

**EXPLORING ENGLISH TADRIS STUDENTS' OBSTACLES AND STRATEGIES IN
TRANSLATING ACADEMIC TEXTS: A CASE STUDY AT IAIN CURUP**

THESIS

**This thesis is submitted to fulfill the requirement for “sarjana” degree in English
Tadris Study Program**



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Assalamualaikum Warahmatullahi Wabarakatuh

Semoga Ibu selalu dalam Kesehatan dan lindungan dari Allah SWT, dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan penting, maka kami berpendapat bahwa skripsi atas nama **Aisyah Nurhidayah (22551004)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **"Identifying the Obstacles Faced by English Department Students in Translating Academic Texts and their Strategies"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negri (IAIN) Curup.

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PREFACE

All praises be to Allah SWT, the Most Gracious and the Most Merciful, for His blessings and guidance that the researcher has finally been able to complete this thesis entitled *"Identifying the Obstacles Faced by English Department Students in Translating Academic Texts and Their Strategies."* This thesis is submitted as a partial fulfillment of the requirements for the undergraduate degree of Strata-1 (S1) in the English Tadris Study Program at the State Islamic Institute (IAIN) Curup.

The completion of this thesis would not have been possible without the help, support, and guidance of many parties. Therefore, the researcher would like to express her deepest gratitude to Allah SWT for the strength and ease granted throughout the process of writing this thesis, as well as to her family, supervisors, lecturers, and friends whose continuous encouragement and support have been invaluable. The researcher fully acknowledges that this thesis is still far from perfect, and therefore sincerely welcomes any constructive suggestions and criticism for the betterment of this work. It is the researcher's sincere hope that this thesis will be beneficial and contribute meaningfully to those who are interested in the field of translation studies, particularly in the context of academic text translation among EFL students.

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Indeed, with hardship comes ease."

(Qur'an Surah Al-Insyirah 94:6)

ABSTRACT

Aisyah Nurhidayah : **Identifying the Obstacles Faced by English Department Students in Translating Academic Texts and Their Strategies**
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Translating academic texts is a challenging activity for English Department students, as it requires not only language proficiency but also the ability to understand meaning, context, and discipline-specific terminology accurately. This assumption is supported by a preliminary observation conducted by the researcher prior to this study, in which several students at IAIN Curup admitted that they frequently encountered difficulties when translating academic texts. This study aims to identify the obstacles faced by English Department students at IAIN Curup in translating academic texts and to analyze the strategies they employ to overcome those obstacles. This study used a qualitative approach specifically a case study design, with data collected through semi-structured interviews and document analysis. The interview data were used to identify the strategies employed by the students, while the document analysis was conducted on the students' translation assignments to identify the obstacles concretely reflected in their translation outputs. The participants consisted of twelve sixth-semester students of the English Tadris Study Program at IAIN Curup, selected through purposive sampling based on data saturation. The findings reveal that students encountered five categories of obstacles, namely Vocabulary Difficulties, Grammatical Difficulty, Meaning and Contextual Understanding, Equivalence and Meaning Transfer, and Academic Text Complexity, with Vocabulary Difficulties emerging as the most frequently observed obstacle in the students' translation documents. To overcome these obstacles, students employed eight strategies, namely Use of Dictionaries, Rereading and Paraphrasing Strategy, Peer Discussion, Use of Machine Translation Strategically, Checking and Revising Machine Translation Result, Comparing Machine Translation Result with Own Understanding, Translation Process Management, and Segmented Translation, with Rereading and Paraphrasing Strategy identified as the most dominant strategy applied by the majority of respondents. These findings suggest that translation instruction should adopt a more integrated approach that explicitly addresses how vocabulary, grammatical, and meaning-related obstacles interact within academic texts, while also cultivating students' critical machine-translation literacy given the increasingly dominant role of technology-assisted strategies in students' actual translation practice.

Keywords : *academic texts, EFL students, IAIN Curup, obstacles in translation, translation strategies*

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CHAPTER I

INTRODUCTION

This chapter presents the introduction to the study. It explains the background of the research, the research questions, the objectives of the research, delimitation of the research, the definition of key terms, the significance of the research, and also the organization of the research. These sections provide the rationale for investigating the obstacles faced by English Department students in translating academic texts and the strategies they use to overcome those obstacles.

A. Research Background

Translation plays an essential role in the dissemination of knowledge in the global academic community, for students of the English Tadris study program, translation competence constitutes a fundamental academic skill that integrates linguistic mastery of both the Source Language (SL) and the Target Language (TL).¹ Students in the English Tadris Study Program are expected to understand and translate various academic texts such as journal articles, books, and research papers. In this context, students are ideally expected to be able to transfer the meaning of academic texts accurately, acceptably, and naturally in order to ensure that scholarly information can be properly understood by target-language readers.

However, in practice, translating academic texts remains a significant challenge for students. Several studies have confirmed that translating academic

¹ Muhammad Chairil Imran et al., "Published By : CV.Eureka Murakabi Abadi | <https://Jurnal-Eureka.Com> | INTERNATIONAL JOURNAL OF EDUCATION AND HUMANITIES Lesson From Pedagogical Translation: Translation as a Learning Strategy in English Education Program," 2024, 168–76, <https://doi.org/10.56314/ijoleh.v3i2>.

texts poses greater challenges for students due to complex sentence structures, limited mastery of academic vocabulary, and difficulties in selecting appropriate lexical equivalents. Arono and Nadrah argue that these challenges often lead to inaccurate translations, particularly when students are required to translate formal and information dense texts.²

In academic translation practice, students commonly encounter various challenges that may hinder the accuracy and quality of their translation output. Several previous studies have discussed the obstacles faced by students in translation activities. A study conducted by Lala Puspita, Yohanes Gatot Sutapa Yulia, and Luwandi Suhartono analyzed students' difficulties in translating English into Indonesian. The study found that students experienced several problems such as limited vocabulary mastery, difficulties in understanding grammatical meaning, differences in language patterns, and lack of translation practice. In addition, the researchers explained that students used various strategies to overcome their difficulties, including using dictionaries, paraphrasing sentences, and applying cultural understanding during the translation process.³

The issue of translation difficulties among English department students has attracted increasing attention from researchers in the field of language education. A recent study conducted by Praptika and Rokhuma revealed that students experience multilayered obstacles when translating English academic texts into Indonesian.

² Arono Arono and Nadrah Nadrah, "Students' Difficulties in Translating English Text," *JOALL (Journal of Applied Linguistics and Literature)* 4, no. 1 (2019): 88–99, <https://doi.org/10.33369/joall.v4i1.7384>.

³ Lala Puspita et al., "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH" 11 (2022): 2715–23, <https://doi.org/10.26418/jppk.v11i11.59383>.

Using a photovoice approach, the study found that the complexity of sentence structures in journal articles frequently exceeds students' language processing capacity, resulting in inaccurate translations.⁴

Similarly, Hanivah and Andika reported that English major students encounter difficulties related to idiomatic expressions, unsystematic thought organization, and the search for appropriate lexical equivalents. These findings indicate that although students have been exposed to translation theories, applying such knowledge to rigid and formal academic texts remains a persistent challenge.⁵

Another relevant study was conducted by Nova Amelia Putri at IAIN Metro. The research investigated students' difficulties in translating English texts into Indonesian and found that many students had problems in understanding the meaning of the source text and translating cultural expressions appropriately. The study also showed that students experienced difficulties because of limited understanding of the translation process itself. These findings indicate that translation obstacles are still widely experienced by English department students in Indonesian universities.⁶

⁴ Diana Praptika and Chubbi Millatina Rokhuma, "Investigating Students' Difficulties in Translating English Academic Texts into Indonesian Using Photovoice," *J-Lalite: Journal of English Studies* 5, no. 1 (2024): 82, <https://doi.org/10.20884/1.jes.2024.5.1.11858>.

⁵ Nurul Hanivah and Alek Andika, "The Analysis of Students' Difficulties in Translating Text for the English Major Students at Umnu Kebumen," *English Education and Literature Journal (E-Jou)* 3, no. 01 (2023): 1–12, <https://doi.org/10.53863/ejou.v3i01.247>.

⁶ Nova Amelia Putri, "An Analysis of Students Difficulties in Translating Text From English into Indonesian of the Fifth Semester of English Education Study Program of IAIN Metro Institution: IAIN Metro" (IAIN Metro, 2024), <https://repository.metrouniv.ac.id/id/eprint/9571/>.

To overcome translation difficulties, students usually apply several strategies during the translation process. Some students use dictionaries to find word meanings, while others reread the source text repeatedly to understand the context better. There are also students who try to simplify difficult sentences before translating them into Indonesian. According to Mona Baker, translation strategies are important because they help translators solve problems that appear during the translation process.⁷

Previous studies mostly focused on students' translation difficulties or translation errors only. Meanwhile, studies discussing both the obstacles faced by students and the strategies they use to overcome those obstacles are still limited, especially in the context of students in the English Tadris Study Program at State Institute for Islamic Studies of Curup (IAIN Curup). Therefore, this study is important to conduct in order to understand more deeply the obstacles experienced by students as well as the strategies they use in translating academic texts. This gap highlights the need for a more integrated and context specific investigation.

Based on preliminary observations conducted by the researcher among English department students at IAIN Curup, many students admitted that translating academic texts was one of the difficult activities in their learning process. Students stated that they often struggled to determine equivalent meanings, understand academic terminology, and maintain the original meaning of the source text.

⁷ Mona Baker, *In Other Words A Coursebook on Translation*, 3rd Editio (London: Routledge, 2018), <https://doi.org/https://doi.org/10.4324/9781315619187>.

Besides that, students also used different strategies to solve their difficulties, depending on their own level of understanding and translation experience.

Without understanding the obstacles faced by students and the strategies they use during the translation process, translation learning may not effectively help students improve their translation competence. Therefore, this study is expected to provide useful information for lecturers and students regarding the common obstacles in translating academic texts and the possible strategies that can help students overcome those obstacles. Based on the explanation above, the researcher is interested in conducting a study entitled “Exploring English Tadris Students’ Obstacles and Strategies in Translating Academic Texts: A Case Study at IAIN Curup.”

B. Research Question

Based on the issues identified in the research background, this study formulates the following research questions:

1. What obstacles are encountered by English Department students at IAIN Curup when translating academic texts?
2. What strategies are used by English Department students at IAIN Curup to overcome these obstacles?

C. Research Objectives

Referring to the formulated research questions, the objectives of this study are as follows:

1. To identify the obstacles faced by English Department students in translating academic texts.
2. To analyze the strategies employed by English department students to overcome the obstacles in translating academic texts.

D. Delimitation of the research

The limitations of this study are determined based on the research subject, objectives, and scope of investigation. In terms of subject, this study is limited to students of the English Tadris Study Program at the state institutes for Islamic studies of Curup (IAIN Curup) who have experience in translating English academic texts as part of their academic activities. The participants are restricted to undergraduate students who have taken translation-related courses, as they are considered to have basic exposure to translation theory and practice.

In terms of the objectives, this study is limited to identifying the obstacles faced by students when translating academic texts and finding out the strategies they use to overcome those obstacles. The obstacles discussed in this research include difficulties in understanding vocabulary, interpreting meaning, understanding grammatical structures, and translating academic terms found in academic texts. Besides that, this study also focuses on several strategies commonly used by students during the translation process, such as using dictionaries, rereading the text, discussing with friends, and using machine translation tools like Google Translate. This research does not aim to measure the level of students' translation accuracy or compare translation teaching methods used by lecturers.

In terms of the scope, this research only focuses on written academic texts translated from English into Indonesian in the academic learning context. The texts used in this study are limited to academic texts such as journal articles and academic reading materials commonly used by students in class activities. This study does not discuss other types of translation such as literary translation, subtitle translation, or professional translation outside the classroom context.

Furthermore, this study does not focus on comparing machine translation applications or analyzing the technical quality of translation tools. Instead, the research focuses more on students' experiences, the obstacles they face, and the strategies they use when translating academic texts. By setting these limitations, the researcher hopes that this study can provide a clearer and more focused understanding of the obstacles and strategies experienced by English Department students in translating academic texts at IAIN Curup.

E. Definition of Key Terms

For the purpose of this study, several important terms are defined by the researcher. The definitions are presented as follows:

1. Obstacles in translation

Obstacles in translation refer to the difficulties experienced by students during the process of translating texts from the source language into the target language. These obstacles may include difficulties in understanding vocabulary, grammatical structures, sentence meaning, academic terminology, and contextual interpretation. In the process of translating academic texts, students may also experience problems related to lack of confidence, limited vocabulary mastery, and

dependence on machine translation tools. According to Mona Baker, translation difficulties commonly occur when translators face problems in finding equivalent meanings and understanding the context of the source text.⁸

2. Translation Strategies

Translation strategies refer to the techniques or methods used by students to solve problems encountered during the translation process. Students may use different strategies such as using dictionaries, rereading the text, simplifying sentences, discussing with friends, or using machine translation tools to help them understand difficult words or sentences. According to Peter Newmark, translation strategies are used to help translators transfer meaning from the source language into the target language more effectively and naturally.⁹

3. Academic Texts

Academic texts are formal written materials used in scholarly and educational contexts, such as journal articles, textbooks, research reports, and theoretical readings. These texts are characterized by complex grammatical structures, formal academic vocabulary, dense information content, and objective tone.¹⁰ In translation studies, academic texts are considered challenging due to their abstract concepts, technical terminology, and strict discourse conventions, which require a high level of linguistic and cognitive competence from translators.

⁸ Baker.

⁹ Peter Newmark, *A Textbook of Translation* (London: Prentice Hall, 1988).

¹⁰ Dwi Kurnia Surya Ningrum, Rudy Sofyan, and Erikson Saragih, "Exploring Linguistic Competence in Academic Text Translation By Professionals," *Language Literacy: Journal of Linguistics, Literature, and Language Teaching* 8, no. 1 (2024): 301–14, <https://doi.org/10.30743/ll.v8i1.9277>.

4. Translation Competence

Translation competence refers to the integrated set of knowledge, skills, and abilities required to produce accurate, acceptable, and natural translations. It encompasses linguistic competence, cultural knowledge, strategic competence, and the ability to analyze and transfer meaning appropriately between the source language and the target language. Translation competence enables students to make informed linguistic decisions, solve translation problems effectively, and minimize errors in academic text translation.¹¹

F. Significance of the Research

This research is expected to give both theoretical and practical contributions for students, lecturers, and academic institutions in understanding the obstacles faced by English Department students in translating academic texts and the strategies they use to overcome those obstacles. Theoretically, this study can contribute to the discussion of translation studies, especially related to students' difficulties and strategies in the process of translating academic texts. In addition, this research is also expected to provide a better understanding of the challenges commonly experienced by EFL students during translation activities. The significance of this study is explained as follows:

a. For Students

This research is expected to help students understand the obstacles they commonly face when translating academic texts from English into Indonesian. By

¹¹ Juliane House, "Translation Competence," *Translation: The Basics*, 2023, 16–22, <https://doi.org/10.4324/9781003355823-3>.

identifying those obstacles, students can become more aware of the difficulties that appear during the translation process, such as problems in understanding vocabulary, grammatical structures, meaning, and academic terms. In addition, this study can also help students recognize the strategies that can be used to overcome those difficulties, so that they can improve their translation skills and become more confident in translating academic texts independently.

b. For Lecturers

For lecturers, especially those who teach translation courses, this research is expected to provide information about the real difficulties experienced by students during translation activities. Through the findings of this study, lecturers can better understand students' obstacles and the strategies commonly used by students in translating academic texts. Therefore, the results of this research may help lecturers develop more suitable teaching methods and learning activities that support students in improving their translation ability.

c. For Academic Institutions

For academic institutions, especially the English Tadris Study Program at IAIN Curup, this research is expected to become a useful reference for improving translation learning in the study program. The findings of this study may provide information about students' needs and challenges in translation learning, so that the institution can evaluate and improve the quality of translation courses and learning support for students. In addition, this research is also expected to contribute to the improvement of students' academic skills, particularly in translating academic texts.

G. Organization of the Research

This research is organized into five chapters to ensure a systematic and coherent presentation of the study. Each chapter is structured to support the overall objectives of the research.

Chapter I provides the introduction of the study. This chapter explains the background of the research, the research questions, the objectives of the study, the delimitation of the research, the significance of the study, the definition of key terms, and the organization of the research.

Chapter II presents the literature review. This chapter explains several theories related to translation, obstacles in translation, translation strategies, and academic texts. In addition, this chapter also discusses previous studies related to students' difficulties and strategies in translating academic texts, which become the basis for this research.

Chapter III explains the research methodology employed in this study. This chapter describes the research design, research subjects, data collection techniques, and data analysis procedures used to identify students' obstacles and strategies in translating academic texts.

Chapter IV focuses on the research findings and discussion. This chapter discusses the results of the data collected from the participants. The findings focus on the obstacles faced by English Department students in translating academic texts and the strategies they use to overcome those obstacles. The findings are also discussed based on related theories and previous studies.

Chapter V concludes the study and provides suggestions. This final chapter summarizes the main findings of the research, draws conclusions based on the results, and offers recommendations for lecturers, students, and future researchers related to academic translation studies.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical and empirical foundations related to the present study. It discusses several important concepts related to translation, academic texts, obstacles in translation, and translation strategies. In addition, this chapter also reviews previous studies that are relevant to the current research and presents the conceptual framework that guides the study.

A. Review of Related Theories

1. Translation

a. Definitions of Translation

Etymologically, the term “translation” is derived from the Latin word translation, meaning “to carry across” or “to bring over”. In applied linguistics, translation is commonly understood not as a mere mechanical substitution of words, but as a complex process of transferring meaning from a source language to a target language.¹²

According to Mildred L. Larson, translation is defined as a process of transferring meaning from the source language (SL) into the target language (TL). Larson emphasizes that translation should focus on conveying the meaning of the original message rather than preserving the form of the source language. In this sense, a good translation is one that accurately communicates the same meaning and is expressed naturally in the target language.

¹² Newmark, *A Textbook of Translation*.

Furthermore, Larson explains that translation involves three essential elements: the source text, the meaning, and the receptor language. The translator must first understand the meaning of the source text, then transfer that meaning, and finally reconstruct it in a natural form in the target language. This indicates that translation is not a simple word-for-word activity, but a meaning-based process that requires deep comprehension and careful reformulation.¹³

Based on this perspective, translating academic texts requires students to understand the meaning of the source text carefully and transfer it appropriately into the target language. In the process, students may encounter various obstacles related to vocabulary, sentence structure, and meaning interpretation. Therefore, translation is not only concerned with changing language forms, but also with conveying the intended message clearly, naturally, and accurately to the target readers.

b. The Process of Translation

Translation is a systematic process that involves a series of cognitive and linguistic stages to transfer meaning from a source language (SL) into a target language (TL). This process is not mechanical in nature rather, it requires a thorough understanding of linguistic structures, context, and communicative purpose, particularly in the translation of academic texts.

¹³ Mildred L. Larson, *Meaning-Based Translation: A Guide to Cross-Language Equivalence* (Lanham, MD: University Press of America, 1984).

Nida and Taber propose that the translation process consists of three main stages: analysis, transfer, and restructuring.¹⁴ The analysis stage involves examining the source text, including its grammatical structures, lexical choices, and underlying meanings. At this stage, students often encounter linguistic difficulties, especially when dealing with complex sentences and specialized academic terminology. The transfer stage refers to the process of conveying meaning from the source language into the target language. Difficulties at this stage may lead to misinterpretation of meaning, particularly when the translator has limited background knowledge of the subject matter. The final stage, restructuring, focuses on adjusting the translated message to conform to the grammatical rules and stylistic conventions of the target language, ensuring that the translation is both acceptable and coherent.

Based on this perspective, the translation process can be understood as an activity that involves understanding meaning, analyzing language, and considering the context of the text during the translation process. Understanding this process is important because it helps explain the various obstacles experienced by students when translating academic texts and the strategies they use to overcome those obstacles.

¹⁴ Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation* (Leiden: Brill, 1982).

2. Academic Texts

a. Definition and Characteristics of Academic Texts

Academic texts are defined as formal written materials produced within scholarly and educational settings, such as journal articles, research reports, theses, and textbooks. Functionally, academic texts aim to disseminate knowledge, research findings, or theoretical arguments to the global academic community. The primary characteristics that distinguish academic texts from other types of texts include the use of highly formal language, an objective tone, and the presentation of information in a dense and precise manner.

Hyland emphasizes that academic texts are characterized by their explicitness and logical organization.¹⁵ These characteristics involve the use of discipline-specific terminology and a strong reliance on systematically cited empirical evidence. In the context of this study, the academic texts under investigation mainly consist of journal articles and scholarly essays that are commonly encountered by students in their academic learning activities.

b. Complexity of Academic Texts

The complexity of academic discourse arises from the high demand for accuracy and objectivity, which is reflected in its intricate linguistic structures. According to Fang,¹⁶ this complexity frequently manifests in the use of

¹⁵ Ken Hyland, *Academic Discourse: English in a Global Context* (London: Continuum, 2009).

¹⁶ Stephen Norris and Section Editor, "Scientific Literacy : A Systemic Functional Linguistics," 2004, <https://doi.org/10.1002/sce.20050>.

nominalization and passive voice, which function to maintain an objective distance between the writer and the subject of the research.

Furthermore, the complexity of academic discourse encompasses several aspects, including:

- 1. Lexical Density:** Academic texts tend to contain a higher proportion of content words (nouns, verbs, and adjectives) than function words, resulting in a heavy informational load within a single sentence.
- 2. Complex Syntactic Structures:** The frequent use of long noun phrases and complex compound sentences often exceeds students' language processing capacity, thereby becoming a major obstacle in the translation process.
- 3. Conceptual Abstraction:** Academic texts commonly discuss abstract concepts that require a deep understanding of underlying theories, rather than a literal interpretation of the words used.

For English Tadris students at IAIN Curup, this complexity presents a multidimensional challenge that demands not only lexical mastery but also the ability to analyze the logical flow embedded within the rigid and formal structure of academic English.

3. Obstacles in Translating Academic Texts

Translating academic texts is not an easy activity for students because it requires not only language mastery but also the ability to understand meaning and context correctly. In the process of translation, students often face various obstacles that can affect the quality of their translation. According to Mona Baker, difficulties

in translation usually occur because translators cannot easily find equivalent meanings between the source language and the target language. These difficulties may appear at the level of vocabulary, grammar, meaning, and context.¹⁷

One of the common obstacles faced by students in translating academic texts is vocabulary difficulty. Academic texts usually contain formal and discipline-specific vocabulary that is not commonly used in daily communication. As a result, students often find unfamiliar words and experience difficulty in choosing appropriate equivalents in the target language. Baker explains that non-equivalence at word level happens when a word or concept in the source language does not have an exact equivalent in the target language. This condition often makes students rely too much on dictionaries or machine translation tools without fully understanding the context of the text.

Another obstacle frequently experienced by students is grammatical difficulty. English and Indonesian have different grammatical systems, sentence patterns, and language structures. Students often struggle to understand long and complex sentences found in academic texts, especially sentences containing passive voice, relative clauses, and complicated noun phrases. According to Baker, grammatical differences between the source language and the target language may create difficulties for translators in transferring meaning naturally and accurately.¹⁸ Because of these differences, students sometimes produce translations that sound unnatural or difficult to understand in the target language.

¹⁷ Baker, *In Other Words A Coursebook on Translation*.

¹⁸ Baker.

Besides vocabulary and grammar, students also face difficulties in understanding meaning and context during the translation process. In academic texts, meaning is not always expressed directly because some sentences contain implicit meaning and specific academic concepts. Newmark states that translation is not only about translating words but also about conveying the intended meaning of the source text appropriately.¹⁹ Therefore, if students fail to understand the context of the text, they may misunderstand the message and produce inaccurate translations.

In addition, transferring meaning naturally into the target language also becomes a challenge for students. Larson explains that translation should focus on transferring meaning naturally rather than translating word by word.²⁰ However, many students still tend to translate literally because they are afraid of changing the original meaning of the source text. As a result, the translation sometimes sounds awkward and does not match the natural structure of the target language.

Based on the explanations above, it can be understood that obstacles in translating academic texts are influenced by several factors, including vocabulary difficulty, grammatical difficulty, understanding meaning and context, and transferring meaning naturally into the target language. Understanding these obstacles is important because it can help students and lecturers find appropriate strategies to improve students' translation ability in academic contexts.

¹⁹ Newmark, *A Textbook of Translation*.

²⁰ Larson, *Meaning-Based Translation: A Guide to Cross-Language Equivalence*, 1984.

4. Translation Strategies

In the process of translating academic texts, students usually use several strategies to help them understand and transfer meaning from the source language into the target language. Translation strategies are important because they help translators solve problems that appear during the translation process, especially when they face unfamiliar vocabulary, complex sentence structures, or difficulties in understanding context. According to Mona Baker, translation strategies are techniques used by translators to deal with problems of non-equivalence and difficulties in transferring meaning from the source language into the target language.²¹

One strategy commonly used by students is using a more general word when they cannot find an exact equivalent in the target language. Baker explains that translators sometimes use more general vocabulary to make the meaning easier to understand when a specific term in the source language has no direct equivalent in the target language.²² For example, students may simplify difficult academic terms into more familiar words to avoid mistranslation.

Another strategy frequently used by students is paraphrasing. This strategy is usually applied when students understand the meaning of a sentence but find it difficult to translate it literally into Indonesian. According to Baker, paraphrasing helps translators express the same message using different words or sentence structures that are more natural in the target language.²³ Through paraphrasing,

²¹ Baker, *In Other Words A Coursebook on Translation*.

²² Baker.

²³ Baker.

students can make complicated academic sentences easier to understand without changing the intended meaning of the source text.

In addition, students also often use dictionaries and machine translation tools to help them during the translation process. Dictionaries are commonly used to find the meaning of unfamiliar vocabulary and academic terminology. Meanwhile, machine translation tools such as Google Translate are used because they can provide quick translations. However, students still need to check the translation results carefully because machine translation tools sometimes produce inaccurate or unnatural translations, especially in academic texts that contain complex meanings and formal language.

Another strategy that is commonly applied by students is rereading the source text several times. Students usually reread difficult sentences or paragraphs to understand the context and the relationship between ideas before translating them into the target language. This strategy helps students avoid misunderstanding the meaning of the text. Besides that, some students also discuss difficult words or sentences with friends in order to get a better understanding of the text being translated.

Furthermore, some students simplify long and complicated sentences before translating them. Academic texts often contain long sentences with complex grammatical structures, so students try to divide the sentences into smaller parts to make the meaning easier to understand. This strategy can help students focus on the main idea of the sentence and reduce confusion during the translation process.

Based on the explanations above, it can be understood that translation strategies play an important role in helping students overcome difficulties in translating academic texts. By using appropriate strategies, students can better understand the source text and produce translations that are clearer, more natural, and easier to understand in the target language.

B. Previous Relevant Studies

Several previous studies have discussed the obstacles faced by students in translation activities and the strategies they use to overcome those difficulties. These studies provide important information related to students' experiences in translating texts, especially in EFL contexts. However, differences in focus, research setting, and research objectives show that further research is still needed, particularly in the context of translating academic texts among English Department students. The following studies are reviewed as the empirical foundation of the present research.

A study conducted by Na'imah investigated students' problems in achieving equivalence when translating English texts into Indonesian. The study was published in the *Eurasian Journal of Applied Linguistics* and used a qualitative approach through analysis of students' translation results. The findings showed that students experienced difficulties related to vocabulary selection, grammatical structure, and meaning equivalence during the translation process. Students also often produced inaccurate translations because they had difficulty understanding the context of the source text. This study is relevant to the present research because it discusses obstacles commonly experienced by students in translation activities.

However, the study focuses more on equivalence problems and does not specifically discuss students' strategies in translating academic texts.²⁴

Another study was conducted by Diana Praptika and Chubbi Millatina Rokhuma entitled *Investigating Students' Difficulties in Translating English Academic Texts into Indonesian Using Photovoice*. The purpose of the study was to identify students' difficulties and the strategies they used in translating English academic texts, especially journal articles. The researchers used a qualitative approach with photovoice design and semi-structured interviews. The findings revealed that students experienced difficulties related to academic vocabulary, complex sentence structures, and understanding the meaning of journal articles. To overcome those difficulties, students used several strategies such as rereading the text, using online dictionaries, and using machine translation tools. This study is closely related to the current research because it discusses both obstacles and strategies in translating academic texts. However, the present study focuses specifically on English Department students at IAIN Curup.²⁵

Furthermore, Bimo Jatikusumo, Agus Rofii, and Rahma Ilyas conducted a study entitled *Students' Strategies in Overcoming Translating Barrier*. The study aimed to identify the strategies used by students to overcome translation difficulties. Using a descriptive case study design, the researchers found that students applied several strategies such as using dictionaries, paraphrasing sentences, rereading the

²⁴ Na'imah, Eurasian Journal, Applied Linguistics, and Sunan Kalijaga Yogyakarta, "Equivalence Problems in Translating SL Text to TL Text : Students' Perspective" 8, no. 1 (2022): 276–87.

²⁵ Praptika and Rokhuma, "Investigating Students' Difficulties in Translating English Academic Texts into Indonesian Using Photovoice."

source text, and discussing difficult vocabulary with peers. The study also explained that translation difficulties were commonly related to vocabulary mastery and grammatical understanding. This study is relevant because it specifically discusses students' strategies during translation activities. However, the study mainly focuses on translation strategies and does not specifically examine academic text translation.²⁶

Another relevant study was conducted by Lala Puspita, Yohanes Gatot Sutapa Yulia, and Luwandi Suhartono entitled *An Analysis of Students' Difficulties in Translating English to Indonesian*. The study used a descriptive qualitative method to analyze students' difficulties in translation activities. The findings showed that students faced several obstacles such as lack of vocabulary, grammatical difficulties, and problems understanding text culture and meaning. In addition, students used strategies like using dictionaries, paraphrasing, and relying on contextual understanding to solve their translation problems. This study supports the present research because it discusses both students' obstacles and their strategies during translation activities.²⁷

In addition, Afif Ikhwanul Muslimin and Fitriana Harintama conducted a study entitled *Depicting EFL Learners' Strategies and Dilemma in Translation*. The study investigated students' strategies and problems during English-Indonesian translation activities. The findings revealed that students experienced difficulties

²⁶ Bimo Jatikusumo, Agus Rofi, and Rahma Ilyas, "Students' Strategies In Overcoming Translating Barrier" 8, no. 3 (2022): 824–30, <https://doi.org/10.31949/educatio.v8i3.2555>.

²⁷ Puspita et al., "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH."

related to vocabulary, grammar, and cultural understanding. The study also found that students used several translation strategies proposed by Newmark, with recognized translation and literal translation being the most dominant strategies used by students. This study is relevant because it discusses both translation difficulties and strategies among EFL learners. However, the study does not specifically focus on academic text translation.²⁸

A recent study conducted by Sakut Anshori, Muhammad Taqiyuddin, Rizki Indra Guci, and Diana Hardiyanti entitled *Analysis of Techniques and Quality of Translation of Surah Yasin into Rejang Language* examined the translation techniques and translation quality applied in rendering Surah Yasin from Arabic into the Rejang language. The study employed a qualitative descriptive approach, combining content analysis of the translated work *Alquran Ngen Tai Ne Lem Baso Jang* with Focus Group Discussions (FGDs). The findings revealed that the established equivalent technique was the most dominant technique applied, followed by explicitation and addition, reflecting the translators' effort to maintain naturalness and clarity for Rejang-speaking readers. In terms of translation quality, the study found an average score of 2.95 out of 3, with readability scoring the highest and accuracy showing the most room for improvement. This study is relevant to the present research because it similarly draws on the theoretical framework of translation quality and technique to explain how meaning is transferred between languages with significant linguistic and cultural distance. However, this study differs considerably from the present research in terms of focus

²⁸ Afif Ikhwanul Muslimin and Fitriana Harintama, "DEPICTING EFL LEARNERS' STRATEGIES AND DILEMMA" 2, no. 2 (2022): 319–26.

and subject. While Anshori et al. examined a professionally produced religious translation product from the perspective of translation techniques and quality evaluation, the present study investigates the obstacles experienced by English Department students in translating academic texts through the analysis of their translation products, while also exploring the strategies they employ to overcome those obstacles through semi-structured interviews. By combining document analysis and interview data, the present study provides a more comprehensive understanding of both the observable translation obstacles reflected in students' translation outputs and the strategies underlying their translation process.²⁹

Overall, the previous studies indicate that students continue to encounter various obstacles during translation activities, particularly those related to vocabulary, grammar, meaning interpretation, and contextual understanding. They also demonstrate that students employ various strategies, such as using dictionaries, paraphrasing, rereading texts, discussing with peers, and utilizing machine translation tools. However, although several studies have examined either students' translation difficulties, translation products, or translation strategies separately, only limited research has integrated document analysis of students' translation products with interview data to comprehensively investigate both the obstacles reflected in students' actual translations and the strategies they employ to overcome those obstacles. Furthermore, little attention has been given to this issue within the context of the English Tadris Study Program at IAIN Curup. Therefore, the present study seeks to fill this gap by combining document analysis and semi-structured

²⁹ Sakut Anshori et al., "Analysis of Techniques and Quality of Translation of Surah Yasin into Rejang Language" XI, no. 1 (2025): 161–77.

interviews to provide a more comprehensive understanding of students' obstacles and strategies in translating academic texts.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in this research, outlining the research design, subject of the research, techniques for collecting data, instruments of the research, and techniques for analyzing the data. The methodological framework is intended to provide a clear and systematic basis for analyzing the obstacles faced by students in translating academic texts.

A. Research Design

This study employs a qualitative descriptive approach framed within a case study strategy, focusing on the English Tadris Study Program at IAIN Curup, Bengkulu. This design is selected to systematically identify and describe the obstacles faced by students in translating academic texts, such as journal articles and scholarly essays, from English into Indonesian. This approach prioritizes an in-depth understanding of the case within its real-life educational context.³⁰

A qualitative descriptive approach is particularly appropriate for this study because it allows the researcher to explore the obstacles encountered by students when translating academic texts, without imposing predetermined categories or theoretical assumptions. As noted by Sandelowski, qualitative description is effective in capturing patterns and variations in everyday practices, making it

³⁰ Margaret R Roller, "Qualitative Research Design : A Collection of Articles from Research Design Review Published in 2017," no. January 2018 (2017).

suitable for examining the interaction between language-related challenges and broader cognitive and affective factors in EFL translation activities.³¹

The case study strategy is employed to limit the research to a specific and information rich context, namely the English Tadris Study Program. In this context, students regularly work on academic text translation tasks that contain field specific terminology, which often presents various challenges in the translation process. To strengthen the credibility and trustworthiness of the findings, this study uses multiple sources of evidence, namely interviews and document analysis. By comparing and corroborating information obtained from these data collection techniques, the researcher is able to develop a more comprehensive understanding of the phenomenon under investigation. According to Yin, the defining characteristic of a case study is the reliance on multiple sources of evidence, allowing the researcher to compare and corroborate data in order to establish a more accurate understanding of the phenomenon.³²

In this study, data are obtained from two primary sources:

1. students' translation documents as concrete evidence to identify the obstacles faced by students and the strategies they use in translating academic texts.
2. semi-structured interviews with students to explore their experiences, perceptions, and difficulties.

³¹ Margarete Sandelowski, "Focus on Research Methods Whatever Happened to Qualitative Description?," 2000, 334–40.

³² Robert K. Yin, *Case Study Research and Applications: Design and Methods*, 6th editio (Thousands Oaks: SAGE Publications, 2018).

By comparing students' translation outputs with the information obtained from interviews, the researcher can ensure that the identified obstacles are supported by authentic and verifiable evidence. The combination of these two sources of data enhances the analytical depth of the study and provides a clearer and more contextualized understanding of the challenges students encounter when translating academic texts.

B. Subject of the Research

In this study, the researcher employed purposive sampling, a qualitative sampling technique in which participants are selected based on specific criteria related to the focus of the study. The researcher chose this technique because it helps identify the most relevant participants, enabling the study to obtain focused and in-depth data needed to answer the research objectives.

The population of this study consisted of sixth-semester students of the English Tadris Study Program, Cohort 2023, who were taking the Translation course and had been exposed to various translation activities involving academic texts throughout their academic studies. These students were considered appropriate participants because they possessed sufficient experience in translating academic texts and were expected to provide rich information regarding the obstacles they encountered and the strategies they used in the translation process.

To identify potential participants, the researcher conducted a preliminary study through a Google Form distributed to the target population. A total of 38 students completed the form and provided initial information related to the research

criteria. Participants for the interviews were then selected based on their willingness to participate in the study and their suitability to the predetermined criteria.

Since this study adopted a qualitative approach, the number of interview participants was not determined in advance but was based on the principle of data saturation. Interviews were conducted progressively until no new information, themes, or patterns emerged from the data. Therefore, the final number of participants depended on the point at which data saturation was achieved.

Data were collected through semi-structured interviews and document analysis. The translation assignments of the interview participants were collected and analyzed as supporting documents. Consequently, the number of documents analyzed corresponded to the number of interview participants. The use of these two sources of data enabled the researcher to gain a more comprehensive understanding of the obstacles faced by students in translating academic texts and the strategies they employed to overcome those challenges.

To ensure that the selected participants were relevant to the research objectives, the participants were chosen based on the following criteria:

1. Students enrolled in semesters six of the English Tadris Study Program.
2. Students who have experience translating academic texts as part of their coursework.
3. Students who have encountered difficulties during the translation process.
4. Students who had completed a Translation course

5. Students who were willing to participate in interviews and provide relevant information for the purposes of this study.

By focusing on students who meet these criteria, the researcher ensures that the data collected are grounded in authentic academic experiences and directly address the research questions. This selection of research subjects is therefore considered appropriate for achieving an in-depth understanding of the obstacles faced by English Tadris students in translating academic texts.

C. Technique of Collecting Data

The most essential component in supporting and validating qualitative research is the data itself. Since this study aims to explore the obstacles encountered by students in translating academic texts, several data-gathering techniques are employed to obtain accurate, credible, and comprehensive information. The techniques selected allow the researcher to generate a rich interpretation of the students' challenges and their underlying causes.

1. Interview

Interview is the most widely used technique in qualitative inquiry, particularly when the goal is to understand human experiences, perceptions, and challenges. This study employs semi-structured interviews, a qualitative approach that combines pre-determined open-ended questions with the flexibility for the interviewer to explore emerging themes. Instead of asking respondents to justify their experiences, interviewers encourage students to describe how they perceive

translation tasks, the difficulties they encounter, and the factors that influence their translation performance.

According to Hancock, semi structured interviews not only help researchers explore the focus of the study but also facilitate deep engagement between the interviewer and respondents, enabling the collection of richer and more meaningful responses.³³ Similarly, Denzin and Lincoln state that semi-structured interviews allow participants to become active knowledge producers in the research process, rather than passive objects responding to rigid interview guides.³⁴

Interview questions are constructed based on theoretical indicators and initial document analysis, and new questions may emerge naturally throughout the conversation.

2. Document Analysis

Document analysis is a systematic procedure for examining written materials, whether printed or digitally produced. Unlike surveys or experimental procedures, document analysis is inherently non-intrusive, allowing researchers to collect meaningful data without disrupting natural processes (Bowen, 2009).³⁵ This characteristic is particularly beneficial in studies involving academic translation, as

³³ K. Hancock, B., Ockleford, E., & Windridge, *An Introduction to Qualitative Research*, 2002.

³⁴ Y. S. Denzin, N. K., & Lincoln, *The SAGE Handbook of Qualitative Research (4th Ed.)* (SAGE, 2011), https://books.google.com/books/about/The_SAGE_Handbook_of_Qualitative_Research.html?id=AIRpMHgBYqIC.

³⁵ G. A. Bowen, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (2009): 27–40, <https://www.ufsm.br/app/uploads/sites/479/2023/06/Bowen-2009.pdf>.

it enables the researcher to evaluate students' actual work products without influencing their translation behavior.

The researcher uses document analysis to examine course-related documents, including translation task instructions, and academic texts assigned during the translation courses. These documents provide important contextual information about the academic demands placed on students and the kinds of texts they are required to translate. By understanding the instructional environment, the researcher can better interpret the types of obstacles that appear in students' translation outputs.

D. Instrument of the Research

In qualitative research, the researcher acts as the primary instrument because the researcher is directly involved in collecting, analyzing, and interpreting the data. According to Creswell, the researcher plays a central role in understanding participants' experiences and interpreting the meaning of the data.³⁶ Therefore, in this study, the researcher serves as the main instrument in investigating the obstacles faced by English Department students in translating academic texts.

To support the role of the researcher and to ensure systematic data collection, this study employs several supporting instruments. These instruments are designed based on the research questions and theoretical framework of the study. The supporting instruments used in this research are interview guidelines and

³⁶ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (SAGE Publications, 2014).

document analysis guidelines. The instruments are intended to collect in-depth data related to students' challenges on the translation process.

1. Interview Guidelines

This research employed an interview guideline as one of the primary instruments to gather in-depth data regarding the obstacles encountered by English Tadris students in translating academic texts and the strategies they implemented to address these challenges. These interviews were conducted in a semi-structured format, aimed at allowing the researcher to obtain detailed information while providing participants the flexibility to freely share their experiences and perspectives.

The interview questions were systematically developed based on the research questions and the theoretical framework of this study, specifically drawing upon theories proposed by Peter Newmark, Mona Baker, Nida and Taber, as well as Mildred L. Larson. This guideline focused on two main aspects: the obstacles experienced during the translation process and the strategies employed by students when transferring academic texts from English into Indonesian.

Furthermore, the interview guideline covered several indicators of obstacles, such as difficulties in understanding specialized vocabulary, grammatical structures, contextual meaning, academic terminology, sentence complexity, and dependency on machine translation tools. In addition, the researcher explored students' translation strategies, including the use of dictionaries, paraphrasing

techniques, rereading the text, peer discussion, simplifying sentence structures, and verifying translation results through online tools.

During the interview process, the researcher also posed follow-up questions where necessary to clarify participants' responses and gain a more profound understanding of their experiences. The interviews were conducted directly with selected participants and recorded with their prior consent to ensure data accuracy. The recordings were subsequently transcribed and analyzed to address the research questions of this study.

TABLE 3.1 Interview Instrument Blueprint obstacles and strategies in translation

No	Aspect	Indicator	Sub-Indicator	Question
1.	Obstacles in translation	Vocabulary difficulties	- Difficulty understanding unfamiliar vocabulary - Difficulty translating academic terms - Difficulty choosing appropriate equivalent words	1. What kinds of vocabulary difficulties do you usually face when translating academic texts? 2. Can you describe your process when encountering unfamiliar academic terms? How do you overcome them? 3. Why do you find it difficult to choose appropriate equivalent words when translating academic texts?
		Grammatical difficulties	- Difficulty understanding sentence structure	4. Why do complex grammatical structures make translation difficult for you?

No	Aspect	Indicator	Sub-Indicator	Question
			- Difficulty understanding long sentences	5. What techniques do you use to break down long and complex sentences during translation?
		Meaning and contextual understanding	- Difficulty understanding implied meaning - Difficulty understanding context - Difficulty identifying relationships between ideas	6. How do you verify if the implied meaning you captured is accurate? 7. Why is understanding context and identifying relationships between ideas important in translation according to your experience?
		Equivalence and meaning transfer	- Difficulty finding equivalent meaning - Difficulty transferring meaning naturally	8. What problems do you face when finding appropriate equivalent meaning in Indonesian? 9. Why is it sometimes difficult to transfer meaning naturally into Indonesian?
		Academic text complexity	- Difficulty translating journal articles or academic language - Difficulty understanding academic concepts	10. What parts of academic texts are usually the most difficult to translate? 11. Why do you think academic texts are more difficult than ordinary texts?
2.	Translation strategies	Use of dictionaries	- Using dictionaries to understand vocabulary - Using online and printed dictionaries	12. What obstacles do you often resolve using a dictionary? 13. What kinds of dictionaries do you usually use during translation?

No	Aspect	Indicator	Sub-Indicator	Question
		Rereading and paraphrasing strategy	- Rereading and simplifying difficult sentences - Rereading and paraphrasing to understand context - Rereading and paraphrasing before finalizing translation	14. What obstacles do you often resolve using this strategy? 15. How does rereading and paraphrasing help you understand the context of the academic text? 16. Why do you reread and paraphrase your translation before finalizing it?
		Peer discussion	- Discussing difficult vocabulary - Collaborative problem solving	17. Why do you think discussion is helpful during translation activities? 18. How do discussions with friends help you solve translation problems? 19. What obstacles do you often resolve using this strategy?
		Use of machine translation strategically	- Checking and revising machine translation results - Comparing translation results with own understanding - Using machine translation for initial translation	20. What do you usually do after getting translation results from machine translation tools? 21. Why is it important to recheck machine translation results and comparing with own understanding? 22. How do you use machine translation for initial translation? 23. What obstacles do you often resolve using this strategy?
		Translation process management	- Choosing appropriate	24. What strategies are the most helpful for

No	Aspect	Indicator	Sub-Indicator	Question
			translation strategies	you in translating academic texts?
			- Solving translation problems independently	25. What do you usually do when you find problem in translation? 26. What obstacles do you often resolve using this strategy?

2. Document Analysis

In addition to interviews, document analysis was used as a supporting instrument in this study. The documents analyzed consisted of students' translation assignments collected from the interview participants. These documents provided additional evidence regarding the obstacles encountered by students when translating academic texts and supported the information obtained from the interviews.

The researcher examined the translation products to identify aspects related to vocabulary difficulties, grammatical complexity, contextual understanding, meaning equivalence, and other translation-related problems reflected in the students' work. The analysis of these documents helped the researcher gain a deeper understanding of the phenomenon under investigation and complement the interview data.

Since the documents were obtained from the same participants who took part in the interviews, the information gathered from both sources enabled the researcher to develop a more comprehensive understanding of the obstacles faced

by English Tadris students in translating academic texts and the strategies they employed to overcome those difficulties.

E. Technique of Data Analysis

The data in this study were analyzed using Spradley's qualitative data analysis model. According to Spradley, qualitative data analysis consists of four stages, namely domain analysis, taxonomic analysis, componential analysis, and cultural theme analysis.³⁷ These stages enable researchers to identify categories, examine relationships among categories, and construct broader themes from the collected data. This analytical model is also explained by Sugiyono as one of the qualitative data analysis models used to understand social phenomena systematically and comprehensively.³⁸

In this study, the analysis was conducted on data obtained from semi-structured interviews and students' translation documents. The analysis process consisted of the following stages:

1. Domain Analysis

At this stage, the researcher identified broad categories of obstacles encountered by students in translating academic texts. The analysis was conducted on students' translation task documents by systematically comparing the source

³⁷ "Review Reviewed Work (s): Participant Observation by James P . Spradley
Review by : Nicola Tannenbaum Published by : The George Washington University
Institute for Ethnographic Research Stable URL :
[Http://Www.Jstor.Org/Stable/3318111](http://www.jstor.org/stable/3318111)" 53, no. 4 (2017): 260–61.

³⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 2nd editio
(Bandung: Alfabeta, 2019).

language (SL) texts with the students' target language (TL) translations to identify translation errors and difficulties as they appeared in the actual translation products. The identified obstacles were then classified into five broad categories: Vocabulary Difficulties, Grammatical Difficulties, Meaning and Contextual Understanding, Equivalence and Meaning Transfer, and Academic Text Complexity. These categories formed the domains that served as the analytical foundation for the subsequent stages.

2. Taxonomic Analysis

After the domains were identified, the researcher organized the data from the semi-structured interview transcripts into more specific categories and subcategories. At this stage, the translation strategies reported by the participants during the interviews were grouped and classified according to their characteristics. Similar strategies were clustered together to reveal the internal structure of each domain and to show how different types of strategies related to one another.

Although the initial research instrument identified five strategy indicators based on theoretical frameworks, the analysis of the interview data yielded eight strategy codes. Three additional codes emerged inductively from the field data, namely: CRMT (Checking and Revising Machine Translation Result), CMT (Comparing Machine Translation Result with Own Understanding), and SPT (Segmented Translation per Paragraph or Sentence). These three codes were not anticipated in the initial instrument blueprint, however, they consistently appeared in the interview data across several participants and were therefore included as inductive findings that enrich the analysis. This is consistent with the principle of

qualitative research that field data may generate new categories beyond those originally designed.

Accordingly, the strategies identified were organized into eight strategy codes as follows: Dictionary Use, Rereading and Paraphrasing Strategy, Peer Discussion, Machine Translation, Translation Process Management, Checking and Revising Machine Translation Result, Comparing Machine Translation Result with Own Understanding, and Segmented Translation per Paragraph or Sentence. The frequency of each strategy across all twelve participants was also calculated to identify the most and least commonly employed strategies.

3. Componential Analysis

At this stage, the researcher compared the characteristics, similarities, and differences across participants and across categories by systematically cross-referencing the data from both instruments, the translation task documents (obstacles) and the interview transcripts (strategies). This analysis enabled the researcher to examine how individual participants experienced translation difficulties and which specific strategies they applied to address those difficulties, thereby revealing patterns of variation and consistency across the twelve participants.

4. Cultural Theme Analysis

The final stage involved identifying overarching themes that connected all categories and domains across both data sources. Through this stage, the researcher synthesized the findings from the domain analysis, taxonomic analysis, and

componential analysis to construct a comprehensive understanding of the relationship between the obstacles faced by English Tadris students in translating academic texts and the strategies they employed to overcome those obstacles. The themes identified at this stage were used to answer the research questions of the study.

Through these four stages, the researcher ensured that the analysis process was systematic, transparent, and consistent with the qualitative nature of the study, as well as with the multi-instrument data collection approach employed in this research.

F. Trustworthiness of the Data

To ensure the trustworthiness of the findings, this study refers to the criteria proposed by Lincoln and Guba, namely credibility, transferability, dependability, and confirmability.³⁹ Among these criteria, credibility received particular attention in this study, as it directly relates to the accuracy and dependability of the interpretation of the data obtained from interviews and document analysis.

As previously explained, credibility in this study was initially established through triangulation, namely the use of multiple sources of evidence obtained from interviews and students' translation documents. In addition to triangulation, the researcher also employed member checking as a further strategy to strengthen the credibility of the findings. Member checking was carried out by presenting the

³⁹ Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (Beverly Hills, CA: SAGE Publications, 1985).

researcher's interpretation of the identified obstacles and strategies back to all twelve participants to confirm whether the interpretation accurately reflected their actual experiences and translation processes. This process was conducted through direct interviews and video calls with each participant after the data analysis was completed. Through this process, participants were given the opportunity to clarify, confirm, or correct the researcher's interpretation, thereby minimizing the possibility of misinterpretation and strengthening the credibility of the research findings. The documentation of this member checking process is presented in Appendix

CHAPTER IV

FINDINGS AND DISCUSSION

This section presents the findings of the study conducted in the English Tadris Study Program at IAIN Curup. The analysis focuses on two main aspects: the obstacles or difficulties faced by English Tadris students when translating academic texts and the strategies they employ to overcome those obstacles. Based on data obtained from interviews, document analysis, and observations, this study reveals several important findings regarding students' translation obstacles and the strategies they use to overcome them.

A. FINDINGS

This study involved 12 participants from the English Tadris Study Program at IAIN Curup who were selected through purposive sampling based on data saturation. The participants were sixth-semester students, Cohort 2023, who were taking the translation course and had experience translating academic texts as part of their coursework. A preliminary study was conducted through a Google Form distributed to the target population, in which 38 students completed the form and provided initial information related to the research criteria. From this pool, participants were then selected based on their willingness to take part in the study and their suitability to the predetermined criteria. Interviews were conducted progressively until no new information, themes, or patterns emerged from the data, and the final number of participants was determined at the point data saturation was achieved.

Data were collected through semi-structured interviews and document analysis. The interviews explored the obstacles the students encountered when translating academic texts and the strategies they used to overcome those obstacles, with questions constructed based on theoretical indicators and allowed to develop naturally as new themes emerged during the conversation. Meanwhile, document analysis was conducted on the participants' translation assignments and the academic texts assigned during the Translation course, which provided supporting evidence of the obstacles reflected in their actual translation outputs and offered contextual information about the academic demands placed on the students.

The analysis is organized into four stages following Spradley's model. The domain analysis presents the obstacles identified from students' translation documents, the taxonomic analysis presents the strategies identified from the interviews, the componential analysis examines the relationship between these two sets of findings, and the cultural theme analysis synthesizes them into the overarching themes of the study.

1. Five Categories of Obstacles Faced by English Department Students in Translating Academic Texts through Document Analysis

The domain analysis in this study was conducted to identify the obstacles experienced by students in translating academic texts, based on a comparative analysis between the source language (SL) and the target language (TL) found in the twelve students' translation documents. Unlike the taxonomic analysis, which is derived from the interview data, the domain analysis presented in this section relies entirely on the students' actual translation outputs as a form of document

analysis, allowing the researcher to identify obstacles that are concretely reflected in the students' translation products. The cover term of this domain is Obstacles in Translation, while the included terms consist of five categories, namely Vocabulary Difficulties, Grammatical Difficulty, Meaning and Contextual Understanding, Equivalence and Meaning Transfer, and Academic Terminology. The distribution of these obstacles across the twelve respondents is presented in Table 4.1 below.

Table 4.1 Distribution of obstacles among respondents

No	R	VD	GD	MCU	EMT	AT	Total Data	Data Source
1	R1	✓	✓		✓		3	Student assignment
2	R2						0	Student assignment
3	R3	✓					1	Student assignment
4	R4						0	Student assignment
5	R5						0	Student assignment
6	R6						0	Student assignment
7	R7						0	Student assignment
8	R8			✓			1	Student assignment
9	R9						0	Student assignment
10	R10			✓			1	Student assignment
11	R11						0	Student assignment
12	R12	✓					1	Student assignment
Total (=12)		3\12	1\12	2\12	1\12	0\12	7	

Notes: R= Respondents, VD= Vocabulary Difficulty, GD= Grammatical Difficulty, MCU= Meaning and Contextual Understanding, EMT= Equivalence and Meaning Transfer, AT= Academic Terminology

As shown in Table 4.1, obstacles were concretely identified in the translation documents of five respondents, namely R1, R3, R8, R10, and R12, while the documents belonging to the remaining respondents did not exhibit any

significant translation error. Among the five obstacle categories, Vocabulary Difficulties emerged as the most frequently observed obstacle, appearing in the documents of three respondents, followed by Meaning and Contextual Understanding, which appeared in two respondents' documents. Grammatical Difficulty and Equivalence and Meaning Transfer were each found in only one respondent's document, while Academic Terminology did not emerge as a distinct obstacle in any of the documents analyzed.

Table 4.2 Translation Error Evidence Per Respondents

No	R	SL	TL	ED	Category
1	R1	<i>"...directed by Byron Howard (Digiarty software, n.d.)"</i>	<i>"...disutradarai oleh Byron Howard (perangkat lunak digiarty, N.d.)"</i>	Citation source name 'Digiarty software' translated literally as a common phrase, should be retained as-is.	Equivalence & Meaning Transfer
		<i>"...the first mammal who becomes the first cop in the city (Movies counter copyright, n,d)"</i>	<i>"...mamalia pertama yang menjadi polisi pertama di kota (film melawan hak cipta, n, d)"</i>	Citation source name translated word-for-word into a meaningless phrase in Indonesian.	Vocabulary Difficulties + Equivalence & Meaning Transfer
		<i>"...a bunny that is the first mammal who becomes the first cop..."</i>	<i>"...kelinci Itu adalah mamalia pertama..."</i>	Relative clause connector 'that' mistranslated as a separate pronoun, splitting one complex sentence into two, breaking grammatical structure.	Grammatical Difficulty
2	R3	<i>"...data obtained from two health articles from the Mayo Clinic website"</i>	<i>"...data yang diperoleh dari dua artikel kesehatan dari website klinik Mayo"</i>	Proper noun 'Mayo Clinic' (name of institution) rearranged as 'klinik Mayo'; should be retained as 'Mayo Clinic'.	Vocabulary Difficulties
3	R8	<i>"Essentially, explained that the text is reconstructed by translating words from the source language..."</i>	<i>(Not translated, both sentences completely absent from the Indonesian version)</i>	Two key definitional sentences on text reconstruction and textual substitution omitted entirely (omission), no equivalent found in TL.	Meaning & Contextual Understanding

No	R	SL	TL	ED	Category
		<i>there will be no loss of meaning. Translation, according to..., is the substitution of textual material in one language (SL) by equivalent textual material in another language (TL)."</i>			
4	R10	<i>"Could it be that FLCA is more likely to inhibit performance in tests and exams, which is how the relationship has mostly been investigated but is less likely to affect longer-term growth in the ability to have a conversation?"</i>	<i>"Bisa jadi bahwa FLCA lebih cenderung menghambat kinerja dalam tes dan ujian, tetapi kurang cenderung memengaruhi pertumbuhan jangka panjang dalam kemampuan untuk bercakap-cakap."</i>	Academic qualifier clause 'which is how the relationship has mostly been investigated' omitted from translation. This clause contextualizes the author's epistemic claim and its removal alters the argumentative nuance of the sentence.	Meaning & Contextual Understanding
5	R12	<i>"Luring Formed from the words 'luar' and 'jaringan'"</i>	<i>"Memikat Terbentuk dari kata 'luar' dan 'jaringan'"</i>	Technical term 'Luring' mistranslated/miscopied as 'Memikat' (an unrelated word meaning 'to attract'). Narrative paragraph below the table correctly retains 'luring', showing internal inconsistency.	Vocabulary Difficulties

Notes: R= Respondent, SL= Source Language, TL= Target Language, ED= Error Description

To provide a more detailed picture of each obstacle category presented in Table 4.1 and Table 4.2, the following section elaborates on each of the five obstacle categories, supported by document evidence and interview excerpts from the respondents.

a. Vocabulary Difficulties (VD)

Vocabulary Difficulties refer to the obstacles students encounter in understanding unfamiliar academic vocabulary and in selecting appropriate equivalent words when translating academic texts, a problem closely related to lexical-level equivalence as discussed by Baker.⁴⁰ This category emerged as the most frequently observed obstacle in the document analysis, appearing in the translation documents of three respondents, namely R1, R3, and R12.

In terms of document evidence, R1's translation showed the citation source name "Movies counter copyright" translated literally into a meaningless Indonesian phrase rather than being retained as a proper noun. Similarly, R3 rearranged the institutional name "Mayo Clinic" into "klinik Mayo," while R12 mistranslated the technical term "Luring" as "Memikat," an unrelated word meaning "to attract," despite correctly retaining the term in the narrative paragraph below the table.

This obstacle was also confirmed through the interviews. R1 explained the difficulty of encountering unfamiliar academic vocabulary as follows: *"Mungkin kosa kata yang akademik itu kan mbak yang tinggi gitu kan. Jadi mungkin kosa kata yang jarang ditemuin, tidak familiar. Karena mungkin keterbatasan vocab juga."* ("Maybe because the academic vocabulary is at a high level. So it might be vocabulary that is rarely encountered, not familiar. It is probably also due to limited vocabulary.")

⁴⁰ Baker, *In Other Words A Coursebook on Translation*.

R3 expressed a similar difficulty when describing the process of encountering unfamiliar terms: *"Sebelum menerjemahkan teks akademik, saya sering mengalami kesulitan dalam menemukan kosa kata yang menggunakan istilah-istilah akademik karena itu sering sekali tidak familiar bagi saya."* ("Before translating an academic text, I often have difficulty finding vocabulary that uses academic terms because they are often unfamiliar to me.")

Meanwhile, R12 highlighted the same obstacle in relation to her field of study: *"Kalau saya, biasanya kesulitan memahami kosa kata akademik yang jarang digunakan, terutama istilah yang berkaitan dengan linguistik atau penelitian, karena itu menurut saya masih asing bagi saya."* ("For me, I usually have difficulty understanding academic vocabulary that is rarely used, especially terms related to linguistics or research, because those terms are still unfamiliar to me.")

In addition to unfamiliar vocabulary, respondents also reported difficulty in selecting appropriate equivalent words. R1 stated: *"Itu tadi mungkin minim vocabulary itu mbak, jadi itu yang bikin susah."* ("That's probably the limited vocabulary I mentioned, so that is what makes it difficult.") R12 explained this difficulty in relation to context-dependent meaning: *"Karena satu kata dalam bahasa Inggris itu memiliki beberapa arti, tergantung konteksnya bagaimana, jadi saya harus menyesuaikan konteksnya tersebut."* ("Because one English word can have several meanings depending on the context, so I have to adjust it to that context.")

b. Grammatical Difficulty (GD)

Grammatical Difficulty refers to the obstacles students face in understanding complex sentence structures and long sentences when translating academic texts, consistent with Newmark's view on the structural complexity of source-language syntax.⁴¹ This category appeared in the translation document of one respondent, namely R1.

The document evidence showed that in R1's translation, the relative clause connector "that" was mistranslated as a separate pronoun, splitting one complex sentence into two and breaking the grammatical structure of the target text.

This finding was reinforced by the interview data. R1 explained why complex grammar made translation difficult: *"Mungkin karena kalau grammar itu mbak misalnya kalau ditranslate satu-satu itu bakal beda artinya. Itu mungkin kalau grammarnya kompleks itu yang bikin sulit mbak."* ("Maybe because in terms of grammar, if you translate it word by word the meaning will be different. So when the grammar is complex, that is what makes it difficult.")

R12 described a similar difficulty in relation to sentence relationships: *"Karena kita harus memahami hubungan antar bagian kalimatnya terlebih dahulu, agar tidak salah menerjemahkan maknanya. Karena kalimat itu sangat kompleks."* ("Because we have to understand the relationship between parts of the sentence first so that we do not translate the meaning incorrectly. The sentence is very complex.")

⁴¹ Newmark, *A Textbook of Translation*.

R3 added that this difficulty was often compounded by unfamiliar terminology: *"Karena susunan atau grammar yang kompleks itu sering membuat kita bingung atau sulit dalam menerjemahkan karena biasanya selain menggunakan istilah-istilah akademik yang tidak familiar, terkadang juga susunan yang kompleks itu lebih sering membuat kita bingung bagaimana cara menerjemahkannya."* ("Complex grammar or sentence structure often confuses us or makes translation difficult because, in addition to using unfamiliar academic terms, the complex structure often makes us confused about how to translate it.")

c. Meaning and Contextual Understanding (MCU)

Meaning and Contextual Understanding refers to the obstacles students encounter in verifying the accuracy of implied meaning and in identifying the relationships between ideas within a text, an obstacle rooted in the process of meaning transfer described by Nida and Taber.⁴² This category appeared in the translation documents of two respondents, namely R8 and R10.

The document evidence showed that R8 entirely omitted two key definitional sentences concerning text reconstruction and textual substitution, resulting in no equivalent expression in the target text. Meanwhile, R10 omitted the academic qualifier clause "which is how the relationship has mostly been investigated," which altered the argumentative nuance of the original sentence by removing the epistemic context intended by the author.

⁴² Nida and Taber, *The Theory and Practice of Translation*.

The interview data further illustrated the difficulty of ensuring accurate contextual understanding. R1 explained how she verified the accuracy of her interpretation: "*Biasanya itu di cross-check dulu, di cek lagi kayak dari Google Translate juga gitu.*" ("Usually I cross-check it first, verify it again using Google Translate.") R3 emphasized the importance of identifying contextual relationships between ideas: "*Karena dengan memahami gagasan ataupun konteks, kita bisa lebih cepat atau kita bisa memilih kata yang sesuai untuk teks terjemahan kita. Karena jika kita tidak menerjemahkan sesuai dengan konteks, bisa-bisa pilihan kata yang kita pilih itu tidak sesuai dengan terjemahan kita.*" ("By understanding the ideas or context, we can work faster and choose words that are appropriate for our translated text. If we do not translate according to the context, the words we choose may not match our translation.")

d. Equivalence and Meaning Transfer (EMT)

Equivalence and Meaning Transfer refers to the obstacles students face in finding an appropriate equivalent meaning in Indonesian and in transferring meaning naturally, in line with Larson's concept of meaning-based translation.⁴³ This category appeared in the translation document of one respondent, namely R1.

The document evidence showed that in R1's translation, the citation source name "Digiarty software" was translated literally as a common phrase instead of being retained as it was written in the source text.

⁴³ Mildred L. Larson, *Meaning-Based Translation: A Guide to Cross-Language Equivalence* (University Press of America, 1984).

This obstacle was echoed in the interviews. R1 described her difficulty in finding an equivalent meaning: *"Itu tuh kalau langkah terakhir, misalnya nggak tahu yang pakai kamus atau nggak, pakai yang perkalimat itu langsung jadi maksudnya tuh kata ini tuh ini gitu, langsung misalnya di DeepL gitu."* ("That is the last resort, if I still don't know even after using a dictionary, I go sentence by sentence so the meaning of each word is clear, then I just put it directly into DeepL.") She further explained why the resulting translation often sounded unnatural: *"Mungkin karena itu ditranslate per kalimat tadi, jadi terlihat kaku, nggak natural, nggak alami."* ("Maybe because it was translated sentence by sentence, so it sounds stiff, not natural, not fluent.")

R3 added a similar reflection connecting equivalence to contextual understanding in both languages: *"Karena terkadang untuk memahami konteks dalam Bahasa Inggris juga, kita harus memahami konteks dalam bahasa Indonesia untuk menentukan kata yang sesuai."* ("Because sometimes to understand the context in English, we also have to understand the context in Indonesian in order to determine the appropriate word.")

e. Academic Terminology (Academic Text Complexity) (AT)

Academic Terminology refers to the obstacles students face in translating specific sections of academic texts, such as the methodology section, and in understanding academic concepts and terminology as a whole. Although no distinct error under this category emerged in the document analysis, all respondents reported experiencing this obstacle during the interviews, suggesting that it

manifests more in the students' cognitive translation process than in the surface-level output of their final translation.

R1 identified the methodology section as the most difficult part to translate: "*Di bagian metodologinya sulit mbak.*" ("The methodology section is the most difficult.") She further explained why academic texts, in general, were harder to translate than ordinary texts: "*Teks akademik itu banyak kata yang benar-benar akademik... dari katanya aja udah sulit, jadi sebelumnya tuh belum tahu tuh maksudnya itu apa, konteksnya itu apa. Vocabnya juga tuh tinggi banget.*" ("Academic texts have many words that are truly academic, just from the words alone it is already difficult, I had no idea what they meant or what the context was. The vocabulary level is also very high.")

R3 identified similar difficult sections and elaborated on the underlying reason: "*Menurut saya bagian yang paling sulit diterjemahkan itu bagian literatur review dan juga bagian metodologi serta bagian findings and discussion... Hal yang paling sering saya temukan itu adalah menggunakan istilah-istilah akademik yang jarang kita gunakan dalam kehidupan sehari-hari.*" ("In my opinion, the most difficult parts to translate are the literature review, methodology, and findings and discussion sections... What I often encounter is the use of academic terms that are rarely used in everyday life.")

R2 confirmed this pattern as well, describing academic texts as using a more elevated register: "*Karena teks akademik tadi itu kompleks mbak, pakai bahasa-bahasa yang kalau bisa dibilang tuh intermediate... Nggak familiar.*" ("Because

academic texts are complex, they use language that could be described as intermediate... not familiar.")

Overall, the domain analysis demonstrates that the obstacles concretely reflected in students' translation documents are predominantly related to vocabulary and meaning transfer, while grammatical and terminological obstacles appear less frequently at the document level.

It is important to emphasize, however, that the absence of detectable errors in the translation documents of the remaining seven respondents, namely R2, R4, R5, R6, R7, R9, and R11, does not indicate that these students did not experience any obstacles in the translation process. On the contrary, the interview data confirmed that all twelve respondents, without exception, reported experiencing translation difficulties during the process of translating academic texts. The fact that these difficulties did not materialize as identifiable errors in their final translation documents suggests that these students were able to overcome their obstacles through the strategies they applied during the translation process, resulting in a final product that no longer visibly reflected those difficulties. The strategies employed by the students to overcome these obstacles are further examined in the following taxonomic analysis, which presents the findings derived from the interview data.

2. Eight Strategies Employed by Students to Overcome Translation Obstacles through Interview Analysis

The second stage in Spradley's model of data analysis is taxonomic analysis, which aims to organize and structure the translation strategies used by students into

more specific categories based on the interview data. Based on the coding results of the interview data from twelve respondents, eight categories of translation strategies were identified, which the students used to overcome various obstacles in translating academic texts. These eight strategies are presented in Table 4.3 below.

Table 4.3 Results of Taxonomic Analysis of Translation Strategies

No	R	D	RPS	PD	MT	TPM	CRMT	CMT	ST	Dominant Strategy
1	R1	1	3	2	2	2	1	1	0	RPS
2	R2	1	1	0	3	1	2	0	0	MT
3	R3	1	4	0	2	1	3	1	0	RPS
4	R4	1	3	2	1	2	1	1	0	RPS
5	R5	2	5	2	3	2	1	1	0	RPS
6	R6	2	2	1	2	0	1	1	0	D
7	R7	3	3	3	2	1	3	1	0	D
8	R8	2	4	3	3	0	1	1	0	RPS
9	R9	2	3	3	1	1	2	1	1	RPS
10	R10	0	3	3	3	1	2	3	0	RPS
11	R11	0	4	0	2	0	0	1	1	RPS
12	R12	3	3	1	0	2	0	0	1	D
	TOTAL	18	38	20	24	13	17	12	3	
	Number of respondents (n)	10	12	9	11	9	10	10	3	

Notes: R= Respondents, D= Dictionaries, RPS= Rereading and Paraphrasing, PD= Peer Discussion, MT= Machine Translation, TPM= Translation Process Management, CRMT= Checking and Revising Machine Translation Result, CMT= Comparing Machine Translation Result with Own Understanding, ST= Segmented Translation

The eight categories of translation strategies presented in Table 4.3 can be described as follows: Use of Dictionaries (D), Rereading and Paraphrasing Strategy

(RPS), Peer Discussion (PD), Use of Machine Translation Strategically (MT), Translation Process Management (TPM), Checking and Revising Machine Translation Result (CRMT), Comparing Machine Translation Result with Own Understanding (CMT), and Segmented Translation, namely translating the text per paragraph or per sentence (SPT).

To provide a more detailed picture of how each strategy presented in Table 4.3 was actually applied, the following section elaborates on each of the eight strategy categories, supported by interview excerpts from the respondents.

a. Use of Dictionaries (D)

Use of Dictionaries refers to students' reliance on printed or online dictionaries to find the meaning of unfamiliar vocabulary, particularly when contextual guessing was insufficient, consistent with Newmark's view of dictionary consultation as a basic procedure in lexical translation.⁴⁴ This strategy emerged as the dominant strategy for R6, R7, and R12.

R7 explained her reliance on dictionaries due to limited vocabulary: *"Pastinya ya Mbak, masih menggunakan kamus karena banyak vocab yang Nadia belum tahu, gitu kan, ini artinya apa ya, gitu."* ("Yes, I still use a dictionary because there is a lot of vocabulary I do not know yet, like, what does this mean.")

R6 expressed a similar reliance on dictionaries when a term could not be understood through context alone: *"Kayak udah nyari gitu kan maknanya apa teks"*

⁴⁴ Newmark, *A Textbook of Translation*.

itu tapi tetap nggak ketemu jadi langsung ke kamus cari arti kata itu apa." ("I would try to figure out the meaning of the text, but when I still could not find it, I would go straight to the dictionary to look up the meaning of the word.")

R3 added that dictionaries were her first response upon encountering unfamiliar academic terms: *"Jika saya menemukan istilah akademik yang tidak familiar, biasanya saya menggunakan kamus. Yang paling sering saya gunakan itu kamus dalam aplikasi ataupun kamus online."* ("If I find an unfamiliar academic term, I usually use a dictionary. The one I use most often is a dictionary app or an online dictionary.") R12 confirmed a similar pattern, combining multiple digital tools: *"Biasanya saya mencari artinya di Kamus, Google Translation, atau aplikasi DeepL."* ("Usually I look up the meaning in a dictionary, Google Translate, or the DeepL app.")

b. Rereading and Paraphrasing Strategy (RPS)

Rereading and Paraphrasing Strategy refers to students' practice of reviewing and restating their translation before finalizing it, in order to verify that the meaning and context are accurately conveyed, reflecting Newmark's principle of revision as part of the translation process.⁴⁵ This strategy was the most frequently applied among the respondents, particularly by R1, R3, R4, R5, R8, R9, R10, and R11.

R1 explained why she applied this strategy: *"Biasanya tuh membaca ulang dulu, itu tuh maksudnya tuh bener nggak sih konteksnya tuh gitu, untuk memastikan*

⁴⁵ Newmark.

konteksnya itu." ("Usually I reread it first, is the meaning actually correct, is the context right, before proceeding, just to make sure the context is accurate.")

A similar pattern was found in R3's explanation: "*Biasanya saya membaca ulang atau membaca kembali teks yang saya terjemahkan dan menyesuaikan apakah hasil terjemahan saya itu sesuai dengan konteks yang saya terjemahkan.*" ("I usually reread the text I have translated and check whether my translation result matches the context I translated.") R3 further emphasized the purpose of this strategy: "*Tujuan saya membaca ulang dan memparafrasakannya yaitu untuk memastikan bahwa hasil terjemahan saya itu sesuai dengan sumber terjemahan... dan lebih mudah dipahami oleh para pembaca.*" ("My purpose in rereading and paraphrasing is to make sure my translation matches the source and is easier for readers to understand.")

c. Peer Discussion (PD)

Peer Discussion refers to students' collaboration with classmates to resolve translation difficulties, whether by dividing sections of a text or by comparing interpretations of meaning, in line with Baker's notion of collaborative problem-solving in translation practice.⁴⁶ Although not identified as the most dominant strategy for any respondent, it was reported by several respondents.

R1 described this collaborative practice: "*Kalau sama teman, itu tuh biasanya tuh per bagian, misalnya suruh translate artikel, jadi perbagian gitu, misalkan Nur introduction, terus yang mereka yang metodologi jadi kayak*

⁴⁶ Baker, *In Other Words A Coursebook on Translation*.

kerjasama lah." ("When working with friends, we usually divide it by sections, for example if we are asked to translate an article, I take the introduction, they take the methodology, so it is like a collaboration.") She further explained the underlying reason: *"Karena mungkin teman tuh udah ketemu tuh arti dari katanya gitu apa, jadi, bisa sharing."* ("Because maybe my friend has already found the meaning of the word, so we can share it with each other.")

d. Use of Machine Translation Strategically (MT)

Use of Machine Translation Strategically refers to students' reliance on machine translation tools such as Google Translate, ChatGPT, or DeepL, particularly when encountering vocabulary or sentences they could not translate independently. This strategy was identified as the dominant strategy for R2.

R2 explained her reliance on machine translation: *"Kalau ketemu kosakata yang nggak tahu, itu biasanya Google Translate, kalau nggak, chat gpt."* ("When I encounter vocabulary I do not know, I usually use Google Translate, or if not, ChatGPT.") She further clarified when this strategy was triggered: *"Kata-katanya yang sulit dipahami atau belum pernah sama sekali baca itu, belum ketemu itu. Jadinya itu agak yaudahlah translate aja gitu daripada salah."* ("The words were difficult to understand or I had never encountered them before, so I just thought, let's just translate it rather than getting it wrong.")

e. Translation Process Management (TPM)

Translation Process Management refers to the respondents' overall approach in managing their translation process by combining several strategies rather than relying on a single technique.

R2 described how she handled difficult sentences by combining multiple techniques: *"Kalau tentunya mesin, terus pemilihan kata yang tepat, padanan kata, rereading sama paraphrase."* ("Definitely the machine Google Translate, then choosing the right word, finding equivalents, rereading, and paraphrasing.") This reflects how respondents did not depend on a single strategy but integrated several techniques throughout the translation process to arrive at a satisfactory result.

f. Checking and Revising Machine Translation Result (CRMT)

Checking and Revising Machine Translation Result refers to respondents' practice of reviewing and revising the raw output of machine translation tools before finalizing their translation. This strategy was applied by respondents who did not fully trust the raw machine translation output.

R2 explained this process when comparing the source and target text: *"Baca dulu sih mbak nyambung apa nggak terus kayak dilihat lagi antara bahasa Inggris dan bahasa Indonesia gitu. Ini katanya sesuai apa nggak gitu."* ("I read it first to see if it connects, then I compare between the English and the Indonesian, to see whether the words match or not.") R3 described a similar checking process: *"Biasanya kalau saya telah mendapatkan hasil terjemahan dari alat penerjemahan atau Google Translate, saya membandingkannya dengan hasil terjemahan saya..."*

untuk mengetahui apakah hasil terjemahan alat terjemahan itu sesuai dengan konteks." ("Usually after getting a translation result from a translation tool or Google Translate, I compare it with my own translation... to find out whether the tool's translation matches the context.")

g. Comparing Machine Translation Result with Own Understanding (CMT)

Comparing Machine Translation Result with Own Understanding refers to respondents' evaluation of whether machine translation output matched their own comprehension of the text.

R1 illustrated this when explaining why machine translation results did not always feel appropriate: *"Kalau di Google Translate tuh kayak terlalu kaku dan mungkin gak natural. Terlihat gak natural sama yang sendiri."* ("With Google Translate it tends to be too stiff and maybe not natural. It looks less natural compared to doing it myself.") R2 explained why this comparison mattered to her: *"Kadang kalau misalnya di Google Translate itu sebenarnya kaku banget... kalau kata ini kayaknya lebih naturalnya ke ini gitu."* ("Sometimes Google Translate is actually quite stiff... so I check which word actually sounds more natural.")

h. Segmented Translation (ST)

Segmented Translation refers to the practice of translating a text gradually, per sentence or per clause, rather than as a whole paragraph. This was the least applied strategy, reported only by R9, R11, and R12.

R9 described this technique: "*Biasanya saya membagi kalimat menjadi beberapa bagian kecil dulu, lalu dari subjeknya, predikat, dan objeknya terlebih dahulu.*" ("I usually divide the sentence into several small parts first, starting with the subject, predicate, and object.") R12 described a similar approach, though assisted by AI tools: "*Biasanya saya meminta bantuan AI untuk membuat kalimat yang panjang itu menjadi beberapa bagian kecil, lalu nanti saya akan menerjemahkannya satu per satu.*" ("I usually ask for AI's help to break long sentences into several small parts, and then I translate them one by one.")

Overall, the taxonomic analysis demonstrates that students employed a wide range of strategies to overcome the obstacles encountered while translating academic texts, with rereading and paraphrasing, the use of machine translation, and peer discussion emerging as the most commonly applied strategies.

B. DISCUSSION

This section discusses the findings presented in the previous section in relation to the theoretical framework outlined in chapter II and to the results of previous relevant studies. The discussion is organized according to the two research questions formulated in this study: the obstacles encountered by English Department students at IAIN Curup in translating academic texts and the strategies they employ to overcome those obstacles.

1. The Obstacles Encountered by English Department Students at IAIN Curup in Translating Academic Texts

The first research question of this study sought to identify the obstacles faced by English Department students at IAIN Curup when translating academic texts. The document analysis conducted in this study found that obstacles were concretely reflected in the translation documents of five respondents, with Vocabulary Difficulties emerging as the most frequently observed obstacle, appearing in the documents of three respondents, followed by Meaning and Contextual Understanding in two documents, and Grammatical Difficulty and Equivalence and Meaning Transfer each appearing in one document. Academic Terminology did not emerge as a distinct error category in any of the documents analyzed. Furthermore, while only five respondents' documents exhibited detectable errors, the interview data confirmed that all twelve respondents reported experiencing translation difficulties during the process, indicating that the remaining respondents had managed to overcome their obstacles through the strategies they applied before producing their final translation output.

While the general categories of obstacles identified in this study, vocabulary, grammar, meaning, and equivalence are broadly consistent with those reported in previous studies, the present study offers several points of distinction. Unlike Na'imah's study, which focused specifically on equivalence problems without examining vocabulary and grammar as separate and interconnected

obstacle categories,⁴⁷ and unlike Praptika and Rokhuma, whose findings described vocabulary, complex sentence structures, and meaning comprehension as largely separate challenges,⁴⁸ the present study found that these obstacles do not occur in isolation within academic texts. Instead, they tend to interact and compound one another, particularly in cases where vocabulary unfamiliarity simultaneously caused grammatical misinterpretation and meaning loss in the final translation product, as evidenced by the error analysis in Table 4.2. Furthermore, the present study identified Equivalence and Meaning Transfer as a distinct and separable obstacle category, specifically, the difficulty of retaining source-language proper nouns and institutional names without literal distortion, a specific obstacle type that was not explicitly categorized or discussed in any of the previous studies reviewed in Chapter II.

The predominance of Vocabulary Difficulties in the document analysis is consistent with Baker's explanation that non-equivalence at the word level is one of the most common sources of difficulty in translation, occurring when a word or concept in the source language does not have a direct equivalent in the target language.⁴⁹ The errors identified in the documents reflect this phenomenon concretely: proper nouns and institution names such as "Mayo Clinic" and "Digiarty software" were mistranslated into common Indonesian phrases rather than being retained as they were in the source text, indicating that students struggled to recognize and appropriately handle source-language items that carry no equivalent

⁴⁷ Na'imah, Journal, Linguistics, and Yogyakarta, "Equivalence Problems in Translating SL Text to TL Text : Students' Perspective."

⁴⁸ Praptika and Rokhuma, "Investigating Students' Difficulties in Translating English Academic Texts into Indonesian Using Photovoice."

⁴⁹ Baker, *In Other Words A Coursebook on Translation*.

in the target language. This finding is also consistent with Na'imah's study, which found that students frequently experienced difficulties related to vocabulary selection and meaning equivalence when translating English texts into Indonesian,⁵⁰ as well as with Praptika and Rokhuma's finding that academic vocabulary posed the most significant difficulty for students translating English academic journal articles.⁵¹

Grammatical Difficulty, although appearing in only one document, was also evident in a case where the relative clause connector "that" was mistranslated as a separate pronoun, splitting one complex sentence into two and breaking the grammatical coherence of the target text. This finding is in line with Baker's observation that grammatical differences between the source and target languages may hinder the natural transfer of meaning,⁵² and with Puspita, Yulia, and Suhartono's finding that grammatical difficulties were among the dominant obstacles faced by students during translation activities.⁵³ The fact that this type of error appeared less frequently at the document level does not mean that grammatical obstacles were less commonly experienced, rather, the interview data confirmed that all twelve respondents reported struggling with complex sentence structures during their translation process, suggesting that students were generally able to manage these difficulties before producing their final translation output.

⁵⁰ Na'imah, Journal, Linguistics, and Yogyakarta, "Equivalence Problems in Translating SL Text to TL Text : Students ' Perspective."

⁵¹ Praptika and Rokhuma, "Investigating Students' Difficulties in Translating English Academic Texts into Indonesian Using Photovoice."

⁵² Baker, *In Other Words A Coursebook on Translation*.

⁵³ Fitriya Sukmawati, "An Analysis of Students Difficulties in Translating," 2019.

With regard to Meaning and Contextual Understanding, the document analysis identified two cases of omission, in which key sentences and qualifying clauses were entirely absent from the target text, resulting in a loss of argumentative nuance intended by the original author. This finding supports Newmark's view that translation is not only about transferring words but also about conveying the intended meaning of the source text appropriately,⁵⁴ and confirms that when students fail to fully grasp the contextual and implicit meaning of academic sentences, the resulting translation may be incomplete or misleading even without containing any directly incorrect word choices. This type of obstacle was also identified in previous studies, with Puspita, Yulia, and Suhartono reporting that students frequently faced problems in understanding the meaning and context of the texts they were asked to translate.⁵⁵

Finally, the finding that Equivalence and Meaning Transfer appeared as a distinct obstacle in one respondent's document, where a citation source name was translated literally into a common phrase rather than being retained, aligns with Larson's argument that translation should prioritize the natural transfer of meaning rather than word-by-word rendering.⁵⁶ When students default to literal translation, particularly with items that carry no equivalent in the target language, the result is often a target text that distorts the original meaning rather than conveying it. This finding is also consistent with Muslimin and Harintama's study, which reported that EFL learners experienced difficulties related to vocabulary and meaning transfer

⁵⁴ Newmark, *A Textbook of Translation*.

⁵⁵ Puspita et al., "An Analysis of Students Difficulties in Translating English."

⁵⁶ Larson, *Meaning-Based Translation: A Guide to Cross-Language Equivalence*, 1984.

during translation activities. Similarly, the present study indicates that students still encounter challenges in determining appropriate equivalents when translating academic texts, particularly for proper nouns, institutional names, and technical terms.

2. Strategies Used by English Department Students to Overcome the Obstacles in Translating Academic Texts

The second research question of this study sought to examine the strategies employed by English Department students at IAIN Curup to overcome the obstacles they encountered when translating academic texts. The taxonomic analysis identified eight strategies applied by the respondents: Use of Dictionaries (D), Rereading and Paraphrasing Strategy (RPS), Peer Discussion (PD), Use of Machine Translation Strategically (MT), Translation Process Management (TPM), Checking and Revising Machine Translation Result (CRMT), Comparing Machine Translation Result with Own Understanding (CMT), and Segmented Translation (ST).

Among these eight strategies, Rereading and Paraphrasing Strategy (RPS) emerged as the most universally applied, with a total of 38 instances distributed across all twelve respondents, and identified as the dominant strategy for eight of them. This finding reflects the kind of self-monitoring and meaning-verification process that Newmark considers fundamental to producing an accurate and natural translation.⁵⁷ By rereading the source text and paraphrasing difficult sentences

⁵⁷ Newmark, *A Textbook of Translation*.

before finalizing their output, students in this study were actively monitoring their own comprehension and adjusting their word choices to better match the context of the source text. This finding is also supported by Baker's discussion of paraphrasing as a key strategy for resolving non-equivalence, particularly when a source-language expression lacks a direct equivalent in the target language.⁵⁸ The widespread reliance on RPS in this study corroborates Praptika and Rokhuma's finding that rereading was one of the primary strategies used by students translating academic texts,⁵⁹ and is also consistent with Jatikusumo, Rofii, and Ilyas' finding that paraphrasing and rereading were among the most commonly applied strategies in their respondents' translation activities.⁶⁰

The second most frequently applied strategy cluster was technology-assisted translation, comprising Use of Machine Translation Strategically (MT) with 24 instances across eleven respondents, Checking and Revising Machine Translation Result (CRMT) with 17 instances across ten respondents, and Comparing Machine Translation Result with Own Understanding (CMT) with 12 instances across ten respondents. Taken together, these three interconnected strategies formed the dominant technological approach in students' translation practice. The high frequency of CRMT and CMT alongside MT indicates that students in this study did not rely on machine translation passively, they consistently reviewed, revised, and compared machine-generated output against their own understanding before incorporating it into their final translation. This

⁵⁸ Baker, *In Other Words A Coursebook on Translation*.

⁵⁹ Praptika and Rokhuma, "Investigating Students' Difficulties in Translating English Academic Texts into Indonesian Using Photovoice."

⁶⁰ Jatikusumo, Rofi, and Ilyas, "Students' Strategies In Overcoming Translating Barrier."

critical engagement with machine translation output reflects the underlying principle Baker proposes for resolving non-equivalence, substituting or adjusting source-language items using contextually negotiated equivalents,⁶¹ a principle that students appeared to apply, albeit with the assistance of technology, by using machine output as a starting point rather than a definitive answer. This finding represents a shift from the patterns reported by Muslimin and Harintama, who found that recognized and literal translation were the most dominant strategies among their EFL respondents,⁶² suggesting that as machine translation tools have become more accessible, students are increasingly adopting a hybrid approach that combines technological assistance with critical self-monitoring.

Use of Dictionaries (D) remained an important supporting strategy, with 18 instances across ten respondents and identified as the dominant strategy for three respondents, namely R6, R7, and R12. This finding is consistent with Praptika and Rokhuma's observation that students commonly used online dictionaries to resolve vocabulary-related difficulties when translating academic texts,⁶³ and aligns with Baker's explanation that dictionaries serve as a primary resource for identifying equivalents when direct translation is not possible.⁶⁴ The continued relevance of dictionary use alongside machine translation in the present study suggests that students still value the precision and contextual guidance offered by dictionaries,

⁶¹ Baker, *In Other Words A Coursebook on Translation*.

⁶² Muslimin and Harintama, "DEPICTING EFL LEARNERS' STRATEGIES AND DILEMMA."

⁶³ Praptika and Rokhuma, "Investigating Students' Difficulties in Translating English Academic Texts into Indonesian Using Photovoice."

⁶⁴ Baker, *In Other Words A Coursebook on Translation*.

particularly when machine translation output does not feel sufficiently accurate or natural.

Peer Discussion (PD), although not identified as the dominant strategy for any particular respondent, was reported by nine respondents with a total of 20 instances. This finding is comparable to Jatikusumo, Rofii, and Ilyas' study, which also found that students discussed difficult vocabulary and sentences with peers as part of their translation strategy.⁶⁵ However, unlike Jatikusumo, Rofii, and Ilyas, who reported peer discussion alongside other strategies without distinguishing its role relative to other approaches, the present study found that peer discussion occupied a distinctly supplementary role, used primarily to verify an existing interpretation or to seek an alternative perspective when students felt uncertain, rather than functioning as a first-resort problem-solving strategy. This supplementary role may be related to the dominant presence of machine translation tools, which students tended to consult first before turning to peers for clarification.

Beyond these parallels with previous studies, the present study also introduces several findings that have not been explicitly identified in prior research. First, the present study identified Checking and Revising Machine Translation Result (CRMT) and Comparing Machine Translation Result with Own Understanding (CMT) as two distinct strategy sub-categories within the broader use of machine translation, a level of specificity that previous studies, which typically reported machine translation use as a single undifferentiated strategy, did not

⁶⁵ Jatikusumo, Rofii, and Ilyas, "Students' Strategies In Overcoming Translating Barrier."

capture. This distinction is important because it demonstrates that students' engagement with machine translation is not passive or uncritical, but involves active metacognitive monitoring that constitutes a recognizable and recurring pattern in its own right. Second, Translation Process Management (TPM), with 13 instances across nine respondents, reflected students' ability to combine multiple strategies flexibly rather than relying on any single approach, a pattern that is consistent with Puspita, Yulia, and Suhartono's finding that students used a combination of strategies to manage their translation difficulties,⁶⁶ though the present study offers a more explicit categorization of this combinatory behavior as a strategy type in itself. Third, Segmented Translation (ST), translating the text per clause or per sentence before reconstructing the whole, was identified as a distinct strategy in this study, reported by three respondents specifically when dealing with the most structurally complex sentences. This strategy was not reported or categorized in any of the five previous studies reviewed in this research, making it a genuinely new finding that emerged specifically from the present study's data and extending the existing inventory of translation strategies documented in the EFL translation literature.

Overall, the findings on translation strategies indicate that students at IAIN Curup have developed a translation practice that is primarily driven by self-monitoring through rereading and paraphrasing, supplemented by the critical and active use of machine translation tools. This pattern both confirms and extends the findings of previous studies by demonstrating that, in the current digital era, the

⁶⁶ Puspita et al., "An Analysis of Students Difficulties in Translating English."

boundaries between independent translation competence and technology-assisted translation have become increasingly blurred, with students drawing on a flexible combination of both approaches to manage the multidimensional demands of translating academic texts. The identification of eight distinct strategy categories in this study, compared to the typically smaller number reported in previous studies, further reflects the more detailed and context-specific nature of the present findings, providing a richer understanding of how English Department students at IAIN Curup navigate the challenges of academic text translation.

These findings can also be contrasted with the study conducted by Anshori et al. which examined translation techniques and translation quality in a professionally translated religious text. While Anshori et al. focused on evaluating the quality of a completed translation product from the perspectives of translation techniques and quality, the present study emphasizes the translation process by identifying the obstacles reflected in students' translation assignments and exploring the strategies they employ to overcome those obstacles through semi-structured interviews. Furthermore, the participants in Anshori et al.'s study were professional translators working on a finalized translation product, whereas the present study involved undergraduate English Department students who were still developing their translation competence. Despite these differences in research objectives, participants, and analytical focus, both studies contribute to a broader

understanding of translation studies by highlighting the challenges involved in transferring meaning across languages within different translation contexts.⁶⁷

⁶⁷ Anshori et al., “Analysis of Techniques and Quality of Translation of Surah Yasin into Rejang Language.”

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapter, the researcher has presented and interpreted the data obtained. In this section, the researcher presents the conclusions that answer the research questions. In addition, this section also provides suggestions for future researchers who wish to conduct further studies in this area.

A. Conclusion

This study found that English Department students at IAIN Curup encountered five categories of obstacles when translating academic texts, namely Vocabulary Difficulties, Grammatical Difficulty, Meaning and Contextual Understanding, Equivalence and Meaning Transfer, and Academic Text Complexity. Among these, Vocabulary Difficulties emerged as the most frequently observed obstacle, as concretely evidenced in the students' translation documents. This finding is understandable within the context of English as a Foreign Language (EFL), where English is not used as the students' primary language for daily communication. Consequently, students have relatively limited exposure to English vocabulary, particularly academic and discipline-specific terminology, making lexical comprehension and word selection the most challenging aspects of academic text translation. Meaning and Contextual Understanding followed as the second most common obstacle, while Grammatical Difficulty and Equivalence and Meaning Transfer appeared less frequently at the document level. Importantly, while detectable errors were only found in five of the twelve respondents' documents, the interview data confirmed that all twelve respondents reported

experiencing translation difficulties during the translation process, indicating that the remaining respondents had managed to overcome their obstacles through the strategies they applied before producing their final output. These findings confirm that obstacles in translating academic texts are not isolated, single-aspect difficulties, but interconnected challenges in which vocabulary unfamiliarity, grammatical complexity, and meaning-related difficulties tend to compound one another within the specific demands of academic text translation.

To overcome these obstacles, the students employed eight translation strategies: Use of Dictionaries (D), Rereading and Paraphrasing Strategy (RPS), Peer Discussion (PD), Use of Machine Translation Strategically (MT), Checking and Revising Machine Translation Result (CRMT), Comparing Machine Translation Result with Own Understanding (CMT), Translation Process Management (TPM), and Segmented Translation (ST). Among these, Rereading and Paraphrasing Strategy was the most universally applied, reported by all twelve respondents and identified as the dominant strategy for the majority of them, reflecting students' reliance on self-monitoring and meaning-verification as a core translation habit. Technology-assisted strategies, particularly the combined use of machine translation alongside active checking, revising, and comparing of machine-generated output, formed the second most dominant strategy cluster, indicating a significant shift toward a hybrid translation approach in the current digital era. Peer Discussion functioned as a supplementary verification mechanism rather than a primary problem-solving strategy, while Segmented Translation emerged as a new finding not previously identified in prior studies, applied specifically when dealing with the most structurally complex sentences. Overall,

these findings demonstrate that students at IAIN Curup have developed a flexible and adaptive translation practice that combines self-monitoring strategies with critical use of technology to navigate the multi-dimensional challenges of academic text translation.

B. Suggestions

Based on the conclusions above, the researcher proposes the following suggestions for students, lecturers, and future researchers.

1. For Students

Students are encouraged to strengthen their mastery of academic vocabulary and discipline-specific terminology, as this obstacle was found to underlie many of the other difficulties encountered during translation. Building a habit of rereading and paraphrasing one's own translation before finalizing it is also recommended, as this strategy proved to be the most effective and widely used method for ensuring accuracy and naturalness in the target text. In addition, students are advised to continue using machine translation tools critically rather than passively, by always checking, revising, and comparing machine-generated output against their own understanding of the source text, instead of accepting the results without verification.

2. For Lecturers and the Study Program

Lecturers teaching translation courses are encouraged to adopt a more integrated, genre-based approach to teaching academic text translation, one that explicitly addresses how vocabulary, grammatical, and contextual difficulties

interact within authentic academic texts, rather than treating these aspects as separate skills to be mastered independently. It is also suggested that translation instruction explicitly cultivate students' critical machine-translation literacy, training them to use machine translation as a supporting tool while still critically evaluating and revising its output. Furthermore, structured and guided peer discussion activities may be worth incorporating more deliberately into classroom instruction, particularly as a verification mechanism for resolving meaning-related uncertainties that individual rereading or machine translation alone cannot fully address.

3. For Future Researchers

Future researchers are encouraged to expand this study by involving a larger and more diverse number of respondents, including students from different semesters or institutions, in order to obtain a more comprehensive understanding of translation obstacles and strategies across varying levels of translation experience. Future studies may also consider conducting a more focused investigation into the role of specific machine translation tools, such as Google Translate and DeepL, in shaping students' translation decision-making process, given the increasingly dominant role of technology-assisted strategies identified in this study. Finally, further research could explore the effectiveness of genre-based translation instruction in addressing the compounding nature of academic text complexity identified in this study, particularly through classroom-based intervention or experimental research designs.

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A P P E N D I C E S

APPENDIX 1

VALIDATION LETTER

After verifying the documents' analysis that will be used in the research entitled "**Identifying the Obstacles Faced by English Department Students in Translating Academic Texts and Their Strategies**" arranged by :

Name : Aisyah Nurhidayah
NIM : 22551004
Study Program : Englis Tadris Study Program
Faculty : Tarbiyah

With my undersigned :

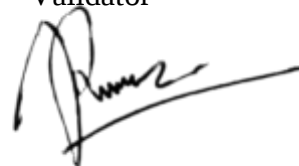
Name : Abd. Rahman Zain, S.S., M. Li.
Position : Researcher in Linguistics and Translation

It is confirmed that the instrument and data used to assess the student's narrative paragraph writing are accurate, and the assessment results are reliable.

Correction Feedback:

Regarding the techniques of data analysis section, I suggest adopting Spradley's qualitative data analysis model. This model is highly reliable for identifying patterns and interrelationships between the obstacles faced by English department students and the strategies they employ to overcome these challenges. Using this framework will provide a more structured approach to synthesizing your findings.

Curup, Juli 2026
Validator



Abd. Rahman Zain, S.S., M.
Li.

BIODATA VALIDATOR

1. Informasi Pribadi

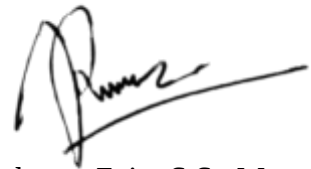
Nama Lengkap : Abd. Rahman Zain
Tempat, Tanggal Lahir : Situbondo, 18 September 1992
Jenis Kelamin : Laki-Laki
Alamat : Situbondo, Jawa Timur
Email : zainarablack@gmail.com

2. Daftar Riwayat Pendidikan

Pendidikan : Magister
Universitas : Universitas Sebelas Maret Surakarta
Tahun Lulus : 2022
Jurusan : Ilmu Linguistik dan Penerjemahan

Curup, Juli 2026

Validator



Abd. Rahman Zain, S.S., M.
Li.

APPENDIX 2

Member Checking

MEMBER CHECKING DOCUMENTATION

This appendix presents the documentation of the member checking process conducted to strengthen the credibility of the findings of this study. Member checking was carried out with all twelve respondents (R1-R12) after the data analysis process was completed. Three respondents (R1, R2, and R3) were confirmed through direct interviews, while the remaining nine respondents (R4-R12) were confirmed through video calls. The researcher presented the interpretation of the identified obstacles and strategies to each respondent, allowing them to confirm, clarify, or correct the researcher's interpretation of their translation experiences. All twelve respondents confirmed that the researcher's interpretation accurately reflected their actual translation experiences.

Member Checking Confirmation Log

No	Respondent Code	Date	Method	Confirmation Result
1	R1	June 4, 2026	Direct Interview	Confirmed Accurate
2	R2	June 4, 2026	Direct Interview	Confirmed Accurate
3	R3	June 4, 2026	Direct Interview	Confirmed Accurate
4	R4	June 5, 2026	Video Call	Confirmed Accurate

No	Respondent Code	Date	Method	Confirmation Result
5	R5	June 6, 2026	Video Call	Confirmed Accurate
6	R6	June 6, 2026	Video Call	Confirmed Accurate
7	R7	June 7, 2026	Video Call	Confirmed Accurate
8	R8	June 7, 2026	Video Call	Confirmed Accurate
9	R9	June 18, 2026	Video Call	Confirmed Accurate
10	R10	June 18, 2026	Video Call	Confirmed Accurate
11	R11	June 18, 2026	Video Call	Confirmed Accurate
12	R12	June 18, 2026	Video Call	Confirmed Accurate

Notes:

1. Method refers to how the member checking was conducted, direct interview or video call.
2. Confirmation Result indicates whether the respondent confirmed the researcher's interpretation as accurate or requested clarification/revision.

MEMBER CHECKING

Saya yang bertanda tangan dibawah ini adalah informan Ke-1 atas nama NURHALIZA. Setelah saya membaca transkrip wawancara yang dibuat oleh peneliti atas nama:

Nama : AISYAH NURHIDAYAH

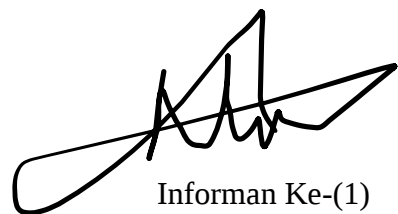
NIM : 22551004

Judul penelitian : Exploring English Tadris Students' Obstacles and Strategies in Translating Academic Texts: A Case Study at IAIN Curup

Saya menyatakan bahwa data yang tertulis dalam transkrip wawancara adalah benar berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Curup, 2026

Yang menyatakan,



Informan Ke-(1)

MEMBER CHECKING

Saya yang bertanda tangan dibawah ini adalah informan Ke-2 atas nama RIZKA.

Setelah saya membaca transkrip wawancara yang dibuat oleh peneliti atas nama:

Nama : AISYAH NURHIDAYAH

NIM : 22551004

Judul penelitian : Exploring English Tadris Students' Obstacles and
Strategies in Translating Academic Texts: A Case Study at
IAIN Curup

Saya menyatakan bahwa data yang tertulis dalam transkrip wawancara adalah benar
berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Curup, 2026

Yang menyatakan,

A handwritten signature in black ink, appearing to be 'Rizka', with a stylized, flowing script.

Informan Ke-(2)

MEMBER CHECKING

Saya yang bertanda tangan dibawah ini adalah informan Ke-3 atas nama NAUFAL.

Setelah saya membaca transkrip wawancara yang dibuat oleh peneliti atas nama:

Nama : AISYAH NURHIDAYAH

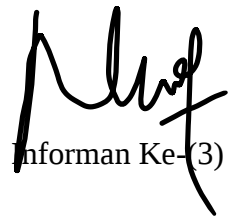
NIM : 22551004

Judul penelitian : Exploring English Tadris Students' Obstacles and
Strategies in Translating Academic Texts: A Case Study at
IAIN Curup

Saya menyatakan bahwa data yang tertulis dalam transkrip wawancara adalah benar
berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Curup, 2026

Yang menyatakan,



Informan Ke-(3)

MEMBER CHECKING

Saya yang bertanda tangan dibawah ini adalah informan Ke-4 atas nama ZAHRA.

Setelah saya membaca transkrip wawancara yang dibuat oleh peneliti atas nama:

Nama : AISYAH NURHIDAYAH

NIM : 22551004

Judul penelitian : Exploring English Tadris Students' Obstacles and
Strategies in Translating Academic Texts: A Case Study at
IAIN Curup

Saya menyatakan bahwa data yang tertulis dalam transkrip wawancara adalah benar
berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Curup, 2026

Yang menyatakan,



Informan Ke-(4)

MEMBER CHECKING

Saya yang bertanda tangan dibawah ini adalah informan Ke-5 atas nama NOVA.

Setelah saya membaca transkrip wawancara yang dibuat oleh peneliti atas nama:

Nama : AISYAH NURHIDAYAH

NIM : 22551004

Judul penelitian : Exploring English Tadris Students' Obstacles and
Strategies in Translating Academic Texts: A Case Study at
IAIN Curup

Saya menyatakan bahwa data yang tertulis dalam transkrip wawancara adalah benar
berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Curup, 2026

Yang menyatakan,



Informan Ke-(5)

MEMBER CHECKING

Saya yang bertanda tangan dibawah ini adalah informan Ke-6 atas nama YULIA.

Setelah saya membaca transkrip wawancara yang dibuat oleh peneliti atas nama:

Nama : AISYAH NURHIDAYAH

NIM : 22551004

Judul penelitian : Exploring English Tadris Students' Obstacles and
Strategies in Translating Academic Texts: A Case Study at
IAIN Curup

.

Saya menyatakan bahwa data yang tertulis dalam transkrip wawancara adalah benar
berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Curup, 2026

Yang menyatakan,



Informan Ke-(6)

MEMBER CHECKING

Saya yang bertanda tangan dibawah ini adalah informan Ke-7 atas nama NADIA.

Setelah saya membaca transkrip wawancara yang dibuat oleh peneliti atas nama:

Nama : AISYAH NURHIDAYAH

NIM : 22551004

Judul penelitian : Exploring English Tadris Students' Obstacles and
Strategies in Translating Academic Texts: A Case Study at
IAIN Curup

Saya menyatakan bahwa data yang tertulis dalam transkrip wawancara adalah benar
berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Curup, 2026

Yang menyatakan,



Informan Ke-(7)

MEMBER CHECKING

Saya yang bertanda tangan dibawah ini adalah informan Ke-8 atas nama NOVI.

Setelah saya membaca transkrip wawancara yang dibuat oleh peneliti atas nama:

Nama : AISYAH NURHIDAYAH

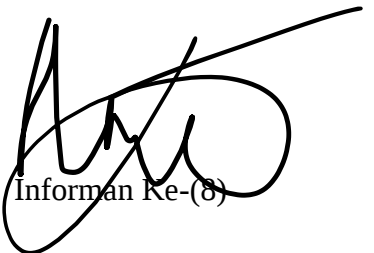
NIM : 22551004

Judul penelitian : Exploring English Tadris Students' Obstacles and
Strategies in Translating Academic Texts: A Case Study at
IAIN Curup

Saya menyatakan bahwa data yang tertulis dalam transkrip wawancara adalah benar
berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Curup, 2026

Yang menyatakan,



Informan Ke-(8)

MEMBER CHECKING

Saya yang bertanda tangan dibawah ini adalah informan Ke-9 atas nama SHELLA.

Setelah saya membaca transkrip wawancara yang dibuat oleh peneliti atas nama:

Nama : AISYAH NURHIDAYAH

NIM : 22551004

Judul penelitian : Exploring English Tadris Students' Obstacles and
Strategies in Translating Academic Texts: A Case Study at
IAIN Curup

Saya menyatakan bahwa data yang tertulis dalam transkrip wawancara adalah benar
berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Curup, 2026

Yang menyatakan,



Informan Ke-(9)

MEMBER CHECKING

Saya yang bertanda tangan dibawah ini adalah informan Ke-10 atas nama LALA.

Setelah saya membaca transkrip wawancara yang dibuat oleh peneliti atas nama:

Nama : AISYAH NURHIDAYAH

NIM : 22551004

Judul penelitian : Exploring English Tadris Students' Obstacles and
Strategies in Translating Academic Texts: A Case Study at
IAIN Curup

Saya menyatakan bahwa data yang tertulis dalam transkrip wawancara adalah benar
berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Curup, 2026

Yang menyatakan,

A handwritten signature in black ink, appearing to be 'LALA', written over a horizontal line.

Informan Ke-(10)

MEMBER CHECKING

Saya yang bertanda tangan dibawah ini adalah informan Ke-11 atas nama TRI.

Setelah saya membaca transkrip wawancara yang dibuat oleh peneliti atas nama:

Nama : AISYAH NURHIDAYAH

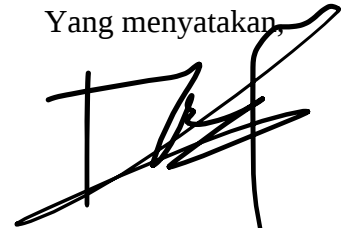
NIM : 22551004

Judul penelitian : Exploring English Tadris Students' Obstacles and
Strategies in Translating Academic Texts: A Case Study at
IAIN Curup

Saya menyatakan bahwa data yang tertulis dalam transkrip wawancara adalah benar
berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Curup, 2026

Yang menyatakan,

A handwritten signature in black ink, consisting of several overlapping loops and strokes, positioned above the text 'Informan Ke-(11)'.

Informan Ke-(11)

MEMBER CHECKING

Saya yang bertanda tangan dibawah ini adalah informan Ke-12 atas nama DEA.

Setelah saya membaca transkrip wawancara yang dibuat oleh peneliti atas nama:

Nama : AISYAH NURHIDAYAH

NIM : 22551004

Judul penelitian : Exploring English Tadris Students' Obstacles and
Strategies in Translating Academic Texts: A Case Study at
IAIN Curup

Saya menyatakan bahwa data yang tertulis dalam transkrip wawancara adalah benar
berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Curup, 2026

Yang menyatakan,

A handwritten signature in black ink, consisting of a large, stylized 'D' followed by a horizontal line extending to the right.

Informan Ke-(12)

APPENDIX 3

SK Pembimbing

 KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI CURUP FAKULTAS TARBİYAH Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010 Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id	
Nomor : 165 Tahun 2026	
Tentang PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI INSTITUT AGAMA ISLAM NEGERI CURUP	
Menimbang :	a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
Mengingat :	b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Memperhatikan :	1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; 5. Keputusan Menteri Agama RI Nomor 019558/B.11/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026, 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup 7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup, 1. Penunjukan Saudara Aisyah Nurhidayah tanggal 12 Maret 2026 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi 2. Berita Acara Seminar Proposal Pada Hari Kamis, 26 Februari 2025
MEMUTUSKAN :	
Menetapkan Pertama :	1. Dr. Sakut Anshori, M.Hum 198110202006031002 2. Meli Fauziah, M.Pd. 199405232020122003
Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa : N A M A : Aisyah Nurhidayah N I M : 22551004 JUDUL SKRIPSI : Identifying the Linguistic and Non- Linguistic Obstacles Faced by English Department Students in Translating Academic Texts	
Kedua :	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II diikutkan dengan kartu bimbingan skripsi ;
Ketiga :	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi, Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Kempat :	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima :	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam :	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh :	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku.
Ditetapkan di Curup, Pada tanggal 12 Maret 2026	
	
Tersusun : 1. Rukun 2. Bendahara IAIN Curup, 3. Kabag Akademik, kemahasiswaan dan kerja sama, 4. Mahasiswa yang bersangkutan.	

APPENDIX 4

Respondents' Interview Transcripts

Responden 1

Date: 4 June 2026 16:20

Duration: 16 minutes 14 second

Question 1: Kesulitan kosa kata seperti apa yang biasanya kamu hadapi saat menerjemahkan teks akademik? Maksudnya itu waktu di teks akademik itu kan ada beberapa kosa kata. Nah, menurut kamu, kosa kata yang seperti apa yang sangat sulit dihadapi?

Answer: Mungkin kosa kata yang akademik itu kan mbak yang tinggi gitu kan. Jadi mungkin kosa kata yang jarang ditemuin, tidak familiar. Karena mungkin keterbatasan vocab juga.

Question 2: Dapatkah kamu menjelaskan proses yang kamu lakukan ketika menemukan istilah akademik yang tidak familiar atau vocab yang tidak familiar? Bagaimana cara kamu mengatasinya?

Answer: Biasanya itu ditandai dulu mbak kata yang susah nya abis itu baru dicari maksudnya itu apa, terus baru disesuaikan dengan kalimatnya.

Question 3: Mengapa kamu merasa kesulitan memilih padanan kata yang tepat saat menerjemahkan teks akademik?

Answer: Itu tadi mungkin minim vocabulary itu mbak, jadi itu yang bikin susah.

Question 4: selanjutnya di kesulitan grammar. Mengapa struktur kata bahasa atau grammar yang kompleks membuat proses penerjemahan menjadi sulit bagi kamu?

Answer: Mungkin karena kalau grammar itu mbak misalnya kalau ditranslate satu-satu itu bakal beda artinya itu mungkin kalau grammarnya kompleks itu yang bikin sulit mbak jadi kalau misalnya kata satu kalau misalnya digabungin dalam kalimat yang kompleks itu yang bikin susah mbak.

Question 5: Teknik apa yang kamu gunakan untuk menguraikan kalimat yang panjang dan kompleks saat menerjemahkan teks akademik? Misalkan di teks akademik itu kan biasanya kalimatnya kompleks dan Panjang, biasanya menurutmu tekniknya gimana biar bisa lebih gampang diterjemahkannya?

Answer: Biasanya itu per kalimat mbak kayak per kalimat atau per paragraph gitu, biasanya itu dibacalah sekilas tentang itu, tentang apa terus baru per kalimat, kalau misalnya per kalimatnya itu nanti kira-kira nggak nyambung, baru biasanya itu per paragraph mbak.

Question 6: Bagaimana kamu memastikan bahwa makna yang tersirat yang kamu pahami itu sudah akurat? Misalkan waktu sudah menerjemahkan teks akademik itu bagaimana cara memastikan itu sudah akurat?

Answer: Biasanya itu di cross-check dulu di cek lagi kayak dari Google Translate juga gitu

Question 7: Menurut pengalaman kamu, mengapa memahami konteks dan mengidentifikasi hubungan antar gagasan penting dalam proses penerjemahan?

Answer: Karena kalau misalnya nggak dihubungkan itu kayak itu tuh nyambung nggak sih sama konteks yang dimaksud dari satu konteks ke konteks lain

Question 8: Selanjutnya, masalah apa yang kamu hadapi ketika mencari padanan makna yang tepat dalam bahasa Indonesia? Misalkan waktu mau menerjemahkan itu, kata ini sulit banget dicari padanan kata dalam Bahasa Indonesia itu misalkan udah dicari di kamus juga susah, itu biasanya gimana cara menghadapinya?

Answer: Itu tuh kalau langkah terakhir, misalnya nggak tahu yang pakai kamus atau nggak, pakai yang perkalimat itu langsung jadi maksudnya tuh kata ini tuh ini gitu, langsung misalnya di DeepL gitu. Jadi dari pakai Google Translate? Iya.

Question 9: Mengapa terkadang sulit mengalihkan makna ke dalam bahasa Indonesia secara alami? Misalkan sudah Nur menerjemahkan teks akademik itu mengapa bagi Nur tuh sulit biar terjemahannya tuh terdengar alami gitu, nggak kayak Google Translate banget?

Answer: Mungkin karena itu ditranslate per kalimat tadi, jadi terlihat kaku, nggak natural, nggak alami berarti ya, terdengar agak aneh? Iya.

Question 10: Bagian mana dari teks akademik yang biasanya paling sulit untuk diterjemahkan?

Answer: di bagian metodologinya sulit mbak.

Question 11: Mengapa menurut kamu teks akademik lebih sulit diterimahkan dibandingkan teks biasa?

Answer: Karena teks akademik itu banyak kata yang benar-benar akademik, daripada yang biasa tuh kan sering didengar. jadi mungkin konteksnya ini, kalo misalkan teks akademik tuh dari katanya aja udah sulit, jadi sebelumnya tuh belum tahu tuh maksudnya itu apa gitu, konteksnya itu apa, itu yang bikin sulit dibanding yang biasa, mungkin vocabnya juga tuh tinggi banget.

Question 12: Selanjutnya itu di strategi ya. Pertama itu penggunaan kamus. Nur biasanya kalau menerjemahkan teks akademik itu pakai kamus nggak? Pakai, tapi di HP. Hambatan apa yang sering kamu atasi dengan menggunakan kamus akademik tadi?

Answer: Mungkin kadang tuh katanya tuh nggak nyambung konteksnya itu kan nggak nyambung di kamusnya tuh, jadi langsung nyari ke kamus itu.

Question 13: Selanjutnya, ini strategi re-reading atau paraphrasing. Jadi itu strategi membaca ulang atau memparaphrase. Nah, hambatan apa yang sering kamu atasi menggunakan strategi re-reading atau paraphrasing? Biasanya waktu menemukan ada hambatan ya, Nur langsung pakai strategi re-reading atau paraphrase. Nah, biasanya hambatan kayak gimana? Ada hambatan itu Nur langsung membaca ulang lagi atau memparaphrase?

Answer: Biasanya tuh membaca ulang dulu, itu tuh maksudnya tuh bener nggak sih konteksnya tuh gitu baru diitukan, untuk memastikan konteksnya itu.

Question 14: Bagaimana membaca ulang atau re-reading dan paraphrasing membantu kamu memahami konteks teks akademik?

Answer: Mungkin itu tuh membantu untuk crosscheck tuh mbak jadi, baca ulang kan jadi, oh bener nggak sih yang tadi di-translate tuh, jadi, makanya di-re-reading ya dan di paraphrase.

Question 15: Mengapa kamu membaca ulang atau mere-reading dan memparaphrase hasil terjemahan sebelum menyelesaikannya?

Answer: Memastikan itu tuh benar nggak, kayak memastikan hasil terjemahannya benar gitu.

Question 16: Selanjutnya itu, waktu menjemahkan teks akademik, biasanya Nur diskusi nggak sama teman juga? Biasanya iya, tapi nggak yang intens gitu. Jadi, oh

bener nggak sih artinya gitu. Tapi pernah? Pernah. Mengapa menurut kamu diskusi dengan teman membantu dalam kegiatan terjemahan?

Answer: Karena mungkin teman tuh udah ketemu tuh arti dari katanya gitu apa, jadi, bisa sharing.

Question 17: Bagaimana diskusi dengan teman membantu kamu menyelesaikan masalah dalam penerjemahan? Bagaimana? Misalkan kayak Nur tanya nih sama teman. Nah, menurut Nur ini strategi bertanya dengan teman ini membantu. Misalkan kayak Nur minta sama teman ini, kamu translate yang ini ya, aku translate yang ini ya gitu, atau gimana gitu

Answer: kalau sama teman, itu tuh biasanya tuh per ini, misalnya suruh translate artikel, Jadi perbagian gitu, misalkan nur introduction, terus yang mereka yang metodologi jadi, kayak kerjasama lah.

Question 18: Hambatan apa yang sering kamu atasi dengan menggunakan strategi ini? Misalkan waktu menerjemahkan teks akademik itu. Nah, Nur tuh udah benar-bener pusing gitu kan. Langsung Nur ini, tanya ke teman. Biasanya itu hambatan apa yang buat Nur tanya ke teman?

Answer: Hambatan mungkin ngerasa gak nyambung, misalnya yang temen tuh udah selesai, terus yang Nur udah selesai, mau di-compare kayak kok gak nyambung ya, antara dari abstrak, misalnya abstrak sama yang di terjemahkan kan tuh kok gak sesuai gitu.

Kayak dibandingkan.

Question 19: Selanjutnya, penggunaan mesin penerjemah atau Google Translate. Sering pakai kan? Sering. Apa yang biasanya kamu lakukan setelah mendapatkan hasil terjemahan dari alat penerjemah atau Google Translate?

Answer: Dibandingkan dengan di-translate sendiri, mandiri, berarti sebelum kayak menggunakan Google Translate, kayak udah menerjemahkan dulu? Kan dibaca dulu tuh terus, oh ya konteksnya ini baru dipastikan di Google Translate.

Question 20: Mengapa penting untuk memeriksa kembali hasil penerjemahan mesin atau Google Translate dan membandingkannya dengan pemahaman kamu sendiri?

Answer: Kalau di Google Translate tuh kayak terlalu kaku dan mungkin gak natural. Terlihat gak natural sama yang sendiri.

Question 21: Bagaimana kamu menggunakan Google Translate atau mesin penerjemah sebagai terjemahan awal? Misalkan kayak menurutmu udah gak tau banget, jadi langsung pakai Google Translate itu bagaimana cara menerjemahkannya?

Answer: Ini biasanya tuh translate abstract-nya dulu terus mencari misalnya kalimat yang memang susahya gitu, baru di-translate di Google Translate. Gak pure semuanya.

Question 22: Hambatan apa yang sering kamu atasi menggunakan strategi ini? Menggunakan Google Translate tadi? Misalkan kayak waktu Nur sudah menerjemahkan teks akademik ini, Nur menemui kesulitan. Kesulitan apa yang akhirnya membuat Nur langsung menerjemahkan dengan Google Translate?

Answer: Mungkin gak nemu-nemu maksudnya gitu, konteksnya tuh kan kadang kok antara dari kata awal sampai akhir kok artinya malah bikin kita pusing. Gak nemu pesannya gitu. Kayak ini pesan dari teksnya gak sampai ke kita gitu. Jadi langsung pakai Google Translate.

Question 23: Selanjutnya, strategi apa yang paling membantu kamu dalam menerjemahkan teks akademik dari semua strategi tadi? Biasanya yang paling sering Nur gunakan itu strategi yang mana? Yang strategi dengan teman atau menggunakan kamus atau menggunakan Google Translate.

Answer: Biasanya dengan Google Translate sih, Mbak. Sama re-reading parafrase.

Question 24: Apa yang biasanya kamu lakukan ketika menemukan masalah dalam proses penerjemahan? Misalkan waktu Nur menerjemahkan teks akademik ini, biasanya apa yang Nur langsung lakukan waktu menemukan kesulitan?

Answer: Kalo menemukan kesulitan, apa yang dilakukan? Mungkin itu tadi, men-underline kalimat yang susah itu tadi, terus biasanya itu, mbak, dicatat di tempat lain gitu, mau translate itu dulu di Google Translate baru, disambung sama yang udah ditranslate yang sebisa kita gitu. Jadi kayak gak seluruhnya gitu.

Question 25: Terakhir, hambatan apa yang sering kamu atasi menggunakan strategi yang itu tadi? Yang paling Nur sering gunakan? Biasanya strategi yang Nur paling gunakan tadi kan kayak men-underline. Berarti hambatan itu tuh apa yang menurut Nur?

Answer: Hambatannya karena vocab-nya karena minim vocab, terus itu tadi katanya terlalu akademik gitu, mbak, vocabnya jarang ditemuin.

Oke, berarti sejauh ini Nur setuju ya, teks akademik itu lebih susah diterjemahkan dibanding teks biasa. Berarti dari semua strategi tadi, strategi yang paling sering Nur gunakan kayak mengunderline, sama menggunakan google translate, Oke, makasih Nur.

Responden 2

Date: 4 June 2026 16:45

Duration: 10 minutes 41 second

Question 1: kesulitan kosakata seperti apa yang biasanya kamu hadapi saat menerjemahkan teks akademik? Misalkan dalam teks akademik itu, kosakata yang kayak gimana yang menurut Rizka itu sulit diterjemahkan?

Answer: Kalau yang sulit diterjemahkan itu mungkin kayak kosakata-kosakata yang Rizka jarang lihat, misalnya jarang baca, jarang ketemu ini, ataupun walaupun ketemu, nggak dicari gitu.

Question 2: Dapatkah kamu menjelaskan proses yang kamu lakukan ketika menemukan istilah akademik

yang tidak familiar? Nah, bagaimana cara kamu mengatasinya?

Answer: Kalau ketemu kosakata yang nggak tahu, itu biasanya Google Translate, kalau nggak, chat gpt. Nah, berarti mengatasinya pakai google terjemahan? Iya, langsung diterjemahkan.

Question 3: Mengapa kamu merasa kesulitan memilih padanan kata yang tepat saat menerjemahkan teks akademik?

Answer: Karena kalau misalnya pas kita milih kata yang ini, terus sambungan kata ini takutnya nggak cocok, jadinya kesusahan. Jadi, mengalihkan arti atau makna yang sepadan.

Question 4: Selanjutnya itu kesulitan tata bahasa atau grammar. Mengapa struktur tata bahasa atau grammar yang kompleks membuat proses penerjemahan menjadi sulit bagi kamu di teks akademik?

Answer: Sulit sih, mbak, karena vocabulary-nya masih dikit. terus ketemu kata-kata yang jarang diketahui atau baru pertama kali, kayak, ini apa jadi agak susah.

Question 5: Teknik apa yang kamu gunakan untuk menguraikan kalimat yang panjang dan kompleks saat menerjemahkan teks akademik?

Answer: Kalau buat itu kayak perkata gitu, mbak. Yang tadi noval sebutin itu padanan kata. Kalau teknik yang lainnya nggak bisa, mbak. Apalagi yang pengalihan makna itu kan susah. Jadi kayak perkata-kata aja. Mencari padanan kata yang tepat.

Question 6: Selanjutnya itu bagaimana kamu memastikan bahwa makna tersirat yang kamu pahami itu sudah akurat? Misalkan waktu Rizka menerjemahkan sekilas itu, Rizka udah yakin itu akurat, bagaimana caranya memastikannya?

Answer: Kalau pas dibaca itu kayak nyambung, oh ini kayaknya akurat nih, kalau misalnya masih agak aneh atau apa gitu, kayaknya itu masih perlu ditranslate atau di apain lagi gitu, mbak.

Question 7: Menurut pengalaman kamu, mengapa memahami konteks dan mengidentifikasi hubungan antar gagasan penting dalam proses menerjemahkan teks akademik?

Answer: Sejujurnya penting sih, mbak, biar apa itu kata yang kita terjemahin itu bisa sesuai gitu, nggak ada kurangnya gitu atau kita kelebihan gitu. Jadi apa adanya.

Question 8: Selanjutnya masalah apa yang kamu hadapi ketika mencari padanan makna yang tepat dalam bahasa Indonesia? Masalah apa yang biasanya Rizka hadapi waktu menerjemahkan teks akademik itu, waktu mencari padanan kata yang tepat itu, apa masalahnya?

Answer: Kalau di Bahasa Indonesia itu kan kadang tuh kayak ada me, kan, di, itu kan kadang tuh bingung, eh ini me atau kan atau di gitu. Imbuhannya gitu ya? Iya, imbuhannya.

Question 9: Mengapa terkadang sulit mengalihkan makna ke dalam bahasa Indonesia secara alami? Dari Inggris ke Indonesia atau? Dari Inggris ke Indonesia tuh biar dia terdengar alami dan natural itu mengapa sulit?

Answer: Sulit karena ini mbak, bagi saya kalau misalnya masih translate dari Inggris ke Indonesia tuh kaku gitu, jadinya sulit, takutnya orang denger tuh ini kaku banget gitu, nggak natural gitu.

Question 10: Bagian mana dari teks akademik yang biasanya paling sulit untuk diterjemahkan?

Answer: Ini kalau di artikel, itu bab-bab tiga bab empat lah itu. Oh, metodologi. Metodologi gitu kan, banyak kosa-kosa kata yang susah ya mbak.

Question 11: Mengapa menurut kamu teks akademik lebih sulit diterjemahkan dibandingkan teks biasa?

Answer: Karena teks akademik tadi itu kompleks mbak, pakai bahasa-bahasa yang kalau bisa dibilang tuh intermediate kan, pakai bahasa intermediate gitu. Nggak familiar lah ya? Enggak, yang bahasa sehari-hari.

Question 12: Hambatan apa yang sering kamu atasi? Biasanya Rizka kalau menerjemahkan teks akademik itu pakai kamus nggak? Iya, kamus online. Hambatan apa yang sering kamu atasi dengan menggunakan kamus online?

Answer: Kadang mbak kalau kita cari kata ini di kamus online tuh bahasanya baku banget beneran mbak. Jadi pas dimasukin kata tuh kok agak jadi nggak nyambung gitu, nggak natural gitu.

Question 13: Selanjutnya itu strategi membaca ulang atau memparafrase, re-reading dan parafrase. Hambatan apa yang sering kamu atasi menggunakan strategi membaca ulang atau parafrase?

Answer: Nah kalau pas membaca ulang sama parafrase tuh dari yang kita udah terjemahin di Indonesia, pas baca lagi awal kayaknya udah nyambung, tapi pas baca lagi kok ada yang nggak nyambung, jadi bingung kadang mbak. Berarti harus di re-reading atau di paraphrase

Question 14: Bagaimana membaca ulang dan memparafrasekan membantu kamu memahami konteks teks akademik? Maksudnya itu kayak menurut kamu strategi membaca ulang dan memparafrase itu membantu nggak memahami konteks teks akademik?

Answer: Bantu banget mbak.

Question 15: Selanjutnya, mengapa kamu membaca ulang dan memparafrasikan hasil terjemahan sebelum menyelesaikannya?

Answer: Biar hasil terjemahannya sesuai dan natural gitu lho mbak. Takutnya kita terjemahkan ini kok melebihi atau mengurangi gitu takutnya.

Question 16: Mengapa menurut kamu biasanya kalau menerjemahkan teks akademik itu sering nggak diskusi sama teman? Nanya misalkan? Nggak sih mbak. Karena individu. Berarti nggak pernah ya dengan teman? Nggak. Kalau pakai Google Translate atau semacamnya itu sering? Sering.

Question 17: Apa yang biasanya kamu lakukan setelah mendapatkan hasil terjemahan dari Google Translate dan semacamnya?

Answer: Baca dulu sih mbak nyambung apa nggak terus kayak dilihat lagi antara bahasa Inggris dan bahasa Indonesia gitu. Ini katanya sesuai apa nggak gitu.

Question 18: Mengapa penting untuk memeriksa kembali hasil penerjemahan mesin atau Google Translate dan membandingkannya dengan pemahaman kamu sendiri? Mengapa penting itu?

Answer: Kan kadang kalau misalnya di Google Translate itu sebenarnya kaku banget ya mbak. Nah kadang itu buat kita penting buat dibaca ulang kan. Baca ulang itu biar eh kalau kata ini kayaknya lebih naturalnya ke ini gitu. Misalnya mengidentifikasi itu kayaknya lebih cocoknya kalau natural itu kayak mungkin membahas atau lain-lainnya gitu. Jadi kata yang lebih natural.

Question 19: Bagaimana kamu menggunakan Google Translate atau penerjemah itu sebagai terjemahan awal? Maksudnya itu kalau waktu Rizka menerjemahkan teks academic itu langsung menggunakan Google Translate itu bagaimana? Maksudnya itu hambatan apa yang didapat?

Answer: Kalau di Google Translate ya mbak? Karena yang tadi itu mbak kata-katanya yang sulit dipahami atau belum pernah sama sekali baca itu, belum ketemu itu. Jadinya itu agak yaudahlah translate aja gitu daripada salah itu.

Question 20: Hambatan apa yang sering kamu atasi dengan menggunakan strategi pakai Google Translate tadi?

Answer: Kalau pakai Google Translate itu terlalu kaku bahasanya gitu. Dan apa ya, kayaknya cuma itu mbak, terlalu kaku kalau pakai mesin Google Translate.

Question 21: Selanjutnya strategi apa yang paling membantu kamu dalam menerjemahkan teks academic dari semua strategi tadi? Yang paling membantu yang mana?

Answer: Kalau tentunya mesin, terus pemilihan kata yang tepat, padanan kata, rereading sama paraphrase.

Question 22: Apa yang biasanya kamu lakukan ketika menemukan masalah dalam proses penerjemahan?

Answer: Langsung ke Google Translate sih mbak.

Question 23: Hambatan apa yang sering kamu atasi dengan menggunakan strategi Google Translate tadi?

Answer: hambatan pas Google Translate itu mungkin kalimatnya terlalu kaku dari Google Translate gitu mbak. Terus kadang tuh kalau misalnya kita translate ini, kadang tuh apa yang kita pengen dan nyambungin itu tuh berbeda katanya mbak, ga padanan nya, misalnya kita bahas ini dia bahasnya itu di google translate, terus mau disambungin kok beda gitu.

Berarti sejauh ini Rizka setuju ya, teks academic itu lebih sulit diterjemahkan dengan Google

Translate. Dan strategi yang paling sering digunakan sama Rizka pakai Google Translate.

Responden 3

Date: 4 June 2026 17:05

Duration: 13 minutes 53 second

Question 1: Kesulitan kosa kata seperti apa yang biasanya kamu hadapi saat menerjemahkan teks akademik?

Answer: Sebelum menerjemahkan teks akademik, saya sering mengalami kesulitan dalam menemukan kosa kata yang menggunakan istilah-istilah akademik karena itu sering sekali tidak familiar bagi saya.

Question 2: Dapatkah kamu menjelaskan proses yang kamu lakukan ketika menemukan istilah akademik yang tidak familiar?

Answer: Jika saya menemukan istilah akademik yang tidak familiar, biasanya saya menggunakan kamus. Yang paling sering saya gunakan itu kamus dalam kamus aplikasi ataupun kamus online.

Question 3: Mengapa kamu merasa kesulitan memilih padanan kata yang tepat saat menerjemahkan teks akademik?

Answer: Mengapa saya mengalami kesulitan? Karena untuk menemukan kata-kata yang sesuai dengan konteks itu sangat sulit. Jadi, terkadang kita harus menentukan kata-kata yang cocok untuk menyesuaikan dengan konteksnya. Jadi, konteksnya itu juga mempengaruhi pilihan kata yang kita tentukan.

Question 4: Mengapa struktur grammar atau tata bahasa yang kompleks membuat proses penerjemahan menjadi sulit bagi kamu?

Answer: Karena susunan atau grammar yang kompleks itu sering membuat kita bingung atau sulit dalam menerjemahkan karena biasanya selain menggunakan istilah-istilah akademik yang tidak familiar, terkadang juga susunan yang kompleks itu lebih sering membuat kita bingung bagaimana cara menerjemahkannya atau bagaimana menentukan bagian bagiannya.

Question 5: Teknik apa yang kamu gunakan untuk menguraikan kalimat yang panjang dan kompleks saat menerjemahkan teks akademik?

Answer: Teknik yang sering saya gunakan adalah teknik padanan kata. Teknik padanan kata itu teknik yang menerjemahkan bahasa sumber ke bahasa target dengan kata-katanya sudah ada. Itu yang sering saya gunakan, mbak.

Question 6: Bagaimana kamu memastikan bahwa makna tersirat atau hasil terjemahan yang kamu pahami itu sudah akurat?

Answer: Bagaimana saya memastikannya, biasanya saya membaca ulang atau membaca kembali teks yang saya terjemahkan dan menyesuaikan apakah hasil terjemahan saya itu sesuai dengan konteks yang saya terjemahkan. Selain itu juga saya biasanya menggunakan alat terjemahan untuk memastikan bahwa hasil terjemahan saya itu lebih baik atau lebih akurat.

Question 7: Menurut pengalaman kamu, mengapa memahami konteks dan mengidentifikasi hubungan antar gagasan itu penting dalam proses penerjemahan?

Answer: Karena dengan memahami gagasan ataupun konteks, kita bisa lebih cepat atau kita bisa memilih kata yang sesuai untuk teks terjemahan kita. Karena jika kita tidak menerjemahkan sesuai dengan konteks, bisa-bisa pilihan kata yang kita pilih itu tidak sesuai dengan terjemahan kita atau tujuan dari tulisan yang diterjemahkan.

Question 8: Masalah apa yang kamu hadapi ketika mencari padanan makna yang tepat dalam bahasa Indonesia?

Answer: Masalah yang sering saya temukan yaitu masalah mencari kata yang sesuai dengan konteks dalam bahasa Inggris dan Bahasa Indonesia. Karena jika kita tidak memahami kata konteks dalam bahasa Inggris, kita juga sulit menemukan kata yang sesuai dalam bahasa Indonesia.

Question 9: Mengapa terkadang sulit mengalihkan makna ke dalam bahasa Indonesia secara alami atau natural?

Answer: Artinya sama seperti jawaban sebelumnya, dalam mengalihkan makna itu kita harus memahami konteks dalam bahasa Inggris dan juga Bahasa Indonesia. Jika kita tidak memahami konteksnya dan jika kita tidak memiliki kata yang sesuai, jadi kita akan menemui kesulitan. Seperti itu juga kesulitan saya. Karena terkadang untuk memahami konteks dalam Bahasa Inggris juga, kita harus memahami konteks dalam bahasa Indonesia untuk menentukan kata yang sesuai.

Question 10: Kalau menurut kamu, dari teks akademik itu biasanya bagian mana yang paling sulit untuk diterjemahkan?

Answer: Menurut saya bagian yang paling sulit diterjemahkan itu bagian literatur review dan juga bagian metodologi serta bagian findings and discussion. Tiga bagian itu biasanya membuat istilah-istilah yang sesuai dengan topik pembahasan yang ada dalam teks akademik. Jadi jika kita tidak memahaminya, kita akan kebingungan untuk menerjemahkannya.

Question 11: Mengapa menurut kamu teks akademik itu lebih sulit diterjemahkan dibandingkan teks biasa yang paling sering kamu temukan?

Answer: Hal yang paling sering saya temukan itu adalah menggunakan istilah-istilah akademik yang jarang kita gunakan dalam kehidupan sehari-hari. Jadi jika kita tidak memahami makna dari istilah akademik tersebut, kita bisa salah mengartikan atau salah menerjemahkan, sehingga pesannya yang ditujukan itu tidak sampai kepada para pembaca. Selain itu juga, teks akademik itu memiliki susunan grammar ataupun kalimat yang lebih kompleks, sehingga itu membuat kita sulit memahaminya dan sulit menerjemahkannya.

Question 12: Biasanya kamu kalau menerjemahkan teks akademik itu, pernah tidak pakai kamus? Kamus

dalam buku atau kamus online? Ya, sering. Tapi yang paling sering saya gunakan itu kamus aplikasi dalam aplikasi atau kamus online di internet. Biasanya hambatan apa yang sering kamu atasi dengan menggunakan kamus itu, sehingga waktu kamu mau menerjemahkan teks akademik itu, kamu memutuskan untuk menggunakan kamus atau melihat di kamus.

Answer: Hambatan yang sering saya temukan itu menemukan istilah-istilah akademik yang tidak familiar. Selain itu juga mencari makna dari vocab-vocab yang tidak familiar dan mencari kata-kata yang sesuai dengan konteks yang sedang dibahas.

Question 13: Kalau dalam menerjemahkan teks akademik, biasanya kamu sering tidak membaca ulang dan memparafrasakan hasil terjemahannya?

Answer: Ya, saya sering membaca ulang hasil terjemahan dan juga memparafraskannya. Karena dengan begitu, saya bisa memastikan hasil terjemahan saya itu lebih akurat dan sesuai dengan konteks dan pesan yang ingin disampaikan oleh penulis kepada pembaca. Selain itu juga, kita bisa membuat hasil terjemahan kita lebih alami dan lebih mudah dipahami oleh para pembaca.

Question 14: Kalau menurut kamu, bagaimana membaca ulang atau rereading dan parafrasing itu membantu kamu memahami konteks teks akademik itu bagaimana?

Answer: Dengan membaca ulang, baik itu teks atau bahasa sumber dan hasil terjemahan itu, saya bisa lebih memahami konteks yang sedang dibahas dalam teks terjemahannya. Karena dengan membaca ulang sekali lagi, kita lebih mudah memahami dan bisa juga menyesuaikan konteks itu terhadap hasil terjemahan.

Question 15: Apa tujuan kamu membaca ulang dan memparafrasakan hasil terjemahan kamu sebelum menyelesaikannya?

Answer: Tujuan saya membaca ulang dan memparafraskannya yaitu untuk memastikan bahwa hasil terjemahan saya itu sesuai dengan sumber terjemahan, sehingga pesannya yang disampaikan oleh penulis tersampaikan kepada pembaca dengan benar. Selain itu juga, saya ingin membuat hasil terjemahan saya itu hasilnya secara terkesan alami dan lebih mudah dipahami oleh para pembaca.

Question 16: Dalam menerjemahkan teks akademik itu, kamu pernah enggak atau sering enggak diskusi dengan teman kamu dalam proses penerjemahan itu?

Answer: Sampai saat ini saya belum pernah berdiskusi dengan teman, saya lebih mengandalkan tools tools untuk terjemahan.

Berarti kamu sering pakai Google Penerjemah atau Google Translate? Ya, sering digunakan, sering menggunakannya.

Question 17: Kalau gitu, apa yang biasanya kamu lakukan setelah mendapatkan hasil terjemahan dari alat penerjemah?

Answer: Biasanya kalau saya telah mendapatkan hasil terjemahan dari alat penerjemahan atau Google Translate, saya membandingkannya dengan hasil terjemahan saya walaupun terjemahan saya itu masih belum lengkap. Karena dengan begitu kita bisa mengetahui apakah hasil terjemahan alat terjemahan itu sesuai dengan konteks yang sedang dibahas atau tidak oleh sumber terjemahan kita.

Question 18: Kalau menurut kamu, mengapa penting untuk memeriksa kembali hasil penerjemah mesin dan membandingkannya dengan pemahaman kamu sendiri?

Answer: Hal itu penting dilakukan bahasanya, bukan menerjemahkan konteks atau pemahamannya. Jadi dengan membandingkan hasil terjemahan alat terjemahan dan hasil terjemahan kita, kita bisa memastikan bahwa pesan yang disampaikan oleh sumber terjemahan atau penerjemahan itu tersampaikan dengan baik kepada pembaca. Sehingga tidak ada kesalahpahaman atau misreading dari hasil terjemahan tersebut.

Question 19: Bagaimana kamu menggunakan penerjemah mesin atau alat penerjemah sebagai terjemahan awal? Misalkan waktu kamu menggunakan Google Translate, langkah-langkah yang kamu lakukan itu bagaimana?

Answer: Biasanya saya menggunakan alat terjemahan itu untuk menerjemahkan bagian atau paragraf-paragraf yang sulit untuk saya terjemahkan. Sehingga itu menjadi gambaran saya untuk menerjemahkan kembali sumber terjemahan itu. Kepada terjemahan asli saya.

Question 20: Dalam menggunakan Google Translate atau alat penerjemah itu, hambatan apa yang sering kamu atasi dengan menggunakan strategi tersebut?

Answer: Hambatan yang sering saya atasi, ya seperti yang saya jawabkan sebelumnya, hambatan yang sering saya alami itu ketika saya menemukan bagian paragraf yang sulit saya pahami karena konteks dan pembahasan yang cukup dalam. Jadi saya menggunakan alat terjemahan sebagai alat bantu saya. Sehingga itu bisa saya gunakan sebagai bahan terjemahan juga atau sebagai bahan untuk menerjemahkan versi saya sendiri.

Question 21: Dari semua strategi tadi, strategi apa menurut kamu yang paling membantu dalam menerjemahkan teks akademik?

Answer: Dari semua strategi tadi, yang paling membantu saya itu strategi menggunakan alat terjemahan. Menggunakan strategi padanan kata tadi dengan dibantu oleh alat-alat terjemahan seperti Google Translate.

Question 22: Apa yang biasanya kamu lakukan Ketika menemukan masalah dalam proses penerjemahan? Yang paling sering kamu lakukan apa?

Answer: Yang paling sering saya lakukan ketika saya menemukan masalah dalam proses penerjemahan, yaitu saya menggunakan internet sebagai bahan referensi saya atau sebagai bahan saya mencari solusi dari masalah tersebut.

Question 23: Dari semua strategi yang sudah disebutkan tadi, ada nggak strategi selain yang sudah disebutkan yang menurut kamu itu paling membantu?

Answer: Sampai saat ini saya belum pernah mencoba strategi-strategi lainnya secara sendiri. Jadi saya saat ini belum bisa membandingkan bagaimana strategi lainnya berpengaruh terhadap proses penerjemah saya. Mungkin di waktu selanjutnya ketika saya menemukan masalah atau membutuhkan strategi lainnya, saya akan mencoba menggunakannya.

APPENDIX 5

INTERVIEW CODING TABLE

QUALITATIVE RESEARCH INTERVIEW CODING TABLE

Respondent 1

Date: June 4, 2026

Duration: 16 minutes 14 seconds

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
1	Q1	"Mungkin kosa kata yang akademik itu kan mbak yang tinggi gitu kan. Jadi	OB-1	Difficulty understanding	Vocabulary Difficulties	Obstacles in Translation

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
		<i> mungkin kosa kata yang jarang ditemui, tidak familiar. Karena mungkin keterbatasan vocab juga."</i> <i>("Maybe because the academic vocabulary is at a high level. So it might be vocabulary that is rarely encountered, not familiar. It is probably also due to limited vocabulary.")</i>		unfamiliar vocabulary		(Baker, 2018)
2	Q3	<i>"Itu tadi mungkin minim vocabulary itu mbak, jadi itu yang bikin susah."</i> <i>("That's probably the limited vocabulary I mentioned, so that is what makes it difficult.")</i>	OB-2	Difficulty choosing appropriate equivalent words	Vocabulary Difficulties	Obstacles in Translation (Baker, 2018)
3	Q4	<i>"Mungkin karena kalau grammar itu mbak misalnya kalau ditranslate satu-satu itu bakal beda artinya. Itu mungkin kalau grammarnya kompleks itu yang bikin sulit mbak."</i> <i>("Maybe because in terms of grammar, if you translate it word by word the meaning will be different. So when the grammar is complex, that is what makes it difficult.")</i>	OB-3	Difficulty understanding sentence structure	Grammatical Difficulties	Obstacles in Translation (Newmark, 1988)
4	Q5	<i>"Biasanya itu per kalimat mbak, dibaca sekilas tentang itu, tentang apa, terus baru per kalimat. Kalau per kalimatnya nanti kira-kira nggak nyambung, baru biasanya itu per paragraf mbak."</i> <i>("Usually I read it sentence by sentence, skim through what it is about, then go sentence by sentence. If the sentences don't seem to connect, then I move to reading it paragraph by paragraph.")</i>	OB-4	Difficulty understanding long and complex sentences	Grammatical Difficulties	Obstacles in Translation (Newmark, 1988)

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
5	Q6	"Biasanya itu di cross-check dulu, di cek lagi kayak dari Google Translate juga gitu." ("Usually I cross-check it first, verify it again using Google Translate.")	OB-5	Difficulty verifying implied meaning accuracy	Meaning and Contextual Understanding	Obstacles in Translation (Nida & Taber, 1982)
6	Q7	"Karena kalau misalnya nggak dihubungin itu kayak itu tuh nyambung nggak sih sama konteks yang dimaksud dari satu konteks ke konteks lain." ("Because if it is not connected, it is like does this even match the intended context, from one context to another.")	OB-6	Difficulty identifying relationships between ideas	Meaning and Contextual Understanding	Obstacles in Translation (Nida & Taber, 1982)
7	Q8	"Itu tuh kalau langkah terakhir, misalnya nggak tahu yang pakai kamus atau nggak, pakai yang perkalimat itu langsung jadi maksudnya tuh kata ini tuh ini gitu, langsung misalnya di DeepL gitu." ("That is the last resort if I still don't know even after using a dictionary, I go sentence by sentence so the meaning of each word is clear, then I just put it directly into DeepL.")	OB-7	Difficulty finding equivalent meaning in Indonesian	Equivalence and Meaning Transfer	Obstacles in Translation (Baker, 2018; Larson, 1984)
8	Q9	"Mungkin karena itu ditranslate per kalimat tadi, jadi terlihat kaku, nggak natural, nggak alami." ("Maybe because it was translated sentence by sentence, so it sounds stiff, not natural, not fluent.")	OB-8	Difficulty transferring meaning naturally into Indonesian	Equivalence and Meaning Transfer	Obstacles in Translation (Larson, 1984)
9	Q10	"Di bagian metodologinya sulit mbak." ("The methodology section is the most difficult.")	OB-9	Difficulty translating academic language (methodology section)	Academic Text Complexity	Obstacles in Translation (Baker, 2018, Newmark, 1988)
10	Q11	"Teks akademik itu banyak kata yang benar-benar akademik... dari katanya aja udah sulit,	OB-10	Difficulty understanding academic	Academic Text Complexity	Obstacles in Translation (Baker, 2018,

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
		<i>jadi sebelumnya tuh belum tahu tuh maksudnya itu apa, konteksnya itu apa. Vocabnya juga tuh tinggi banget."</i> <i>("Academic texts have many words that are truly academic, just from the words alone it is already difficult, I had no idea what they meant or what the context was. The vocabulary level is also very high.")</i>		concepts and terminology		Newmark, 1988)
11	Q25	<i>"Hambatannya karena vocab-nya karena minim vocab, terus itu tadi katanya terlalu akademik gitu mbak, vocabnya jarang ditemuin."</i> <i>("The obstacle is the vocabulary limited vocabulary, and as I said the words are too academic, rarely encountered in everyday language.")</i>	OB-10	Difficulty translating academic concepts and terminology	Vocabulary Difficulties	Obstacles in Translation (Baker, 2018)
12	Q2	<i>"Biasanya itu ditandai dulu mbak kata yang susah nya abis itu baru dicari maksudnya itu apa, terus baru disesuaikan dengan kalimatnya."</i> <i>("Usually I mark the difficult words first, then look up their meaning, and then adjust them to fit the sentence.")</i>	ST-1	Using machine translation for initial/selective translation	Use of Dictionaries	Translation Strategies (Newmark, 1988)
13	Q12	<i>"Pakai, tapi di HP. Mungkin kadang tuh katanya tuh nggak nyambung konteksnya itu kan nggak nyambung di kamusnya tuh, jadi langsung nyari ke kamus itu."</i> <i>("Yes, but on my phone. Sometimes the word doesn't connect contextually in the dictionary, so I search it there directly.")</i>	ST-2	Using online and printed dictionaries	Use of Dictionaries	Translation Strategies (Newmark, 1988)

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
14	Q13	"Biasanya tuh membaca ulang dulu, itu tuh maksudnya tuh bener nggak sih konteksnya tuh gitu baru diitukan, untuk memastikan konteksnya itu." ("Usually I re-read it first is the meaning actually correct, is the context right before proceeding, just to make sure the context is accurate.")	ST-3	Rereading and paraphrasing before finalizing translation	Rereading and paraphrasing strategy	Translation Strategies (Newmark, 1988)
15	Q14	"Mungkin itu tuh membantu untuk crosscheck tuh mbak jadi, baca ulang kan jadi, oh bener nggak sih yang tadi di-translate tuh, jadi makanya di-re-reading ya dan di-paraphrase." ("Maybe it helps to cross-check re-reading makes me think, 'is what I just translated actually correct?' That's why I do rereading and paraphrasing.")	ST-3	Rereading and paraphrasing before finalizing translation	Rereading and paraphrasing strategy	Translation Strategies (Newmark, 1988)
16	Q15	"Memastikan itu tuh benar nggak, kayak memastikan hasil terjemahannya benar gitu." ("Making sure it is correct like verifying that the translation result is accurate.")	ST-3	Rereading and paraphrasing before finalizing translation	Rereading and paraphrasing strategy	Translation Strategies (Newmark, 1988)
17	Q16	"...karena mungkin teman tuh udah ketemu tuh arti dari katanya gitu apa, jadi bisa sharing." ("because maybe my friend has already found the meaning of the word, so we can share it with each other.")	ST-4	Collaborative problem solving	Peer Discussion	Translation Strategies (Baker, 2018)
18	Q17	"Kalau sama teman, itu tuh biasanya tuh per ini, misalnya suruh translate artikel, jadi perbagian gitu, misalkan Nur introduction, terus yang mereka yang metodologi	ST-4	Collaborative problem solving	Peer Discussion	Translation Strategies (Baker, 2018)

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
		<i>jadi kayak kerjasama lah."</i> <i>("When working with friends, we usually divide it by sections for example if we are asked to translate an article, I take the introduction, they take the methodology, so it is like a collaboration.")</i>				
19	Q19	<i>"Dibandingkan dengan di-translate sendiri, mandiri. Kan dibaca dulu tuh terus oh ya konteksnya ini baru dipastikan di Google Translate."</i> <i>("Compared to translating it myself independently. I read it first, then I understand the context, and then I confirm it with Google Translate.")</i>	ST-5	Checking and revising machine translation results	Use of Machine Translation Strategically	Translation Strategies (Newmark, 1988, Baker, 2018)
20	Q20	<i>"Kalau di Google Translate tuh kayak terlalu kaku dan mungkin gak natural. Terlihat gak natural sama yang sendiri."</i> <i>("With Google Translate it tends to be too stiff and maybe not natural. It looks less natural compared to doing it yourself.")</i>	ST-6	Comparing machine translation results with own understanding	Use of Machine Translation Strategically	Translation Strategies (Newmark, 1988, Baker, 2018)
21	Q21	<i>"Ini biasanya tuh translate abstract-nya dulu terus mencari misalnya kalimat yang memang susahnyanya gitu, baru di-translate di Google Translate. Gak pure semuanya."</i> <i>("Usually I translate the abstract first, then I look for the specifically difficult sentences, and only then do I put those into Google Translate. Not everything goes through it.")</i>	ST-1	Using machine translation for initial/selective translation	Use of Machine Translation Strategically	Translation Strategies (Newmark, 1988, Baker, 2018)

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
22	Q23	"Biasanya dengan Google Translate sih Mbak. Sama re-reading parafrase." ("Usually with Google Translate. And also rereading and paraphrasing.")	ST-7	Choosing appropriate translation strategies (machine translation + re-reading)	Translation Process Management	Translation Strategies (Newmark, 1988)
23	Q24	"Men-underline kalimat yang susah itu tadi, terus biasanya itu mbak dicatat di tempat lain gitu, mau translate itu dulu di Google Translate baru disambung sama yang udah ditranslate yang sebisa kita gitu." ("Underlining the difficult sentences, then usually noting them separately, translating those first with Google Translate, and then connecting them with the parts I translated by myself.")	ST-7	Choosing appropriate translation strategies (underline → note → combine)	Translation Process Management	Translation Strategies (Newmark, 1988)

Respondent 2

Date: June 4, 2026

Duration: 10 minutes 41 seconds

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
1	Q1	"Kalau yang sulit diterjemahkan itu mungkin kayak kosakata-kosakata yang Rizka jarang lihat, misalnya jarang baca, jarang ketemu ini, ataupun walaupun ketemu, nggak dicari gitu." ("What is difficult to translate is probably vocabulary that I rarely see, rarely read, rarely encounter, or even if I do encounter it, I never bother to look it up.")	OB-1	Difficulty understanding unfamiliar vocabulary	Vocabulary Difficulties	Obstacles in Translation (Baker, 2018)
2	Q3	"Karena kalau misalnya pas kita milih kata yang ini, terus sambungan kata ini	OB-2	Difficulty choosing	Vocabulary Difficulties	Obstacles in Translation

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
		<i>takutnya nggak cocok, jadinya kesusahan. Jadi, mengalihkan arti atau makna yang sepadan."</i> ("Because when we choose one particular word, the connecting word might not fit, which makes it difficult. So, transferring the appropriate meaning or equivalent.")		appropriate equivalent words		(Baker, 2018)
3	Q4	<i>"Sulit sih, mbak, karena vocabulary-nya masih dikit, terus ketemu kata-kata yang jarang diketahui atau baru pertama kali, kayak, ini apa jadi agak susah."</i> ("It is difficult because my vocabulary is still limited, and when I encounter words that are rarely known or that I see for the first time, I think what is this? so it becomes quite hard.")	OB-1	Difficulty understanding unfamiliar vocabulary	Vocabulary Difficulties	Obstacles in Translation (Baker, 2018)
4	Q5	<i>"Kalau buat itu kayak perkata gitu, mbak. Mencari padanan kata yang tepat. Kalau teknik yang lainnya nggak bisa, mbak. Apalagi yang pengalihan makna itu kan susah."</i> ("For that, I go word by word. Finding the right equivalent word. I cannot really do other techniques. Especially meaning transfer that is the hardest.")	OB-4	Difficulty understanding long and complex sentences	Grammatical Difficulties	Obstacles in Translation (Newmark, 1988)
5	Q6	<i>"Kalau pas dibaca itu kayak nyambung, oh ini kayaknya akurat nih, kalau misalnya masih agak aneh atau apa gitu, kayaknya itu masih perlu ditranslate atau di apain lagi gitu, mbak."</i> ("When I read it and it seems to flow, I think oh, this seems accurate. But if it still feels a bit odd or off, it probably still needs to be translated again or processed further.")	OB-5	Difficulty verifying implied meaning accuracy	Meaning and Contextual Understanding	Obstacles in Translation (Nida & Taber, 1982)

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
6	Q7	<i>"Sejurnya penting sih, mbak, biar apa itu kata yang kita terjemahin itu bisa sesuai gitu, nggak ada kurangnya gitu atau kita kelebihan gitu. Jadi apa adanya."</i> <i>("Honestly it is important, so that the words we translate are accurate not lacking anything and not adding too much. Just as it is.")</i>	OB-6	Difficulty identifying relationships between ideas	Meaning and Contextual Understanding	Obstacles in Translation (Nida & Taber, 1982)
7	Q8	<i>"Kalau di Bahasa Indonesia itu kan kadang tuh kayak ada me, kan, di, itu kan kadang tuh bingung, eh ini me atau kan atau di gitu. Imbuhan nya gitu ya? Iya, imbuhan nya."</i> <i>("In Indonesian, there are sometimes prefixes like me-, kan-, di- and I often get confused should it be me- or kan- or di-? Yes, the affixes.")</i>	OB-7	Difficulty finding equivalent meaning in Indonesian	Equivalence and Meaning Transfer	Obstacles in Translation (Baker, 2018, Larson, 1984)
8	Q9	<i>"Sulit karena ini mbak, bagi saya kalau misalnya masih translate dari Inggris ke Indonesia tuh kaku gitu, jadinya sulit, takutnya orang denger tuh ini kaku banget gitu, nggak natural gitu."</i> <i>("It is difficult because for me, translating from English to Indonesian still sounds stiff, which makes it hard. I am afraid that when people hear it, it will sound very rigid and unnatural.")</i>	OB-8	Difficulty transferring meaning naturally into Indonesian	Equivalence and Meaning Transfer	Obstacles in Translation (Larson, 1984)
9	Q10	<i>"Ini kalau di artikel, itu bab-bab tiga bab empat lah itu. Oh, metodologi. Metodologi gitu kan, banyak kosa-kosa kata yang susah ya mbak."</i> <i>("In articles, it is chapters three and four. Oh, the methodology. The methodology section has a lot of difficult vocabulary.")</i>	OB-9	Difficulty translating academic language (methodology section)	Academic Text Complexity	Obstacles in Translation (Baker, 2018, Newmark, 1988)
10	Q11	<i>"Karena teks akademik tadi itu kompleks mbak, pakai</i>	OB-10	Difficulty understanding	Academic Text Complexity	Obstacles in Translation

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
		<i>bahasa-bahasa yang kalau bisa dibilang tuh intermediate kan, pakai bahasa intermediate gitu. Nggak familiar lah ya? Enggak, yang bahasa sehari-hari."</i> ("Because academic texts are complex they use language that can be described as intermediate level. Not familiar? Right, not everyday language.")		academic concepts and terminology		(Baker, 2018, Newmark, 1988)
11	Q12	<i>"Kadang mbak kalau kita cari kata ini di kamus online tuh bahasanya baku banget beneran mbak. Jadi pas dimasukin kata tuh kok agak jadi nggak nyambung gitu, nggak natural gitu."</i> ("Sometimes when we look up a word in an online dictionary, the language is really very formal. So when we plug it into a sentence, it somehow doesn't connect, it doesn't sound natural.")	OB-2	Difficulty choosing appropriate equivalent words	Vocabulary Difficulties	Obstacles in Translation (Baker, 2018)
12	Q13	<i>"Nah kalau pas membaca ulang sama parafrase tuh dari yang kita udah terjemahin di Indonesia, pas baca lagi awal kayaknya udah nyambung, tapi pas baca lagi kok ada yang nggak nyambung, jadi bingung kadang mbak."</i> ("When rereading and paraphrasing what we have already translated into Indonesian, the first read seems fine, but on reading it again something does not connect, so sometimes I get confused.")	OB-5	Difficulty verifying implied meaning accuracy	Meaning and Contextual Understanding	Obstacles in Translation (Nida & Taber, 1982)
13	Q20	<i>"Kalau pakai Google Translate itu terlalu kaku bahasanya gitu. Dan apa ya, kayaknya cuma itu mbak, terlalu kaku kalau pakai mesin Google Translate."</i> ("When using Google Translate, the language is too stiff. I think that is the only issue too rigid when	OB-7	Difficulty finding equivalent meaning in Indonesian	Equivalence and Meaning Transfer	Obstacles in Translation (Baker, 2018, Larson, 1984)

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
		<i>using the Google Translate machine.")</i>				
14	Q23	<i>"Hambatan pas Google Translate itu mungkin kalimatnya terlalu kaku dari Google Translate gitu mbak. Terus kadang tuh kalau misalnya kita translate ini, kadang tuh apa yang kita pengen dan nyambungkan itu tuh berbeda katanya mbak, ga padanan nya." ("The obstacle with Google Translate is that the sentences are too stiff. And sometimes when we translate something, what we want to connect does not match the words are not equivalent.")</i>	OB-7	Difficulty finding equivalent meaning in Indonesian	Equivalence and Meaning Transfer	Obstacles in Translation (Baker, 2018, Larson, 1984)
15	Q2	<i>"Kalau ketemu kosakata yang nggak tahu, itu biasanya Google Translate, kalau nggak, chat gpt. Nah, berarti mengatasinya pakai google terjemahan? Iya, langsung diterjemahkan." ("When I encounter vocabulary I don't know, I usually use Google Translate, or if not, ChatGPT. So you overcome it with Google Translate? Yes, it is translated directly.")</i>	ST-1	Using machine translation for initial\selective translation	Use of Machine Translation Strategically	Translation Strategies (Newmark, 1988, Baker, 2018)
16	Q12	<i>"Iya, kamus online. Hambatan apa yang sering kamu atasi dengan menggunakan kamus online?" ("Yes, an online dictionary. What obstacles do you usually overcome by using an online dictionary?")</i>	ST-2	Using online and printed dictionaries	Use of Dictionaries	Translation Strategies (Newmark, 1988)
17	Q15	<i>"Biar hasil terjemahannya sesuai dan natural gitu lho mbak. Takutnya kita terjemahkan ini kok melebihi atau mengurangi gitu takutnya." ("So that the translation result is accurate and</i>	ST-3	Rereading and paraphrasing before finalizing translation	Rereading and Paraphrasing Strategy	Translation Strategies (Newmark, 1988)

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
		<i>natural. I am afraid that I might add too much or reduce the meaning.")</i>				
18	Q17	<i>"Baca dulu sih mbak nyambung apa nggak terus kayak dilihat lagi antara bahasa Inggris dan bahasa Indonesia gitu. Ini katanya sesuai apa nggak gitu." ("I read it first to see if it connects, then I compare between the English and the Indonesian. Are the words matching or not.")</i>	ST-5	Checking and revising machine translation results	Checking and revising machine translation results	Translation Strategies (Newmark, 1988, Baker, 2018)
19	Q18	<i>"Kan kadang kalau misalnya di Google Translate itu sebenarnya kaku banget ya mbak. Nah kadang itu buat kita penting buat dibaca ulang kan. Baca ulang itu biar eh kalau kata ini kayaknya lebih naturalnya ke ini gitu. Misalnya mengidentifikasi itu kayaknya lebih cocoknya kalau natural itu kayak mungkin membahas atau lain-lainnya gitu. Jadi kata yang lebih natural." ("Sometimes Google Translate is really very stiff. So it is important to reread it. Rereading is to find oh, this word would be more natural as this other word. For example, 'mengidentifikasi' would be more naturally rendered as 'membahas' or something else. So a more natural word.")</i>	ST-5	Checking and revising machine translation results	Use of Machine Translation Strategically	Translation Strategies (Newmark, 1988, Baker, 2018)
20	Q9	<i>"Kalau di Google Translate ya mbak? Karena yang tadi itu mbak kata-katanya yang sulit dipahami atau belum pernah sama sekali baca itu, belum ketemu itu. Jadinya itu agak yaudahlah translate aja gitu daripada salah itu." ("With Google Translate? Because of those difficult words I mentioned words that are hard to understand or that I have never read</i>	ST-1	Using machine translation for initial/selective translation	Use of Machine Translation Strategically	Translation Strategies (Newmark, 1988, Baker, 2018)

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
		<i>before, never encountered. So I just think let's just translate it rather than getting it wrong.")</i>				
21	Q21	<i>"Kalau tentunya mesin, terus pemilihan kata yang tepat, padanan kata, rereading sama paraphrase." ("Definitely the machine (Google Translate), then choosing the right word, finding equivalents, rereading, and paraphrasing.")</i>	ST-7	Choosing appropriate translation strategies (machine + word choice + re-reading)	Translation Process Management	Translation Strategies (Newmark, 1988)
22	Q22	<i>"Langsung ke Google Translate sih mbak." ("I go straight to Google Translate.")</i>	ST-1	Using machine translation for initial/selective translation	Translation Process Management	Translation Strategies (Newmark, 1988)

Respondent 3

Date: June 4, 2026

Duration: 13 minutes 53 seconds

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
1	Q1	<i>"saya sering mengalami kesulitan dalam menemukan kosa kata yang menggunakan istilah-istilah akademik karena itu sering sekali tidak familiar bagi saya." ("I often have difficulty finding vocabulary that uses academic terms because are often unfamiliar to me.")</i>	OB-1	Difficulty understanding unfamiliar vocabulary	Vocabulary Difficulties	Obstacles in Translation (Baker, 2018)
2	Q2	<i>" biasanya saya menggunakan kamus. Yang paling sering saya gunakan itu kamus dalam aplikasi ataupun kamus online." ("I usually use a dictionary. The ones I use most often are dictionary apps or online dictionaries.")</i>	ST-2	Using online and printed dictionaries	Use of dictionaries	Translation strategies (Newmark, 1988)

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
3	Q3	" Karena untuk menemukan kata-kata yang sesuai dengan konteks itu sangat sulit. Jadi, terkadang kita harus menentukan kata-kata yang cocok untuk menyesuaikan dengan konteksnya." ("because finding words that fit the context is very hard. So, sometimes we have to determine words that are suitable to match the context.")	OB-2	Difficulty choosing appropriate equivalent words	Vocabulary Difficulties	Obstacles in Translation (Baker, 2018)
4	Q4	" biasanya selain menggunakan istilah-istilah akademik yang tidak familiar, terkadang juga susunan yang kompleks itu lebih sering membuat kita bingung bagaimana cara menerjemahkannya atau bagaimana menentukan bagian bagiannya." ("often makes us confused or makes translation difficult, since besides using unfamiliar academic terms, complex structures also often make us confused about how to translate them or how to determine the parts.")	OB-3	Difficulty understanding sentence structure	Grammatical Difficulties	Obstacles in Translation (Newmark, 1988)
5	Q6	" Biasanya saya membaca ulang atau membaca kembali teks yang saya terjemahkan dan menyesuaikan apakah hasil terjemahan saya itu sesuai dengan konteks yang saya terjemahkan." ("Usually, I reread the text I have translated and adjust whether my translation matches the context I am translating.")	ST-3	Rereading and paraphrasing before finalizing translation	Rereading and paraphrasing strategy	Translation strategies (Newmark, 1988)
6	Q7	" Karena jika kita tidak menerjemahkan sesuai dengan konteks, bisa-bisa pilihan kata yang kita pilih itu tidak sesuai dengan terjemahan kita atau tujuan dari tulisan yang diterjemahkan." ("Because by understanding the idea or context, we can be faster or we can choose	OB-6	Difficulty identifying relationships between ideas	Meaning and Contextual Understanding	Obstacles in Translation (Nida & Taber, 1982)

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
		<i>words that are appropriate for our translated text. If we do not translate according to the context, the words we choose may not match the translation or the purpose of the text being translated.")</i>				
7	Q8	<i>" masalah mencari kata yang sesuai dengan konteks dalam bahasa Inggris dan Bahasa Indonesia. Karena jika kita tidak memahami kata konteks dalam bahasa Inggris, kita juga sulit menemukan kata yang sesuai dalam Bahasa Indonesia." ("The problem I often find is choosing words that match the context in both English and Indonesian. If we do not understand the context in English, we will also have difficulty finding the right words in Indonesian.")</i>	OB-7	Difficulty finding equivalent meaning in Indonesian	Equivalence and Meaning Transfer	Obstacles in Translation (Baker, 2018; Larson, 1984)
8	Q9	<i>" Dalam mengalihkan makna itu kita harus memahami konteks dalam bahasa Inggris dan juga Bahasa Indonesia. Jika kita tidak memahami konteksnya dan jika kita tidak memiliki kata yang sesuai, jadi kita akan menemui kesulitan." ("in transferring meaning, we must understand the context in both English and Indonesian. If we do not understand the context and do not have the appropriate words, we will face difficulties.")</i>	OB-8	Difficulty transferring meaning naturally into Indonesian	Equivalence and Meaning Transfer	Obstacles in Translation (Larson, 1984)
9	Q10	<i>" Menurut saya bagian yang paling sulit diterjemahkan itu bagian literatur review dan juga bagian metodologi serta bagian findings and discussion. Tiga bagian itu biasanya membuat istilah-istilah yang sesuai dengan topik pembahasan yang ada dalam teks akademik. Jadi jika kita tidak memahaminya, kita akan kebingungan untuk menerjemahkannya."</i>	OB-9	Difficulty translating academic language (methodology section)	Academic Text Complexity	Obstacles in Translation (Baker, 2018, Newmark, 1988)

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
		<i>("In my opinion, the most difficult parts to translate are the literature review, methodology, and findings and discussion sections. Those three parts usually contain terms that are relevant to the topic discussed in the academic text. So if we do not understand them, we will be confused when translating them.")</i>				
10	Q11	<i>" Hal yang paling sering saya temukan itu adalah menggunakan istilah-istilah akademik yang jarang kita gunakan dalam kehidupan sehari-hari. Selain itu juga, teks akademik itu memiliki susunan grammar ataupun kalimat yang lebih kompleks, sehingga itu membuat kita sulit memahaminya dan sulit menerjemahkannya. "</i> <i>("What I most often encounter is the use of academic terms that we rarely use in everyday life. In addition, academic texts have more complex grammar or sentence structures, which makes them difficult to understand and difficult to translate.")</i>	OB-10	Difficulty understanding academic concepts and terminology	Academic Text Complexity	Obstacles in Translation (Baker, 2018, Newmark, 1988)
11	Q12	<i>" Hambatan yang sering saya temukan itu menemukan istilah-istilah akademik yang tidak familiar. Selain itu juga mencari makna dari vocab-vocab yang tidak familiar dan mencari kata-kata yang sesuai dengan konteks yang sedang dibahas."</i> <i>("The obstacle I often handle by using a dictionary is finding unfamiliar academic terms. In addition, I also look for meanings of unfamiliar vocabulary and search for words that fit the context being discussed.")</i>	OB-1	Difficulty understanding unfamiliar vocabulary	Vocabulary Difficulties	Obstacles in Translation (Baker, 2018)
12	Q13	<i>" Ya, saya sering membaca ulang hasil terjemahan dan juga memparafrasakannya."</i>	ST-3	Rereading and paraphrasing	Rereading and paraphrasing strategy	Translation strategies

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
		<i>Karena dengan begitu, saya bisa memastikan hasil terjemahan saya itu lebih akurat dan sesuai dengan konteks dan pesan yang ingin disampaikan oleh penulis kepada pembaca. Selain itu juga, kita bisa membuat hasil terjemahan kita lebih alami dan lebih mudah dipahami oleh para pembaca."</i> <i>("Yes, I often reread the translation result and also paraphrase it. In this way, I can make sure that my translation is more accurate and in line with the context and the message the author wants to convey to the reader. In addition, we can make our translation more natural and easier for readers to understand.")</i>		before finalizing translation		(Newmark, 1988)
13	Q14	<i>" Dengan membaca ulang, baik itu teks atau bahasa sumber dan hasil terjemahan itu, saya bisa lebih memahami konteks yang sedang dibahas dalam teks terjemahannya."</i> <i>("By rereading both the source text and the translated text, I can better understand the context being discussed in the translated text.")</i>	ST-3	Rereading and paraphrasing before finalizing translation	Rereading and paraphrasing strategy	Translation strategies (Newmark, 1988)
14	Q15	<i>" Tujuan saya membaca ulang dan memparafrasakannya yaitu untuk memastikan bahwa hasil terjemahan saya itu sesuai dengan sumber terjemahan, sehingga pesannya yang disampaikan oleh penulis tersampaikan kepada pembaca dengan benar."</i> <i>("My purpose in rereading and paraphrasing it is to make sure that my translation matches the source text, so that the message conveyed by the author is delivered correctly to the reader.")</i>	ST-3	Rereading and paraphrasing before finalizing translation	Rereading and paraphrasing strategy	Translation strategies (Newmark, 1988)

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
15	Q16	" Sampai saat ini saya belum pernah berdiskusi dengan teman, saya lebih mengandalkan tools tools untuk terjemahan." ("Until now, I have never discussed it with friends, I rely more on translation tools.")	ST-5	Checking and revising machine translation results	Use of Machine Translation Strategically	Translation Strategies (Newmark, 1988, Baker, 2018)
16	Q17	" saya membandingkannya dengan hasil terjemahan saya walaupun terjemahan saya itu masih belum lengkap. Karena dengan begitu kita bisa mengetahui apakah hasil terjemahan alat terjemahan itu sesuai dengan konteks yang sedang dibahas atau tidak oleh sumber terjemahan kita. " ("I compare it with my own translation, even though my translation is still incomplete. This way, we can find out whether the translation result from the tool matches the context being discussed or not.")	ST-5	Checking and revising machine translation results	Use of machine translation strategically	Translation Strategies (Newmark, 1988, Baker 2018)
17	Q18	" Jadi dengan membandingkan hasil terjemahan alat terjemahan dan hasil terjemahan kita, kita bisa memastikan bahwa pesan yang disampaikan oleh sumber terjemahan atau penerjemahan itu tersampaikan dengan baik kepada pembaca. Sehingga tidak ada kesalahpahaman atau misreading dari hasil terjemahan tersebut." ("By comparing the translation result from the tool and our own translation, we can make sure that the message conveyed by the source text or translation is delivered well to the reader. That way, there is no misunderstanding or misreading of the translation result.)	ST-6	Comparing machine translation results with own understanding	Use of machine translation strategically	Translation Strategies (Newmark, 1988, Baker 2018)
18	Q19	" Biasanya saya menggunakan alat terjemahan itu untuk	ST-1	Using machine translation for	Use of machine	Translation Strategies (Newmark,

No	Q	Respondent's Verbatim Answer	Code	Sub-indicator	Indicator	Main theme & Theory
		<i>menerjemahkan bagian atau paragraf-paragraf yang sulit untuk saya terjemahkan."</i> (<i>"Usually, I use the translation tool to translate the difficult parts or paragraphs that I cannot translate. That gives me a guide for translating the source text again into my own translation."</i>)		initial\selective translation	translation strategically	1988, Baker, 2018)
19	Q20	<i>". Jadi saya menggunakan alat terjemahan sebagai alat bantu saya. Sehingga itu bisa saya gunakan sebagai bahan terjemahan juga atau sebagai bahan untuk menerjemahkan versi saya sendiri."</i> (<i>"So I use the translation tool as my assistant. Then I can use it as translation material as well, or as material for translating in my own version."</i>)	ST-1	Using machine translation for initial\selective translation	Use of Machine Translation Strategically	Translation Strategies (Newmark, 1988; Baker, 2018)
20	Q21	<i>" Dari semua strategi tadi, yang paling membantu saya itu strategi menggunakan alat terjemahan."</i> (<i>"Of all those strategies, the most helpful for me is using the translation tool, together with the equivalent-word strategy, assisted by tools like Google Translate."</i>)	ST-5	Checking and revising machine translation results	Use of Machine Translation Strategically	Translation Strategies (Newmark, 2018, Baker, 2018)
21	Q22	<i>" Yang paling sering saya lakukan ketika saya menemukan masalah dalam proses penerjemahan, yaitu saya menggunakan internet sebagai bahan referensi saya atau sebagai bahan saya mencari solusi dari masalah tersebut."</i> (<i>"What I most often do when I encounter problems in the translation process is use the internet as a reference source or as a way to find solutions to those problems."</i>)	ST-7	Choosing appropriate translation strategies (machine + word choice + re-reading)	Translation Process Management	Translation Strategies (Newmark, 1988)

Responden 12

Date: 18 June 21:45

Duration: 9 minutes 34 second

No	Q	Respondent Verbatim Answer	Code	Sub-indicator	Indicator	Main Theme & Theory
1	Q1	<i>Kalau saya, biasanya kesulitan memahami kosa kata akademik yang jarang digunakan, terutama istilah yang berkaitan dengan linguistik atau penelitian, karena itu menurut saya masih asing bagi saya. (For me, I usually have difficulty understanding academic vocabulary that is rarely used, especially terms related to linguistics or research, because those terms are still unfamiliar to me.)</i>	OB-1	Difficulty understanding unfamiliar vocabulary	Vocabulary Difficulties	Obstacles in Translation (Baker, 2018)
2	Q2	<i>Biasanya saya mencari artinya di Kamus, Google Translation, atau aplikasi DeepL. (Usually I look up the meaning in a dictionary, Google Translate, or the DeepL app.)</i>	ST-2	Using online and printed dictionaries	Use of Dictionaries	Translation Strategies (Newmark, 1988)
3	Q3	<i>Karena satu kata dalam bahasa Inggris itu memiliki beberapa arti, tergantung konteksnya bagaimana, jadi saya harus menyesuaikan konteksnya tersebut. (Because one English word can have several meanings depending on the context, so I have to adjust it to that context.)</i>	OB-2	Difficulty choosing appropriate equivalent words	Vocabulary Difficulties	Obstacles in Translation (Baker, 2018)
4	Q4	<i>Karena kita harus memahami hubungan antar bagian kalimatnya terlebih dahulu, agar tidak salah menerjemahkan maknanya. Karena kalimat itu sangat kompleks. (Because we have to understand the relationship between parts of the sentence first so that we do not translate the meaning incorrectly. The sentence is very complex.)</i>	OB-3	Difficulty understanding sentence structure	Grammatical Difficulties	Obstacles in Translation (Newmark, 1988)

No	Q	Respondent Verbatim Answer	Code	Sub-indicator	Indicator	Main Theme & Theory
5	Q5	<i>Biasanya saya meminta bantuan AI untuk membuat kalimat yang panjang itu menjadi beberapa bagian kecil, lalu nanti saya akan menerjemahkannya satu persatu. (Usually I ask AI to break the long sentence into smaller parts, then I translate them one by one.)</i>	ST-8	Translating per paragraph or per sentence first	Translation Process Management	Translation Strategies (Newmark, 1988, Baker, 2018)
6	Q6	<i>Saya membaca ulang kalimatnya dan melihat apakah hasil terjemahan saya sudah sesuai dengan konteksnya dan sudah nyambung dengan paragraf-paragraf sebelumnya. (I reread the sentence and see whether my translation result matches the context and connects with the previous paragraphs.)</i>	OB-5	Difficulty verifying implied meaning accuracy	Meaning and Contextual Understanding	Obstacles in Translation (Nida & Taber, 1982)
7	Q7	<i>Karena menurut saya, memahami konteks itu sangat-sangat membantu saya menentukan arti kata yang sebelumnya asing bagi saya. Jadi dengan saya membaca atau memahami konteksnya terlebih dahulu, itu dapat menentukan arti kata yang paling sesuai. (Because in my opinion, understanding the context really helps me determine the meaning of words that were previously unfamiliar. By reading or understanding the context first, I can decide the most suitable meaning.)</i>	OB-6	Difficulty identifying relationships between ideas	Meaning and Contextual Understanding	Obstacles in Translation (Nida & Taber, 1982)
8	Q8	<i>Kadang saya menemukan kata yang tidak memiliki padanan yang benar-benar sama, sehingga saya harus memilih arti yang mendekati dengan konteks sebelumnya. (Sometimes I find words that do not have an exact equivalent, so I have to choose a meaning that is closest to the previous context.)</i>	OB-7	Difficulty finding equivalent meaning in Indonesian	Equivalence and Meaning Transfer	Obstacles in Translation (Baker, 2018; Larson, 1984)

No	Q	Respondent Verbatim Answer	Code	Sub-indicator	Indicator	Main Theme & Theory
9	Q9	<i>Karena menurut saya, susunan kalimat bahasa Inggris dalam bahasa Indonesia itu berbeda, jadi hasil terjemahannya harus disesuaikan terlebih dahulu agar kita mudah memahaminya. (Because in my opinion, the sentence structure in English and Indonesian is different, so the translation result has to be adjusted first so that it is easier to understand.)</i>	OB-8	Difficulty transferring meaning naturally into Indonesian	Equivalence and Meaning Transfer	Obstacles in Translation (Larson, 1984)
10	Q10	<i>Biasanya bagian pembahasan dan teori-teori karena banyak istilah akademik dan kalimatnya agak panjang. (Usually the discussion and theory sections, because there are many academic terms and the sentences are rather long.)</i>	OB-9	Difficulty translating academic language	Academic Text Complexity	Obstacles in Translation (Baker, 2018, Newmark, 1988)
11	Q11	<i>Karena teks akademik itu menggunakan bahasa yang lebih formal, banyak istilah-istilah khususnya, dan pembahasannya kompleks. (Because academic texts use more formal language, many special terms, and the discussion is complex.)</i>	OB-10	Difficulty understanding academic concepts and terminology	Academic Text Complexity	Obstacles in Translation (Baker, 2018, Newmark, 1988)
12	Q12	<i>Biasanya saya menggunakan kamus itu untuk mencari arti kosa kata yang tidak familiar menurut saya, atau kosa kata yang baru saya temui. (Usually I use a dictionary to look for the meaning of vocabulary that is unfamiliar to me or words that I have just encountered.)</i>	ST-2	Using online and printed dictionaries	Use of Dictionaries	Translation Strategies (Newmark, 1988)
13	Q13	<i>Saya biasanya menggunakan kamus online seperti google translation dan deepL juga. (I usually use online dictionaries such as Google Translate and DeepL as well.)</i>	ST-2	Using online and printed dictionaries	Use of Dictionaries	Translation Strategies (Newmark, 1988)

No	Q	Respondent Verbatim Answer	Code	Sub-indicator	Indicator	Main Theme & Theory
14	Q14	<i>Strategi membaca ulang dan memparafrasekan itu membantu saya ketika masih bingung memahami isi kalimat atau paragraf, dan membantu saya juga untuk memastikan apakah terjemahan saya itu sudah tepat atau belum. (The rereading and paraphrasing strategy helps me when I am still confused about understanding the content of a sentence or paragraph, and it also helps me make sure whether my translation is correct or not.)</i>	ST-3	Rereading and paraphrasing before finalizing translation	Rereading and paraphrasing strategy	Translation Strategies (Newmark, 1988)
15	Q15	<i>Dengan membaca ulang, menurut saya saya bisa lebih memahami hubungan antar kalimat per kalimat, sehingga hasil penerjemahan saya menjadi lebih jelas dan lebih tepat. (By rereading, I think I can better understand the relationships between sentences, so my translation result becomes clearer and more accurate.)</i>	ST-3	Rereading and paraphrasing before finalizing translation	Rereading and paraphrasing strategy	Translation Strategies (Newmark, 1988)
16	Q16	<i>Agar saya bisa mengecek dulu apakah hasil terjemahan saya itu ada yang masih kurang tepat atau masih kurang nyambung dengan konteks, dengan paragraf-paragraf sebelumnya. (So I can first check whether my translation still has parts that are not quite right or do not connect well with the context and the previous paragraphs.)</i>	ST-3	Rereading and paraphrasing before finalizing translation	Rereading and paraphrasing strategy	Translation Strategies (Newmark, 1988)
17	Q17	<i>Karena waktu dalam pengalaman saya juga, waktu dalam presentasi, teman dengan kita memiliki pemahaman yang berbeda, sehingga dengan adanya diskusi itu bisa memberikan masukan dan bantuan untuk kita ataupun kita yang memberikan masukan dan bantuan untuk teman-teman</i>	ST-4	Collaborative problem solving	Peer Discussion	Translation Strategies (Baker, 2018)

No	Q	Respondent Verbatim Answer	Code	Sub-indicator	Indicator	Main Theme & Theory
		<i>kita. (Because in my experience, especially during presentations, friends and I may have different understandings, so discussion can provide input and help for us, or we can provide input and help to our friends.)</i>				
18	Q20	<i>Menurut saya, strategi yang paling membantu adalah menggunakan kamus dan membaca ulang lagi teksnya. (In my opinion, the most helpful strategies are using a dictionary and rereading the text.)</i>	ST-7	Choosing appropriate translation strategies	Translation Process Management	Translation Strategies (Newmark, 1988, Baker, 2018)
19	Q21	<i>Saya mencari katanya di kamus, di google translation, di DeepL, dan saya coba membaca ulang untuk benar-benar memahami konteks dalam kalimat tersebut. (I look up the words in a dictionary, in Google Translate, in DeepL, and I try rereading it to really understand the context in the sentence.)</i>	ST-7	Choosing appropriate translation strategies	Translation Process Management	Translation Strategies (Newmark, 1988, Baker, 2018)
22	Q22	<i>Biasanya saya masih kesulitan memahami kosa-kata baru seperti istilah akademik dan makna kalimat yang panjang. Dan menurut saya itu kata-kata yang baru saya dengar dan jadinya membuat saya kebingungan untuk menerjemahkan sebenarnya ini artinya apa. (Usually I still have difficulty understanding new vocabulary such as academic terms and the meaning of long sentences. For me, those are words I have just heard, so I become confused about what they actually mean.)</i>	OB-1	Difficulty understanding unfamiliar vocabulary	Vocabulary Difficulties	Obstacles in Translation (Baker, 2018)

APPENDIX 6

Master Codebook: Frequency Recap of Obstacles and Strategies Coding Results (12 Respondents)

No	Category	Code	Indicator	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	Total	n
A. Obstacles Identified through Interview Coding (OB Codes)																	
1	Vocabulary Difficulties	OB-1	Difficulty understanding unfamiliar vocabulary	1	2	2	1	1	1	1	2	-	1	-	2	14	10
2	Vocabulary Difficulties	OB-2	Difficulty choosing appropriate equivalent words	1	2	1	1	1	1	1	-	1	1	1	1	12	11
3	Grammatical Difficulties	OB-3	Difficulty understanding sentence structure	1	-	1	1	1	1	1	-	-	1	1	1	9	9
4	Grammatical Difficulties	OB-4	Difficulty understanding long and complex sentences	1	1	-	1	-	-	-	1	1	-	-	-	5	5
5	Meaning and Contextual Understanding	OB-5	Difficulty verifying implied meaning accuracy	1	2	-	-	1	-	-	1	1	-	-	1	7	6
6	Meaning and Contextual Understanding	OB-6	Difficulty identifying relationships between ideas	1	1	1	-	1	1	1	1	1	1	1	1	11	11
7	Equivalence and Meaning Transfer	OB-7	Difficulty finding equivalent meaning in Indonesian	1	3	1	1	1	1	-	1	1	1	1	1	13	11
8	Equivalence and Meaning Transfer	OB-8	Difficulty transferring meaning naturally into Indonesian	1	1	1	1	1	1	1	1	1	-	1	1	11	11
9	Academic Text Complexity	OB-9	Difficulty translating academic language	1	1	1	1	1	1	1	1	1	1	1	1	12	12
10	Academic Text Complexity	OB-10	Difficulty understanding academic concepts and terminology	2	1	1	1	1	2	1	2	2	2	1	1	17	12
Total – Obstacles (OB)				11	14	9	8	9	9	7	10	9	8	7	10	111	
B. Translation Strategies Identified through Interview Coding (ST Codes)																	
1	Use of Machine Translation (MT)	ST-1	Using machine translation for initial/selective translation	2	3	2	1	3	2	2	3	1	3	2	-	24	11
2	Use of Dictionaries (D)	ST-2	Using online and printed dictionaries	1	1	1	1	2	2	3	2	2	-	-	3	18	10
3	Rereading and Paraphrasing (RPS)	ST-3	Rereading and paraphrasing before finalizing translation	3	1	4	3	5	2	3	4	3	4	4	3	39	12
4	Peer Discussion (PD)	ST-4	Collaborative problem solving with peers	2	-	-	2	2	1	3	3	3	3	-	1	20	9
5	Checking/Revising MT Result (CRMT)	ST-5	Checking and revising machine translation results	1	2	3	1	1	1	3	1	2	2	-	-	17	10

No	Category	Code	Indicator	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	Total	n
6	Comparing MT with Own Understanding (CMT)	ST-6	Comparing machine translation results with own understanding	1	-	1	1	1	1	1	1	1	3	1	-	12	10
7	Translation Process Management (TPM)	ST-7	Choosing/combining appropriate translation strategies	2	1	1	2	2	-	1	-	1	1	-	2	13	9
8	Segmented Translation (SPT)	ST-8	Translating per paragraph or per sentence first	-	-	-	-	-	-	-	-	1	-	1	1	3	3
Total – Strategies (ST)				12	8	12	11	16	9	16	14	14	16	8	10	146	

Note: R1–R12 = Respondent 1 to Respondent 12 (Nurhaliza, Rizka, Naufal, Zahra, Nova, Yulia, Nadia, Novi, Shella, Lala, Tri, Dea). Figures indicate the number of coded instances (frequency) for each code found in the interview transcript of each respondent; a dash (–) indicates the code did not appear for that respondent. "n" = number of respondents (out of 12) in whom the code appeared at least once. Codes OB-1 to OB-10 were derived from interview data on obstacles; codes ST-1 to ST-8 were derived from interview data on strategies, corresponding to the eight strategy categories presented in Table 4.3 (D = ST-2, RPS = ST-3, PD = ST-4, MT = ST-1, TPM = ST-7, CRMT = ST-5, CMT = ST-6, SPT = ST-8).

APPENDIX 7

Excerpts from Respondents' Translation Documents Showing Error Evidence

1. R1 (Nurhaliza)

Translated article: "An Analysis of Translation Procedures Found in the Translation of Movie Subtitle: Zootopia" (Fenti Rizki Ananda, Diana Chitra Hasan, & Temmy Thamrin).

	Text
SL	Zootopia is a popular Disney movies which many languages translated by translator. It is a Hollywood cartoon (Disneyland) movie and directed by Byron Howard (Digiarty software, n.d.) . The genre of this movie is animation, action, and adventure with the main character is a bunny that is the first mammal who becomes the first cop in the city (Movies counter copyright, n, d) .
TL	Zootopia adalah film Disney populer yang banyak bahasa yang diterjemahkan oleh penerjemah. Ini adalah sebuah film kartun hollywood (Disneyland) dan disutradarai oleh Byron Howard (perangkat lunak digiarty, N.d.) . Genre film ini adalah animasi, aksi, dan petualangan dengan karakter utama adalah kelinci Itu adalah mamalia pertama yang menjadi polisi pertama di kota (film melawan hak cipta, n, d) .

Error categories identified: (1) the citation source name "Digiarty software" was translated literally into a meaningless Indonesian phrase ("perangkat lunak digiarty") instead of being retained as-is Equivalence & Meaning Transfer (2) the citation source name "Movies counter copyright" was similarly translated word-for-word into a meaningless phrase ("film melawan hak cipta") Vocabulary Difficulties + Equivalence & Meaning Transfer; (3) the relative clause connector "that" was mistranslated as a separate pronoun ("Itu"), splitting one complex sentence into two and breaking the grammatical structure of the target text Grammatical Difficulty.

2. R3 (Naufal)

Translated article: journal article on the translation of medical terms in Mayo Clinic health articles using ChatGPT.

	Text
SL	This research focuses on the medical terms translation by ChatGPT in the form of nouns and noun phrases from English to Indonesian, with data obtained from two health articles from the Mayo Clinic website.
TL	Penelitian ini berfokus pada terjemahan istilah medis oleh ChatGPT dalam bentuk kata dan frasa dari Bahasa Inggris ke Bahasa Indonesia, dengan data yang diperoleh dari dua artikel kesehatan dari website klinik Mayo.

Error category identified: the institutional proper noun "Mayo Clinic website" was rearranged into "website klinik Mayo," treating the institution's name as a translatable common phrase rather than retaining it as a fixed proper noun ("Mayo Clinic"), Vocabulary Difficulties.

3. R8 (Novi)

Translated article: "Teknik Penerjemahan Subtitle dari Bahasa Inggris ke Bahasa Indonesia dalam Sebuah Film: Sebuah Kajian Sastra" (Nanda Saputra, Sulistyani, Endang Fatmawati, & Herman).

	Text
SL	Translation is essential in communication. Translation is a method of passing on knowledge or information. It can serve as a link between people of different languages and cultures. People can learn and understand each other's languages and cultures by using translation. According to..., translation entails not just modifying words but also conveying cultural equivalency between the cultures of the originating language and the recipient of that language, if possible. The better translation must be acknowledged by all individuals logically and factually. As a result, the information provided in the message in the source language (SL) can satisfy the reader in the target language (TL). Essentially, explained that the text

	Text
	is reconstructed by translating the words from the source language into the target language and arranging them based on the sentence structures in the target language; thus, the structures are appropriate for the target language and there will be no loss of meaning. Translation, according to..., is the substitution of textual material in one language (SL) by equivalent textual material in another language (TL).
TL	Penerjemahan sangat penting dalam komunikasi. Penerjemahan merupakan suatu metode untuk menyampaikan pengetahuan atau informasi. Penerjemahan dapat berfungsi sebagai jembatan antara orang-orang yang berbeda bahasa dan budaya. Melalui penerjemahan, orang dapat mempelajari dan memahami bahasa serta budaya satu sama lain. Menurut Catford (1965), penerjemahan tidak hanya sekadar mengalihkan kata-kata, tetapi juga menyampaikan kesetaraan budaya antara budaya bahasa sumber dan bahasa sasaran. Terjemahan yang baik harus dapat diterima oleh semua individu secara logis dan faktual, sehingga informasi yang terdapat dalam pesan bahasa sumber dapat memuaskan pembaca dalam bahasa sasaran. <i>(tidak diterjemahkan, kedua kalimat berikutnya pada teks sumber tidak muncul sama sekali dalam versi bahasa Indonesia)</i>

Error category identified: two key definitional sentences concerning text reconstruction and textual substitution were entirely omitted from the target text, with no equivalent expression produced, Meaning and Contextual Understanding.

4. R12 (Dea)

Translated article: journal article on Indonesian blending/portmanteau words (e.g., "daring," "luring," "gercep").

	Text
SL	Luring Formed from the words "luar" and "jaringan"
TL	Memikat Terbentuk dari kata "luar" dan "jaringan"

APPENDIX 8

Componential Analysis and Cultural Theme Analysis (Steps 3 and 4 of Spradley's Data Analysis Process, Not Presented in Chapter IV: Findings)

1. Componential Analysis

The third stage of Spradley's data analysis model is componential analysis, which seeks to identify the contrasting attributes and relationships among the categories identified in the previous stages. In this study, the componential analysis systematically maps the relationship between the five obstacle categories identified in the Domain Analysis and the eight translation strategy categories identified in the Taxonomic Analysis. The purpose is to determine which strategies were applied to address each type of obstacle, as reported by the 12 respondents in the interview data and corroborated by document analysis evidence.

Table 4.3 presents the componential analysis matrix, where (✓) indicates that the strategy was evidenced through interview data as being applied to overcome the corresponding obstacle, and (–) indicates no direct evidential link between the strategy and that obstacle type.

Table 4.4 Componential Analysis Matrix: Obstacles and Translation Strategies

Obstacle Category	Codes	D (ST-2)	RPS (ST-3)	PD (ST-4)	MT (ST-1)	TPM (ST-7)	CRMT (ST-5)	CMT (ST-6)	SPT (ST-8)
Vocabulary Difficulties	OB-1, OB-2	✓	✓	✓	✓	–	✓	✓	–
Grammatical Difficulties	OB-3, OB-4	–	✓	✓	✓	✓	–	–	✓
Meaning & Contextual Understanding	OB-5, OB-6	✓	✓	✓	✓	–	✓	✓	–
Equivalence & Meaning Transfer	OB-7, OB-8	✓	✓	✓	✓	✓	✓	✓	–
Academic Text Complexity	OB-9, OB-10	✓	✓	✓	✓	✓	✓	✓	✓

Notes:

(✓) Strategy is evidenced (through interview data) as applied to overcome the obstacle.

(–) No direct evidential link between the strategy and the obstacle type.

Strategy codes:

D (ST-2): Use of Dictionaries, RPS (ST-3): Rereading and Paraphrasing Strategy, PD (ST-4): Peer Discussion, MT (ST-1): Use of Machine Translation Strategically, TPM (ST-7): Translation Process Management, CRMT (ST-5): Checking and Revising Machine Translation Result, CMT (ST-6): Comparing Machine Translation with Own Understanding, SPT (ST-8): Segmented Translation (Per Paragraph/Sentence)

Table 4.4 Evidence of Strategy Application per Obstacle Category

Obstacle Category	Strategies Applied	Supporting Interview Evidence (Excerpts)	Outcome / Document Evidence
Vocabulary Difficulties (OB-1 & OB-2)	D, RPS, MT, CRMT, CMT, PD	<i>“If I find an unfamiliar academic term, I usually use a dictionary.” (R3)</i> <i>“I usually look up the meaning in a dictionary, Google Translate, or the DeepL app.” (R12)</i> <i>“Because maybe our friend knows the vocabulary better.” (R4)</i>	Most respondents resolved vocabulary obstacles through combined use of dictionaries, machine translation, and peer discussion. Document analysis (R1, R3, R12) confirmed residual errors in proper noun and technical term handling.
Grammatical Difficulties (OB-3 & OB-4)	RPS, MT, TPM, SPT, PD	<i>“Read it first, then break the sentence into several parts.” (R5)</i> <i>“Even though it is long, I translate it word by word first.” (R8)</i> <i>“I divide the sentence into several small parts first.” (R9)</i>	Sentence segmentation and word-by-word translation were the primary strategies. Document analysis (R1) confirmed one grammatical error caused by mistranslation of a relative clause connector.
Meaning & Contextual Understanding (OB-5 & OB-6)	RPS, MT, PD, CRMT, CMT, D	<i>“I reread the text I translated and check whether the result matches the context.” (R3)</i> <i>“I might know the meaning but I am not confident whether I chose the right one.” (R5)</i> <i>“I more often compare the machine translation result with what I understand from the text.” (R7)</i>	Omission errors (R8, R10) in document analysis confirmed meaning and contextual understanding remained challenging, particularly for complex argumentative clauses.

Obstacle Category	Strategies Applied	Supporting Interview Evidence (Excerpts)	Outcome / Document Evidence
Equivalence & Meaning Transfer (OB-7 & OB-8)	D, RPS, PD, MT, CRMT, CMT, TPM	<i>“One word in English may have many possible translations in Indonesian.” (R5)</i> <i>“The purpose is to re-explain the content using simpler words... so it becomes more natural.” (R9)</i> <i>“I do not use the result directly as it is, but check it again.” (R9)</i>	analysis (R1) confirmed one equivalence error in citation source mistranslation.
Academic Text Complexity (OB-9 & OB-10)	D, RPS, PD, MT, TPM, CRMT, CMT, SPT	<i>“Academic language is at a higher level... it gets cross-checked and retranslated.” (R11)</i> <i>“It is usually the discussion, findings, and theory section... connecting findings with theories using complicated language.” (R9)</i> <i>“I use the translation tool to translate parts or paragraphs that are difficult.” (R3)</i>	Academic Text Complexity is the only obstacle category that activated all eight strategies, reflecting its multi-dimensional nature and requiring students to flexibly combine various approaches.

Table 4.3 and Table 4.4 collectively demonstrate that Academic Text Complexity (OB-9/10) is the only obstacle category that activated all eight identified strategies, reflecting the multi-dimensional nature of this challenge. Equivalence and Meaning Transfer (OB-7/8) required the second broadest range of strategies (seven out of eight), underscoring the difficulty students face in producing natural and contextually appropriate translations.

2. Cultural Theme Analysis

The fourth and final stage of Spradley's model of data analysis is cultural theme analysis, which synthesizes the findings from the three previous stages domain analysis, taxonomic analysis, and componential analysis into overarching themes that capture the recurring patterns and relationships embedded in the data. In this study, the cultural theme analysis draws together the obstacles and strategies identified across the twelve respondents to construct a holistic understanding of the challenges EFL students encounter and the problem-solving behaviors they employ when translating academic texts.

Based on the integrated analysis of the interview data and the document analysis, five cultural themes were identified, as summarized in Table 4.5 below.

Table 4.5 Summary of Cultural Themes in Academic Text Translation

Theme	Cultural Theme Title	Related Codes	Key Strategies	Core Insight
Theme 1	Academic Vocabulary as the Primary Source of Translation Difficulty	OB-1, OB-2, OB-10	D (ST-2), MT (ST-1), CRMT (ST-5), CMT (ST-6)	Vocabulary mastery is a foundational prerequisite for academic text translation competence.
Theme 2	Technology-Assisted Translation as the Dominant Problem-Solving Approach	ST-1, ST-5, ST-6	MT (ST-1), CRMT (ST-5), CMT (ST-6)	Students integrate machine translation critically, not passively, within their workflow.
Theme 3	Rereading and Paraphrasing as the Core Metacognitive Strategy	ST-3	RPS (ST-3)	Self-monitoring through rereading and paraphrasing is the most universally adopted strategy.
Theme 4	Academic Text Complexity as a Multi-Dimensional, Compounding Obstacle	OB-9, OB-10	All eight strategies (D, RPS, PD, MT, TPM, CRMT, CMT, SPT)	Academic texts present compounding challenges requiring flexible, combined strategy use.
Theme 5	Peer Collaboration as a Supplementary Verification Mechanism	ST-4	PD (ST-4)	Peer collaboration functions as a verification and meaning-negotiation tool, not a first-resort strategy.

DOCUMENTATIONS





