

Cognitive Challenge in Translation and Interpreting Studies

Putu Desi Anggerina Hikmaharyanti, Ni Made Verayanti Utami, I Gusti Agung Sri Rwa Jayantini, Ni Nyoman Deni Ariyaningsih

Universitas Mahasaraswati Denpasar
putudesi812@unmas.ac.id

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Abstract - This study serves as a preliminary experiment to explore the cognitive capacity development of ESL students in rendering messages within Translation and Interpreting (T&I). Twenty-eight sophomores underwent a CEFR test, with 61% achieving B1. Subsequently, they participated in 12 T&I sessions and took a corresponding test. Only 4% excelled in translating noun phrases from Indonesian to English, while 11% excelled in interpreting noun phrases. Employing a mixed-method approach, 28 students underwent tests in written and spoken translation, providing quantitative data on challenging language pairs. A questionnaire gathered qualitative data on perceived cognitive challenges in T&I. In general, the T&I process of rendering messages from English (EN) to Indonesian (ID) is deemed naturally acceptable, and the students are able to accomplish the task. However, there are challenges related to working memory, which result in students not achieving excellent test scores. The EN-ID group shows better performance in translating and interpreting, particularly in the higher score ranges, whereas the ID-EN group has a larger number of participants with lower scores. Additionally, delivering messages from Indonesian to English poses challenges, especially in the context of noun phrases. These challenges are primarily attributed to differences in word order, determiners and articles, prepositions, idiomatic expressions, vocabulary, as well as the participants' proficiency level and exposure to both languages.

Keywords: Bilingual, ESL, Interpreting, Translation

I. INTRODUCTION

Becoming skilled or proficient in a foreign language, such as English, is highly important for survival in the global era, as the demand for graduates fluent in English continues to rise each year (Rifah et al., 2021). Moreover, excellent language acquisition opens up bright opportunities for bilingual language students to explore Translation and Interpreting (T&I) services as a means of earning money instead of pursuing a teaching career. Nevertheless, the biggest challenge for graduates seeking opportunities as translators or interpreters appears to be cognitive skills, particularly when dealing with specific

language pairs. Therefore, this study aims to examine which language pair—English-Indonesian or Indonesian-English—poses a greater challenge for rendering. The exploration of cognitive challenges faced by English as Second Language (ESL) learners has also been conducted to identify the aspects that require extra attention in both translation and interpreting.

T&I, as a bilingual activity, involve the process of transferring messages from a source language to a target language, requiring acceptability and fidelity in meaning (Yulinda et al., 2019; Yasin et al., 2018). In line with the concept of naturalness in meaning, T&I results are expected to be equivalent in both the source

and target languages, encompassing both meaning and style (Nida & Taber, 1969). It can be said that naturalness has a clear relation to acceptability (Hikmaharyanti, 2020).

Many linguists have provided definition of translation and interpreting, but the most assumptive theory of transferring messages from a source language to a target language comes from Nida and Taber (1969). Their perspective on equivalence must be accompanied by two intertwined aspects: meaning and style, which closely relate to the actual result of message transfer. For example, when translating from Indonesian to English, native Indonesian translators may produce misleading translation results. The taste of the translation is still influenced by the native style, in other words, it is still contaminated by Indonesian style, making it sound different from what English native readers expect. Casaponsa et al. (2015) supported this idea by stating that the lexical recognition of second language users is influenced by their native language, especially at beginner and intermediate levels. Moreover, translating vocabulary containing cultural concepts tends to be more time-consuming, as it requires careful deliberation to ensure the translated outcome is of exceptional quality (Martendi, 2022).

Apart from lexicon, linguistic problems also pose significant challenges in translating Indonesian to English, including morphology, syntax, and semantic parts (Fitria, 2022). These three linguistic aspects are involved in the process of seeking formal equivalence between both languages in terms of form and message (Nida & Taber, 1969; Jayantini, 2019). However, it is not enough. Style and culture also play prominent roles in rendering messages from the source language (SL) into the target language (TL), especially to avoid untranslatability in cultural terms. Ma'shumah & Sajarwa (2022) had shown that culture significantly impacts the foreign and domestic taste of the translation process, aligning with the concept of dynamic equivalence, which aims to achieve "the same effect on the target reader" (Leonardi in Jayantini, 2019). Considering this goal of equivalence, interpreting focuses on how the message is naturally transferred to the target speakers, ensuring smooth flow in conversations or dialogues. As an oral translation, interpreting requires high levels of listening tension and understanding of the SL utterances, followed by delivering them in the TL within a short time. Although consecutive mode allows for pauses, interpreters still need to work with short-term memory, as it is impossible to ask speakers to

repeat their utterances multiple times. Furthermore, improving short-term memory (STM) is essential, as interpreters need to understand the source language message clearly (Rasouli, 2022). Overall, translation involves terminology comprehension and sentence arrangement, while interpreting focuses on short-term memory and the acceptability of the target language. Both skills require the elicitation of brain capacity, particularly in drilling the frontal locus part of the brain, which poses a significant challenge for ESL students.

This study reviewed six studies to elaborate on the challenges ESL students face in translating and interpreting from SL to TL. The challenges emerged in terms of linguistics and cultural aspects either in translation or interpreting. Arono & Nadrah (2019) identified three common mistakes made by ESL students when translating English texts: idioms, ellipsis, and textual meaning. These mistakes often stem from a lack of vocabulary, grammatical errors, and a failure to understand the text. Fitria (2022) found that micro linguistics, such as morphology, syntax, phonology, and semantics, present challenges in translation, emphasizing the interconnectedness of translation and linguistics. The untranslatability of social culture also poses challenges for translators, stemming from a lack of background knowledge (Ma'shumah & Sajarwa, 2022). However, these findings did not specify which language pairs were the most challenging to translate. In terms of interpreting, Murtiningsih & Ardillah (2020) conducted in-depth interviews to investigate students' challenges in interpreting. They found that a lack of understanding the source language (SL), limited vocabulary, speaking speed, and cultural background posed challenges in the interpreting process. Similar results were revealed in a study by Suaib et al. (2020), where consecutive interpreting, combined with classroom activities, highlighted problems such as a lack of mastery in the SL, difficulty adapting to speed, inaccuracies, and poor listening skills. Another problem experienced by ESL students was identified in a study analyzing consecutive interpreting from Chinese to English, which revealed errors in logical relationships related to nouns. Chinese students found it easier to understand Chinese nouns logically than English ones (Wang, 2015).

The present study aims to explore whether students' challenges in translating and interpreting paired languages, specifically English (EN) and Indonesian (ID), conflict with each other. Comparing to the previous studies, their investigations don't delve into the

specifics of which language pairs pose the most significant challenges and this is the explicit gap needs further inquiry. Exploring the nuances of different language pairs could provide valuable insights into the varying difficulties faced by ESL students based on the specific languages involved, thus the intensive training dealing with the challenging language pair is possibly conducted properly. In addition, the study involved 28 students at different levels of English proficiency according to the Common European Framework of Reference (CEFR), all enrolled in the same T&I course and evaluation system. By examining the study findings, a more focused approach can be taken to address challenges specific to certain language pairs.

II. METHODS

2.1 Research Design

This study conducted a mixed-method data collection and analysis of both quantitative and qualitative approach (Creswell, 2003). The primary quantitative data were taken by assessing English proficiency level to measure their language skill before joining intensive course. The second quantitative data were taken from two types of tests (translating and interpreting 20 noun phrases from English to Indonesian (EN - ID) and Indonesian to English (ID - EN)). Meanwhile, the qualitative data were taken from the questionnaire for gaining information of which language pairs were easily transferred.

2.2 Participants

The data collection process involved 28 subjects from 3rd-semester University students of Mahasaraswati Denpasar taking the Basic Translation and Interpreting subject. The study employed a three-phase method. In the first phase, the students underwent an online CEFR assessment to determine their English proficiency level. They then participated in 12 intensive T&I course Sessions, which covered discussions on the concept, types/modes, and techniques of T&I studies in both English and Indonesian, along with real-time practice.

2.3 Instruments

To assess the students' translation and interpreting abilities, noun phrases with a maximum of five words and various modifiers were selected as the instrument. The students were tasked with translating 20 paired noun phrases from English to Indonesian and vice versa. They also engaged in interpreting (oral translation) by rendering 20 different paired phrases. Additionally, a questionnaire was

distributed to evaluate the translation and interpreting processes and gather feedback.

2.4 Data Analysis

The study collected three types of data: the students' language level, test scores, and the questionnaire feedback. The data analysis engaged describing the highest, lowest, and average language skill levels of the students. The translation results were evaluated based on criteria such as spelling and word order errors, missing words, and accuracy in interpreting the phrases. The scores were calculated to determine the number of mistakes made by each student. The hypothesis that translating from Indonesian to English is more challenging was examined by comparing the questionnaire feedback with the total score of the students' work.

III. RESULT AND DISCUSSION

3.1 CEFR Level

CEFR, Common European Framework of Reference is one of language proficiency tests besides IELTS and TOEFL. Formerly, it was designed as European language user but now it is becoming a worldwide English standard framework (English First [EF], n.d.). CEFR can be accessed freely compared to IELTS and TOEFL which have to pay for taking the test.

The table 1 showed the result of language acquisition test done by the students and most of them obtained B1 intermediate level based on their English knowledge capability in answering questions. The test was taken online at <https://www.efset.org/cefr/> and it took 50 minutes for each student to finish the test as the preliminary measurement.

Table 1. CEFR level

<i>Level</i>	<i>Frequency</i>	<i>Criteria</i>
A1	0	Beginner
A2	6	Elementary
B1	17	Intermediate
B2	5	Upper Intermediate
C1	0	Advanced
C2	0	Proficiency
Total	28	

The table illustrated six levels of English proficiency according to the Common European Framework of Reference for Languages (CEFR), ranging from Beginner to Proficiency. The Beginner level (English level A1) encompasses 1-30 questions that cover very basic and everyday phrases, short and simple texts, and slow speech. All students successfully passed this level. At the Elementary or foundation level (English level

A2), takers are required to become familiar with personal, family, and job-related language. Texts are still simple, and speech is clear. There were 6 students in this level.

Moving on to the third level of English proficiency, B1 (Intermediate), involves specific details and factual texts on subjects of interest. Seventeen students achieved this level. The next level, B2 (Upper Intermediate), consists of complex texts, standard spoken language, and a broader range of vocabulary. Only five students were able to reach this level.

Unfortunately, there were no students in the C1 and C2 levels. These levels cover structurally complex texts, fast native-like spoken language, and are typically pursued after completing university-level studies.

3.2 T&I Course

Translation and Interpreting (T&I) studies constitute the theory and practice of how rendering the message from source language to target language in writing and speaking mode. Translation and Interpreting course designed for beginner level learners consists of 12 Sessions. This course aims to introduce students to the fundamentals of translation and interpreting and develop their basic skills in both areas. The following elaboration provides an overview of the topics and activities covered in each Session:

Session 1: Introduction to Translation and Interpreting

- a. Overview of the course objectives, structure, and expectations
- b. Introduction to the concepts of translation and interpreting

Session 2: Translation Techniques and Strategies

- a. Introduction to various translation techniques, such as literal translation, paraphrasing, and free translation
- b. Practice exercises to enhance understanding and application of different translation strategies

Session 3: Interpreting Modes and Skills

- a. Overview of interpreting modes, including consecutive and simultaneous interpreting
- b. Introduction to essential interpreting skills, such as note-taking, active listening, and memory retention

Session 4: Basic Grammar and Vocabulary for Translation and Interpreting

- a. Review of essential grammar rules and vocabulary relevant to translation and interpreting
- b. Practice exercises focusing on grammar and vocabulary usage in translation and interpreting contexts

Session 5: Translation of Simple Texts

- a. Introduction to the translation of simple texts, such as dialogues, short paragraphs, and simple narratives
- b. Practice exercises to translate texts from the source language to the target language

Session 6: Interpreting Practice - Consecutive Interpreting

- a. Introduction to consecutive interpreting techniques and strategies
- b. Practice exercises focusing on consecutive interpreting with simple dialogues and speeches

Session 7: Interpreting Practice - Simultaneous Interpreting

- a. Introduction to simultaneous interpreting techniques, including listening comprehension and immediate rendering
- b. Simulated exercises to practice simultaneous interpreting skills

Session 8: Translation of Specialized Texts

- a. Introduction to specialized translation, focusing on fields such as business and law
- b. Practice exercises to translate specialized texts within the beginner level's scope

Session 9: Interpreting in Different Contexts

- a. Discussion on interpreting in various contexts, such as business Sessions and court
- b. Role-playing exercises to simulate different interpreting scenarios

Session 10: Paraphrasing and Shadowing

- a. Introduction to paraphrasing technique in translation and shadowing technique in interpreting
- b. Exercises to review and improve the accuracy and clarity of translated and interpreted texts

Session 11: Introduction to Ethics and Professionalism

- a. Overview of ethical considerations and professional standards in translation and interpreting

- b. Discussion on confidentiality, impartiality, and cultural sensitivity in practice

Session 12: Final Assessment and Feedback

- a. Final assessment to evaluate students' progress in translation and interpreting skills
b. Feedback session to discuss strengths, areas for improvement, and future learning opportunities

Throughout the 12 Sessions for each 90 minutes, the students were expected to engage in interactive activities, practical exercises, and discussions to enhance their understanding and application of translation and interpreting principles. The course aims to lay a solid foundation for beginner-level learners, providing them with essential skills and knowledge to pursue further development in the field of translation and interpreting.

3.3 Translation Score

After taking CEFR level for testing the students' language acquisition, the students then were encouraged to translate 20 noun phrases in paired languages within 90 minutes to detect their knowledge in Basic English structure. They translated noun phrases from English to Indonesian (EN - ID) and Indonesian to English (ID - EN). This test aimed at noticing the defiance level of both language pairs. The score range and criteria applied the scoring system of the effectiveness of CLTA (Wardana, 2022).

Table 2. Translation score

Score	EN - ID	ID - EN
84-100(excellent)	14 (50%)	1 (4%)
68-83(good)	9 (32%)	4 (14%)
52-67(fair)	3 (11%)	11 (39%)
36-51(poor)	2 (7%)	12 (43%)
20-35(very poor)	0 (0%)	0 (0%)
Total	28 (100%)	28 (100%)

From the illustrated table, in the *Excellent* score range, the majority of participants (50%) in the English-Indonesian group achieved excellent scores, while only a small percentage (4%) of participants in the Indonesian-English group achieved the same level. In the *Good* score range, a significant proportion of participants in both language groups obtained good scores. However, the English-Indonesian group had a slightly higher percentage (32%) compared to the Indonesian-English group (14%). In the *Fair* score range, the English-Indonesian group had a lower number of participants (11%) compared to the Indonesian-English group (39%). In the *Poor* score range, the Indonesian-English group had a

higher number of participants (43%) compared to the English-Indonesian group (7%). No participants in either language group received scores in the *Very Poor* range.

In addition, the analysis indicated variations in performance between the two language groups across different score ranges. The English-Indonesian group generally performed better, especially in the higher score ranges, while the Indonesian-English group had more participants in the lower score ranges.

3.4 Interpreting Score

The students were not only assessed in translating text but also in rendering the message orally called interpreting. The duration played important role in this test because the longest minute they took it meant they need much time to interpret due to some factors they might have. The students took 4.81 minutes averagely in interpreting both EN - ID and ID - EN. The quickest minute was 3.36 minutes while the longest one was 7.33 minutes. The score they reached in the assessment as follows:

Table 3. Interpreting score

Score	EN - ID	ID - EN
84-100(excellent)	5 (18%)	3 (11%)
68-83(good)	6 (21%)	5 (18%)
52-67(fair)	8 (29%)	7 (25%)
36-51(poor)	7 (25%)	7 (25%)
20-35(very poor)	2 (7%)	6 (21%)
Total	28 (100%)	28 (100%)

From the following patterns, it had been observed that in the *Excellent* score range, both language groups performed relatively well, with the English-Indonesian group accounting for 18% and the Indonesian-English group accounting for 11% of participants. In the *Good* score range, the distribution was similar, with the English-Indonesian group at 21% and the Indonesian-English group at 18% of participants. The *Fair* score range also showed a similar distribution, with 29% of participants from the English-Indonesian group and 25% from the Indonesian-English group. In the *Poor* score range; both language groups had an equal number of participants, with 25% in each group. The *Very Poor* score range showed a discrepancy, with the English-Indonesian group having only 7% of participants compared to the Indonesian-English group's 21%.

In conclusion, there was a relatively balanced performance between the two language groups across different score ranges. The distribution suggested that both groups had comparable results in most categories, except for the *Very Poor* score range, where the Indonesian-English group had a higher

percentage of participants. In other words, ID-EN language pair was challenged the students very much.

3.5 Questionnaire Feedback

After taking the tests, the students shared their thoughts related to their experience in having translation and interpreting by filling the questionnaire in order to determine which one was more challenging to be transferred whether from English to Indonesian or Indonesian to English. The picture below illustrated the students' feedback.



Figure 1 Difficult language pair in translation

Based on the figure, it appeared that translating from English to Indonesian was performed by 6 students, accounting for 21,4% of the total number of students involved. This indicated a relatively smaller group of students working on this direction of translation. On the other hand, translating from Indonesian to English involved a larger group of 24 students, constituting 85,7% of the total number of students. This suggests a higher level of participation in translating from Indonesian to English compared to the English to Indonesian direction.

The data highlights a potential difference in the students' proficiency or interest in translating between English and Indonesian, with a larger number of students opting to translate from Indonesian to English. It could imply that more students were comfortable and confident in translating from their native language (Indonesian) to English, which is a commonly learned foreign language in many educational settings.

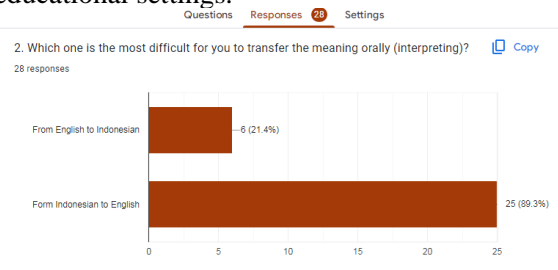


Figure 2 Difficult language pair in interpreting

The figure indicated that there were 6

students, which accounted for 21,4% of the total number of students, who performed interpreting from English to Indonesian. On the other hand, there were 25 students, constituting 89,3% of the total number of students, who engaged in interpreting from Indonesian to English.

Interpreting from English to Indonesian was carried out by a relatively smaller group of students compared to interpreting from Indonesian to English. This could suggest that there might be fewer students with proficiency in both English and Indonesian or that there is a smaller demand for interpreting from English to Indonesian in the given context.

Conversely, the larger number of students involved in interpreting from Indonesian to English indicates a higher level of interest or proficiency in this language pair. It could be due to factors such as English being a widely learned foreign language in the educational system or a greater need for interpreting services in this direction. Further, it is important to consider the specific context in which these interpreting tasks were performed. Factors such as the students' language abilities or the requirements of the interpreting assignments could influence the distribution of students across the different language directions.

The questionnaire feedback collected from students regarding their capability in translating and interpreting noun phrases indicated that transferring messages from Indonesian to English was more challenging compared to rendering messages from English to Indonesian.

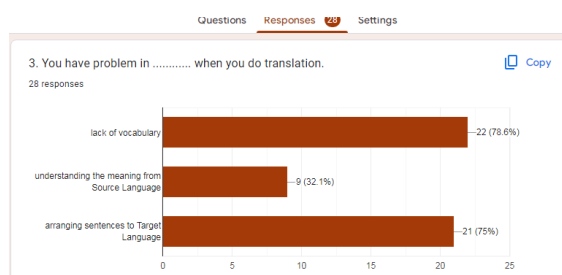


Figure 3 Translation defiance

The student feedback provided valuable insights into the specific challenges they face in translation. Based on the data, the majority of students, approximately 78,6% (22 students), identified a lack of vocabulary as the primary problem they encountered. This indicated that a significant number of students struggled with finding appropriate and accurate equivalents in the target language, which hindered their translation process.

Further, 32,1% (9 students) of the respondents mentioned difficulty in understanding the meaning in the source

language. This suggested that these students had issues comprehending the original text, which consequently affected their ability to produce an accurate translation. Understanding the nuances and intended meaning in the source language is crucial for conveying the appropriate message in the target language.

Another significant challenge mentioned by 75% (21 students) of the participants was related to arranging sentences in the target language. This indicated that many students found it challenging to structure their translations in a coherent and grammatically correct manner. Sentence structure, syntax, and overall organization play a vital role in producing a high-quality translation.

The feedback provided by the students highlighted three key areas of concern: vocabulary, comprehension of the source language, and sentence arrangement in the target language. Addressing these challenges can significantly improve students' translation skills.

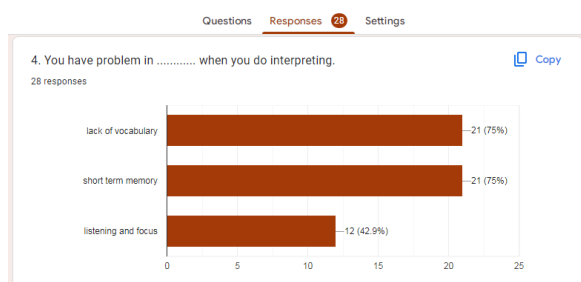


Figure 4 Interpreting defiance

The data revealed the challenges faced by students in interpreting, specifically related to vocabulary, short-term memory, and listening/focus. According to the data, 75% (21 students) identified a lack of vocabulary as a significant problem in their interpreting tasks. This suggested that these students struggled with finding appropriate words and expressions in the target language to accurately convey the meaning of the source language. A limited vocabulary can hinder the fluency and precision of interpretation.

Moreover, 75% (21 students) of the participants mentioned problems with short-term memory in interpreting. Interpreting requires processing information in real-time, which can put a strain on short-term memory. Students may struggle to retain and recall the content being interpreted, leading to inaccuracies or omissions in their interpretations. Enhancing memory techniques and practicing active listening can help students overcome this challenge.

Furthermore, 42,9% (12 students) of the respondents mentioned difficulties related to

listening and focus during interpreting. Interpreters need to listen attentively to the source language content while simultaneously rendering it in the target language. Issues with listening comprehension and maintaining focus can result in missed information or inaccuracies in the interpretation. Training in active listening skills, concentration exercises, and techniques such as shadowing, can assist students in improving their performance and maintaining focus in this aspect. In addition, according to Yavari and Shafiee (2019), shadowing technique enables to enhance the skill of listening and speaking as well.

Indonesian and English have different word order patterns, especially in noun phrases. In Indonesian, the modifier usually comes after the noun, while in English, it typically precedes the noun, for example, *seekor rusa yang mati*, a student rendered it into *a dead deer*, and another one translated into *the deer's death*. This difference in word order can create difficulties for students when translating Indonesian noun phrases into English, as they need to rearrange the word order to match the English structure.

English also employs a variety of determiners and articles (such as "a," "an," and "the") to specify and clarify the noun being referred to. Indonesian, on the other hand, often omits these determiners or uses them differently. Students may struggle to select and apply the appropriate determiners and articles in English translations, leading to potential errors or awkward phrasing. Furthermore, English noun phrases frequently include prepositions that indicate relationships or positions. These prepositions can be challenging to translate accurately from Indonesian, as the language may have different prepositions or rely on context rather than explicit prepositional phrases. Students may find it more difficult to convey the intended meaning of Indonesian noun phrases when translating into English due to this disparity.

Noun phrases in English often constitute idiomatic expressions, figurative language, or collocations that convey specific meanings. Translating these expressions accurately from Indonesian can be more challenging, as students need to understand the idiomatic nature of the phrases and find equivalent expressions or rephrase them effectively in English. This case was proven by the research conducted by Arono & Nadrah (2019) which revealed the mistakes on understanding idioms. In addition, English has a vast vocabulary and specific terminologies for various domains. Translating Indonesian noun phrases into English requires

students to have a deep understanding of domain-specific vocabulary and terminology. Lack of familiarity with specific terms or concepts can make the translation process more difficult.

Taking into account, students might have had more exposure and practice translating from Indonesian to English which could contribute to their relative ease in translating English noun phrases. Greater exposure to English materials, such as reading English texts or watching English media, might have increased their familiarity with noun phrase structures in English and based on the questionnaire feedback, the challenges in transferring messages from Indonesian to English in the context of noun phrases.

Meanwhile, the interpreting data highlights three main challenges faced by students in interpreting: vocabulary limitations, short-term memory constraints, and difficulties with listening and focus. A lack of vocabulary was identified as a significant problem by 75% of the students, impeding their ability to find appropriate words and expressions to accurately convey the source language's meaning. Insufficient vocabulary can hinder the fluency and precision of interpretation. Moreover, 75% of the students reported issues with short-term memory during interpreting, as processing information in real-time strains their ability to retain and recall content, leading to potential inaccuracies or omissions. Enhancing memory techniques and practicing active listening can help address this challenge. Furthermore, 42.9% of the students mentioned problems related to listening and focus. Interpreters must listen attentively to the source language while simultaneously rendering it in the target language. Difficulties in listening comprehension and maintaining focus can result in missed information or inaccuracies. This was also emerged in the study conducted by Murtiningsih & Ardlillah (2020) and Suaib, et al (2020) that lack of vocabularies and speaking speed became a big challenge for a newbie interpreter. Training in active listening skills, concentration exercises, and techniques for maintaining focus, like *shadowing*, can aid students to improve their performance especially in short-term memory skill.

IV. CONCLUSION

Translation and Interpreting (T&I) include the required skill of students majoring English study program, moreover, they are bilingual. This study has proven that translating and interpreting Indonesian to English is more challenging and needs extra effort to render the

message. The key findings of the study reveal that the ID-EN language pair posed a significant challenge for students, as evidenced by their scores in the T&I test. Only 4% of students achieved an excellent score in translating noun phrases from Indonesian to English, while 11% excelled in interpreting noun phrases. This is further supported by the questionnaire results, indicating that 75% of students claimed a lack of vocabulary and short-term memory as their primary challenges in T&I.

In summary, translating Indonesian noun phrases into English can be challenging due to several factors. English noun phrases often involve idiomatic expressions, figurative language, and collocations, which may require students to find equivalent expressions or rephrase them effectively in English. Besides, English has a broad vocabulary and specific terminologies for different domains, necessitating a deep understanding of domain-specific vocabulary and terminology. Lack of familiarity with specific terms or concepts can further complicate the translation process. However, students may find it relatively easier to translate from Indonesian to English due to their exposure and practice in that direction. Increased exposure to English materials, such as reading English texts or watching English media, enhances their familiarity with noun phrase structures in English.

The challenges in translating Indonesian noun phrases into English primarily revolve around differences in word order, determiners and articles, prepositions, idiomatic expressions, vocabulary, and the level of proficiency and exposure to both languages, while in interpreting, short-term memory along with vocabulary is sufficiently struggling. Developing proficiency in these areas is crucial for accurate and effective translation as well as interpreting between Indonesian and English noun phrases. Further study is suggested to explore the equivalence of translating and interpreting noun phrases from Indonesian to English done by the students in the 3rd year of study to gain the improved level of rendering the message equivalently.

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