problem)

_____

_____

_____

Solution: Do you think you have solved the problem?

Yes → what did you do to solve it?

_____

_____

No → did you try to solve it?

No

Yes → what did you do?

_____

_____

Problem V (specify the fragment that caused the problem)

_____

_____

_____

Solution: Do you think you have solved the problem?

Yes → what did you do to solve it?

_____

_____

No → did you try to solve it?

No

Yes → what did you do?

_____

_____

9. Did you read your translation over before giving it in?

   No

   Yes how many times ? _____

   _____ how many changes did you make?_____

   _____

10. Qualify the text you have just translated on the following scale of difficulty. Circle the number you think is the most appropriate ("0" is very easy and "10" is very difficult).

    VERY EASY "0 1 2 3 4 5 6 7 8 9 10" VERY DIFFICULT

    If you think the text is difficult, what do you think make it difficult?

Appendix F Translation errors instrument (TEI)

Part 1 of TEI

a) Translation of a text from English into Indonesian (coincide with TPI's translation task)

b) Classification of types of error for each segment

Wrong meaning : _____

Explanation : _____

No meaning : _____

Explanation : _____

Successful solution: _____

What kind of solution: _____

Part 2 of TEI

c) Questionnaire about errors in translation

Please give spontaneous and honest answer to all the following questions. It is important that you answer the questions in order and that you do not go back to a question you have already answered.

1. What do you know about translation error?

_____

2. What errors do you often make in translating (e.g linguistic error, extra-linguistic errors)?

_____

3. Do you often realize when you make errors in translating?

_____

4. What do you think are the possible cause of the error(s) you made in translating?

1)_____

2)_____

3)_____

5. Do you think different grammar between English and Indonesian often cause errors in your translation? Why?

_____

_____

_____

_____

5. Do you find difficult cultural terms in English to be translated into Indonesian?

_____

6. What 'cultural terms' are difficult to be translated into Indonesian?

_____

_____

_____

7. What did you do to minimize the possible errors in your translation?

1) _____

2) _____

3) _____

4) _____

Appendix G Translation notion instrument (TNI)

Name : _____

Student Number: _____

Please give spontaneous and honest answer to all the following questions. It is important that you answer the questions in order and that you do not go back to a question you have already answered.

1. What is translation for you? Define it in one sentence.

   _____

   _____

2. What should a good translator know? List the most important points.

   _____

   _____

3. Which resources can help a translator to translate? List all the ones you know.

   _____

   _____

   _____

   _____

4. List all the different kinds of translations a professional translator may be asked to do.

   _____

   _____

   _____

   _____

5. If you find an English expression that you don't understand in a text, what do you do? Put cross (X) on the things you do.
   ___ consult a bilingual dictionary
   ___ try to understand the meaning of the word from the context
   ___ consult a monolingual English dictionary
   ___ other (please specify)_____

6. If when you are translating, you find an English expression that you understand but that your translation does not express the meaning clearly or exactly enough, what do you do to find a good equivalent? Put cross (X) on the things you do.
   ___ consult a bilingual dictionary
   ___ try to express the same idea in as many ways as possible in Indonesian
   ___ consult a monolingual Indonesian dictionary
   ___ other (please specify)_____

7. When you are translating, what do you think is the basic unit you are translating? Please circle the letter of your answer.
   a. The word
   b. The sentence
   c. Something else: _____

8. There are many aspects influencing in a translation. Rank the following options, putting a 1 by the one you choose first and a 10 by the one you would choose last
   ____ Client
   ____ Original author
   ____ Socio-cultural environment of the original text
   ____ Date of the original text
   ____ Socio-cultural environment of the translated text
   ____ Date of the translation
   ____ Original reader
   ____ Final reader
   ____ Function of the original text
   ____ Function of the translation

The questions 9-13 is a True (T)/False (F) questions. Answer them by drawing a circle round “T” if you think the statement is true, or “F” if you think the statement is false.

9. The main problem encountered when translating are vocabulary problems
   T F

10. All Indonesian translators should be able to translate as efficiently into English as into Indonesian.
    T F

11. A good translator should be able to translate all types of texts with the same degree of efficiency
    T F

12. When a translator reads a text before translating it, the process of his/her reading is the same as for any other reader of the text.
    T F

13. A bilingual dictionary is the best instrument used to find an adequate equivalent in the target language.
    T F

Appendix H Guiding questions for in-depth interview

Name : _____

Student Number : _____

1. How long have you been studying translation?
2. Explain what a good translator is
3. How do you understand about the term of 'translation competence'?
4. Do you think if somebody has a good mastery of two languages s/he will be a good translator? Why? Why not?
5. What other skills/competence somebody needs to be a good translator?
6. What problems do you usually face in translating a text?
7. What do you do if you face a problem in translation?
8. What action do you take to solve the problems you face in translating a text?
9. What resources do you usually used to help you translating a text? (e.g. dictionary, on-line resources, etc).
10. What kind of teaching materials and course design are needed to support you to become a good translator?