

Investigating Students' Difficulties in Translating English Academic Texts into Indonesian Using Photovoice

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Abstract. Translation is the process of transferring the meaning of a text from the source language (SL) to the target language (TL). However, many students experience difficulties in the translation process. This study aimed to reveal the difficulties faced by students in translating English academic texts especially English journal articles into Indonesian and the strategies they use to overcome their difficulties. It investigated students' experiences using qualitative approach with photovoice as the research design. The data collection was carried out by using photographs as well as semi-structured interviews. The gathered data were then analyzed by following steps of thematic analysis. This type of analysis helped the researcher identify students' difficulties and the translation strategies they use through their photos and descriptions. The results showed that the students have difficulties in pragmatics, cultural, and textual. In solving these difficulties, the students used some strategies including transference, naturalization, cultural equivalent, descriptive equivalent, synonymy, through translation, shift or transposition, reduction, paraphrase, couplets, and addition. The result of this research can be used by educators as a reference to identify the difficulties faced by their students early in translating academic texts. Therefore, they can guide their students to find the right strategies by using different types of difficulties.

Keywords: *Students' difficulties, students' strategies, translating, academic text*

INTRODUCTION

Translation is one of the skills that students must have. In addition, the ability of students, especially those in the English Department, is often measured by how well they can understand texts presented in English. According to Noviyanti et al. (2020), the degree of students' proficiency in English is frequently a sign of the quality of the English Education Department. They must also be proficient in translation in addition to the other four skills of listening, speaking, reading, and writing. This was felt by students at one of the universities in Pekalongan who majored in English education. They realized how important this skill is in the learning process.

Translation helps students understand key points in the information they receive. It is explained by Newmark (1988) that translation is conveying a message from a text to another language in the same way as intended by the author. In addition, Darissurayya (2015) also defines translation as an important process of replacing and reproducing text from the source language into the target language. Through translation, we can share the meaning of a text with readers without changing the idea and true idea of the source text. In this case, students can also understand and share information, knowledge, ideas, and other information contained in an English text.

However, there are still many students who experience difficulties in translating texts. This is also experienced by students who even get translation courses in the English department. Loan, Nhi, Quy, & Trinh (2022), in their research, found that the biggest difficulty experienced by students was the problem of cultural variations and customs. Students find it difficult to find appropriate word equivalents for certain terms. Another study conducted by Hasibun (2022) found that students experienced several difficulties in the translation process. These difficulties include understanding the meaning of lexical, grammatical, contextual, textual, and socio-cultural. The difficulty that most students have is understanding the meaning of lexical. This is due to a lack of vocabulary and their Indonesian language as the target language.

Some English education students learning in one of universities in Pekalongan have the opportunity to study translation in the sixth semester. They learned about some translation theories and also practiced the translation of different types of texts from English to Indonesian or vice versa. In this course, they are provided with the necessary knowledge to become competent translators. However, as beginners, there are still many students who experience difficulties in doing translation. Those difficulties arise because students not only have to determine the meaning of words, but they also have to understand the context of the text, which creates some difficulties for them. The difficulties often experienced by students are determining the equivalence of source language words in the target language and the grammatical differences between them.

Christiane Nord (1991) classified translation difficulties into several types, including pragmatic, cultural, linguistic, and textual. The pragmatic translation difficulties are created because of "the differences between the original text and the production situation of the translation situation". The cultural arises due to the differences between two different cultures. In addition, linguistic difficulties are a result of the structural differences between two languages, particularly in lexis and sentence structure. Moreover, textual difficulties are due to the understanding of the

source text, compared to intra-textual characteristics and extra-textual references, including the coherence and cohesion textual elements.

To overcome the difficulties that arise during the translation process, students need to find the right strategy. It is employed for sentences as well as smaller constituents, including clauses, phrases, words, and morphemes (Baihaqi, 2017; Baihaqi, 2018). This shows that the use of translation strategies is a fundamental step in examining and solving translation problems involving smaller linguistic units. According to Newmark (1988), there are strategies in translation, including transference, naturalization, synonymy, through translation, shift or transposition, modulation, recognized translation, translation label, compensation, componential analysis, reduction and expansion, paraphrases, couplets, notes, addition, and glosses.

Although the topic of difficulties in translating text has been conducted by some researchers in the previous studies, it is scarcely implemented by using photovoice as the research design. As the data were taken through photographs as well as interviews, this study showcases clearer data elaboration data related to the difficulties of students faced in the translation process of English academic texts into Indonesian and the strategies used to overcome their difficulties in the translation process of English academic text into Indonesian.

RESEARCH METHOD

This study was conducted in one of universities in Pekalongan, Central Java. The participants were female and male and were around 20 to 25 years old. The researcher decided to choose them because they were sixth-semester students from the English department and still experienced difficulties in the translation process of English academic texts into Indonesian. Before collecting the data, the researcher provided consent forms for the participants to participate in the study, and their personal information was kept confidential.

This research used a qualitative approach with a photovoice as the research design. Photovoice is a procedure that enables individuals to recognize, communicate, and strengthen their own communities using the relevant photographic technique (Wang & Burris, 1997). Sometimes there are feelings that are difficult to achieve verbally. Photos are their alternatives in conveying their feelings. It was chosen as the research design of this study because the combination of photographs and interview in its process can help the researchers to accurately catch the real meaning of each participant.

In collecting the data, the researcher used photograph as well as interviews in it. In this case, photo was used to express their feelings especially their difficulties in translating the academic text into Indonesian. Each student has their own perspective regarding the type of difficulties they face. Whereas interview was used to explore detail information related to the connection between the photographs captured by students with the difficulties faced by students in translating academic text as well as their strategies in overcoming them. Based on the SHOWeD method, the researchers asked participants five questions regarding their reasons for choosing photos, the feelings and emotions they wanted to show (Ebrahimipour, Varaei, & Esmaeili, 2018). It includes 1) What do you see in this photo? 2) What is happening in this photo? 3) How does this relate to your difficulties faced as well as

translation strategies used in translating academic texts? 4) Why do these difficulties and translation strategies exist? 5) What can we do about it?. The researcher conducted interviews with the participants. Then, the participants described their photos based on the questions in Indonesian to avoid misunderstandings.

The gathered data were then analyzed by following the steps of thematic analysis by Braun & Clarke (2006). The first step is familiarizing with the data. In this step, the researchers collected data and reread the transcripts. Here, the researchers noted the initial ideas from the students' descriptions. The second step is generating initial codes. In this step, the researchers identified meaningful codes or data features. The third step is searching for themes. In this step, the researchers extracted relevant data by combining or separating it according to the overall theme. After that, the researchers reviewed the themes and ensured that the themes fit into the data set. In addition, the data were checked to make sure that there were no codes had been missed in the previous process. In the next step, the researchers defined and named themes. The researchers provided theme names and worked definitions by capturing the essence of each theme in a concise and clear manner. The last step is producing the report. In this step, the researchers wrote down the results of the analysis by presenting clear statements. Then, to check the data validity, the researchers used theoretical triangulation. Theoretical triangulation involves the use of two or more theories to be pitted or combined. This research conducted a complete data analysis by combining the two theories used in the research, namely Christiane Nord's and Newmark's theories.

This research was conducted in several steps. Before conducting the research, the researchers explored the phenomenon of translation at one of the universities in Pekalongan. The next step was navigating sources to find the theoretical framework. In this step, the researchers found theories introduced by Christiane Nord (1991) and Newmark (1988) regarding students' difficulties and translation strategies. After that, the researchers explained the purpose of the research and decided to investigate about students' difficulties and students' strategies in translating English academic texts. In the next step, the researchers explored students' experiences through a photovoice research design by using photographs and interview in collecting the data. With the photos that students shared, students were able to describe the difficulties faced and strategies used during the translation process. After collecting the data, the researchers analyzed the data by following the steps of thematic analysis. The researcher analyzed the data based on the transcription of the photovoice data including photographs and interviews result. Finally, the researchers reported the results of the research.

RESULT AND DISCUSSION

The results showed that there were several difficulties experienced by students when translating academic texts. Some of the difficulties they experienced included pragmatic, cultural, and textual. In solving these difficulties, the students chose to use the translation strategies developed by Peter Newmark that they had learned in translation class. The strategies they used include transference, naturalization, cultural equivalent, descriptive equivalent, synonymy, through translation, shift or transposition, reduction, paraphrase, couplets, and addition.

After gathering some photographs, the researchers then elaborated the meaning of those photographs and connected them with some questions of SHOWeD method. At last, the data related to difficulties faced in translating academic texts were analyzed by using Chistine Nord's theory (1991), while the data related to strategies used in translating academic texts were analyzed by using Newmark's theory (1988).

Students' Difficulties in Translating English Academic Texts into Indonesian

After collecting the data, it was found that there were three difficulties experienced by students. These difficulties included pragmatic, cultural, and textual. Here, the researcher presented the details of the discussion.

Pragmatic

One of the photovoices from a respondent with the initials L showed pragmatic difficulties. This is demonstrated by the selection of photo and caption which can be seen below:



Figure 1. Online Oxford Dictionary

L used a screenshot from an online dictionary website which was given a caption that reads "This is an online Oxford dictionary. I use it to find words in English that I don't understand the translation of correctly. Sometimes I get confused by the use of vocabulary in SL that doesn't fit the context in TL. Adjusting the context of the sentence in SL is what often makes it difficult for me to continue the translation process. For example, when I found the word "face" in the sentence, "We have discussed that Brown and Levinson's (1987) face-saving politeness theory has been undermined by its inability to be universally applied."

In the case above, L had difficulty determining the original meaning of the word "face" in the sentence, "We have discussed that Brown and Levinson's (1987) face-saving politeness theory has been undermined by its inability to be universally applied." This word itself, if interpreted literally, means *wajah*. However, when looked at in the context of the sentence, it is not talking about parts of the body or things related to the face. This is what made L have difficulty connecting the meaning of the word with the context of the sentence.

The difficulty that arose affected L's understanding of the SL text. This is also in line with Alan Duff's theory (1989) in Husain, Badu, & Umar (2022), which states that pragmatic difficulty arises when students fail to understand the contexts of the

text. This is what L experienced, where she had difficulty determining the actual meaning of the word "face." Therefore, her translation process was also blocked.

Cultural

Cultural differences may cause difficulties during the translation process. It was evident in the photovoice from a respondent with the initials S who admitted to using Google Translate.

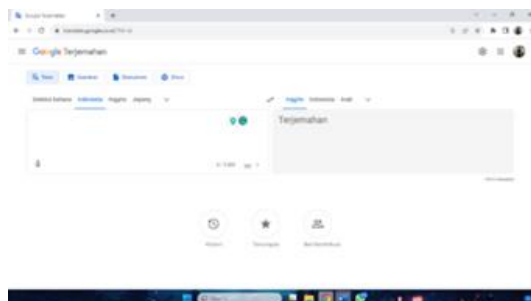


Figure 2. Google Translate to know the meaning of the word

The caption of the photo reads “This is Google Translate. I use it occasionally to help me in the process of translation. It is because I often come across cultural terms that I find difficult to translate. For example, when I came across the word "early education." I had to look up the meaning and find the appropriate equivalent word in TL.”

S had difficulty determining the TL equivalent for the word “early education.” If translated literally, the word means early education. It was difficult for S to determine which level of education the term corresponds to in the TL. Alan Duff (1989) also states that cultural problems arise because of students’ lack of knowledge of the cultural elements described in the source text, making it difficult for them in the target language. Therefore, the difficulty experienced by S was due to the cultural differences in SL and TL and the lack of knowledge about the differences between the two.

Textual

Another difficulty experienced by respondents was that they were too fixated on the text. This can be seen from one example of photovoices by a respondent with the initials I. I described the predicament with the parable of water and oil in a glass.



Figure 3. A glass filled with water and oil symbol as incoherence

The photo was come with the caption, "This is a picture of a glass with water and oil in it. Water and oil do not mix. This is the difficulty I face when translating academic texts, such as journals, articles, e-books, and so on. I find it difficult to make the translation in TL cohesive and coherent. For example, when I translated the sentence "The classroom is shown at the center of the complex of force, time, and space-bound," into *Ruang kelas ditampilkan di pusat kompleks kekuatan, terikat ruang dan waktu*. The translated text I made seemed stiff, and I felt strange when I read it. This made me afraid that it would be difficult for readers to understand the meaning of the text."

From the description above, "I had difficulty making a cohesive and coherent translation. The translation result in TL still seemed stiff". The sentence did not have a logical harmony as expressed by Nord (1991), so the meaning of the sentence was difficult to accept. This difficulty was caused by the fact that many students still translated the text literally.

Students' Strategies in translating English Academic Texts into Indonesian

To help students deal with difficulties during the translation process, they used the translation strategies popularized by Peter Newmark (1988). Based on that strategy, the researcher found several strategies that they used. More information is presented in the discussion below.

Transference

In the transference strategy, a respondent with the initial S displayed the photovoice which is shown below:



Figure 4. The wide street symbol of an open mind

There's a caption attached that says, "This is a photo of a wide street. The photo is a representation of my feelings and broader perspective after learning the translation strategy by Peter Newmark. I seemed to have found a way out of the difficulties I faced in the translation process. I use the transference translation strategy when I encounter the name of a person, such as Peter Newmark, or the name of an institution, such as Universitas Negeri Makassar. After I understand this strategy, I don't have to struggle when I find people's names and institution names in academic texts because I don't need to look for the meaning or equivalent of the word."

Other than Newmark (1988), this case is also in line with the theory of Vinay and Darbelnet (1958) in (Venuti, 2004). In their theory, this strategy is known as

borrowing. According to them, "borrowing is a translation strategy without translating." This means that this strategy only retains words or phrases in the SL. This is in accordance with what S did, where the name "Universitas Negeri Makassar" in the SL is maintained in spelling in the TL. However, S still pays attention to the grammar and pronunciation of the word in the TL.

Naturalization

Naturalization strategy was evident in one of the photovoices from a respondent, I. It demonstrates in the following photovoice:

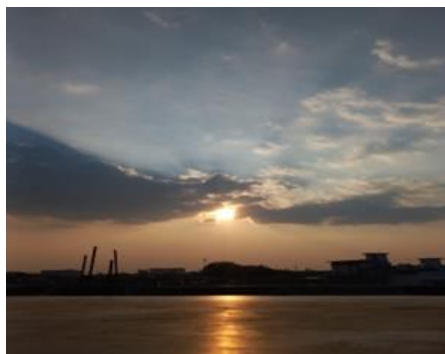


Figure 5. Sunset symbol of happiness

It is accompanied by a caption that says, "This is a photo I took at sunset. The scene is more beautiful because of the sunlight. It represents my happy feeling of being enlightened in translating English texts. After learning the translation strategies by Peter Newmark, I can apply them to help me during the translation process. I use the naturalization strategy to retain words or expressions used in the source language into the target language by adjusting the spelling and rules of the target language. For example, when I found the word "information" in the journal I read, I simply translated it into *informasi*. This is in accordance with the spelling and rules of Indonesian."

This strategy was applied by I when translating the word "information" in the SL into the word *informasi* in the TL. In accordance with Newmark's theory, I adjusted the word to the normal pronunciation of the word, then to the normal morphology or word form in the TL.

Cultural Equivalent

The respondent with the initials I also demonstrated a cultural equivalent strategy. The following photovoice demonstrates it:



Figure 6. Sunset symbol of happiness

It has a caption with the following words: "This is a photo I took at sunset. The scene is more beautiful because of the sunlight. It represents my happy feeling of being enlightened in translating English texts. After learning the translation strategies by Peter Newmark, I can apply them to help me during the translation process. When I come across a culturally related term or a term commonly used in SL, I will look for the appropriate word equivalent in the TL. For example, when I translated one of the teaching materials shared by my lecturer in class, There was the word "soap operas" in the sentence, "Much of this work, interestingly, has focused on audience involvement with television dramas, commonly referred to as soap operas." I translated the word "soap operas" with the word *sinetron*."

Based on the translation above, in accordance with Newmark's theory (1988), the cultural equivalent strategy was found. The bold word "soap operas" in SL was translated into *sinetron* in TL. Besides Newmark, this is also in accordance with Vinay and Darbelnet's theory (1958). In their theory, this is known as the adaptation strategy. According to them, this strategy replaces a cultural element in SL with one of the cultures in TL. It showed that I was looking for a word equivalent to the term "soap operas" that is appropriate to the daily culture in TL.

Descriptive Equivalent

A respondent who had the initials D presented descriptive equivalent strategy when D came across a word that do not has an equivalent term in the TL. It is shown in the photovoice below:

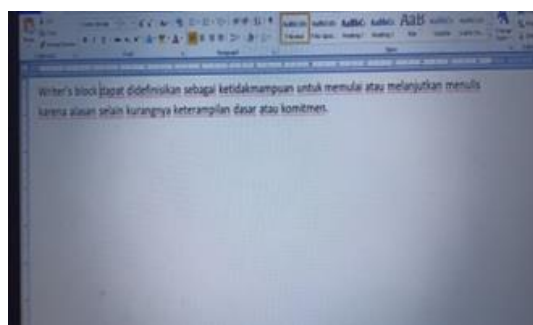


Figure 7. Translating activity with description

The photo's caption says, "I took this photo while trying to translate an English word into Indonesian. The photo above shows a description of the word *writer's block*. It shows a way out when the correct meaning is not found when using tools. This is

known as the descriptive equivalent, a translation strategy popularized by Peter Newmark. This strategy is used by adding a description of a word when translating. For example, when translating the word "writer's block" into Indonesian, I gave a description of what writer's block means. This is quite helpful in deciphering vocabulary that is rarely known to Indonesians. By adding a description, the reader will more easily understand what the writer means."

The translation strategy used in the translation above was descriptive equivalence, as stated by Newmark (1988). This is also in line with the theory of Molina and Albir (2000), known as description. According to them, the description strategy replaces certain terms in the language with descriptions of form or function. This was in accordance with the translation data by D, which showed the word "writer's block" translated into writer's block, *ketidakmampuan untuk memulai atau melanjutkan menulis karena alasan kurangnya keterampilan dasar atau komitmen*. It showed that D explained what was meant by the word "writer's block." This strategy was done to avoid misunderstandings when reading the text.

Synonym

A respondent with the initials L had a photovoice that revealed synonym strategy.



Figure 8. Blossoming flower symbol of an open mind

The photo's caption states "This is a photo of a blossoming flower in my yard. The flower represents my understanding that has opened up after learning the translation strategies by Peter Nemark. It's as if my mind opened up because I found a strategy to help me in the translation process. When I found the word "face" in the sentence, "we have discussed that Brown and Levinson's (1987) face-saving politeness theory has been undermined for its inability to be applied universally". I looked for a word that was more appropriate to the context of the sentence, which is "self-image." Then I translated it into *citra diri* in Indonesian."

This case, if seen based on Newmark's theory (1988), was included in the synonym strategy. From the example given by L, the word "face" means *wajah*. However, if it was maintained, it would potentially create a misunderstanding for the reader. It is because the context of the sentence does not refer to parts of the body or things related to the face. Therefore, L looked for the equivalent word first in the SL, whose translation would be acceptable in the TL. She changed the word "face" to the word "self-image," which means *citra diri* in TL. The translation was

more in line with the context of the sentence and could be more easily understood in the TL.

Through Translation

Apart from using the synonym strategy, a respondents with the initial L also illustrated the use of the through translation strategy. The photovoice below tells it:



Figure 9. Blossoming flower symbol of an open mind

The caption for the photo says, "This is a photo of a blossoming flower in my yard. The flower represents my understanding that has opened up after learning the translation strategies by Peter Nermark. It's as if my mind opened up because I found a strategy to help me in the translation process. When I find the names of a particular organization or terms in SL, I will use the through translation strategy. For example, when I find the term "Pre-service teachers" in one of the teaching materials shared by my lecturer, I will translate it into *guru pra jabatan* in TL."

Looking back at Newmark's theory (1988), they used the through translation strategy. This strategy was also popularized by Vinay and Darbelnet (1958) under the name calque. According to them, this strategy is a kind of borrowing from SL, but still with the structure of the TL. This is in accordance with what L and S did. They translated the terms word by word but adjusted the structure to the TL. It was based on how the terms were known in the TL.

Shift or Transposition

Shift or transposition strategy was disclosed in a photovoice belonging to a respondent with the intial R.



Figure 10. Similar drink but have different tastes

The caption of the photo says, “These are pictures of drinks that are similar, but not the same. If I didn't choose the lemon one, then I chose the orange one. I photographed this with an eye-level perspective, although it is actually an unattractive angel. I think this is the right image to represent myself in solving the difficulty of translating. Besides using synonyms, I also use shift translation when I feel that the translation becomes difficult to understand. For example, when I translated the sentence “The participants were asked to take more photos” in the journal shared by my lecturer. I changed the plural word in the sentence to singular because, if I translated it literally, the sentence would seem strange. Therefore, I translated it into *Peserta diminta untuk mengambil lebih banyak foto.*”

Based on Newmark's theory, it can be concluded that R changed the type of word in the sentence. This was in line with Vinay and Darbelnet's (1958) theory, which argued that transposition involves moving from one grammatical category to another without changing the meaning of the text or message. It was in line with what R did. R translated the words “the participants” and “photos” in SL, which are plural, into *peserta* and *foto* in TL, which are singular. It changed the language rules in SL.

Reduction

The respondent with the initial I exhibited a reduction strategy by eliminating a word in the TL to make the translation results more comprehensible. The photovoice below displays it:



Figure 11. Sunset symbol of happiness

The photo's caption reads, “This is a photo I took at sunset. The scene is more beautiful because of the sunlight. It represents my happy feeling of being enlightened in translating English texts. After learning the translation strategies by Peter Newmark, I can apply them to help me during the translation process. I use the reduction strategy by deleting some words without losing their original meaning. For example, when I read one of the journals shared by my lecturer in class. There was a sentence “They have not yet exposed the issue in much detail, especially in an emergency situation” and then I translated it into *Mereka belum membeberkan persoalan ini secara rinci, terutama dalam situasi darurat.*”

Based on Newmark's theory, the sentence already applied the reduction strategy. This is also in line with Molina and Albir's (2002) theory, which said that this strategy hides SL information items in the TL. This is in line with the example given by I, when I removed the word “much” from the sentence. It was because the

word "detail" was enough to provide an understanding of the meaning of the sentence in the TL. The word was removed in the TL to make the sentence more efficient. However, the removal of the word did not lose its original meaning in the SL.

Paraphrase

The paraphrase strategy came to light through the use of a respondent identified as I. It's shown in the photovoice that follows:



Figure 12. Sunset symbol of happiness

In the photo's caption, it says "This is a photo I took at sunset. The scene is more beautiful because of the sunlight. It represents my happy feeling of being enlightened in translating English texts. After learning the translation strategies by Peter Newmark, I can apply them to help me during the translation process. When I feel that my translated text is stiff and uncomfortable to read, I will use the paraphrase strategy. When using this strategy, I don't just transfer the meaning word by word but really understand the core message in the SL. The translation results with this strategy will be more natural, easy to understand, and in keeping with the original message. For example, when I translated the sentence "The classroom is shown at the center of the complex of force, time, and space-bound", I paraphrased it into "Classrooms have high complexity. The activities carried out are tied to a certain time and space". Then, I wrote it down in Indonesian to be *Ruang kelas mempunyai kompleksitas yang tinggi. Kegiatan yang dilakukan terikat pada ruang dan waktu tertentu.*"

Looking back at Newmark's (1988) theory, I had applied the paraphrase strategy. It is also popularized by Molina and Albir (2002) under the name amplification. According to them, amplification is the translation strategy when the translator adds details and information that are not formulated in the ST. It can be information or explicative paraphrasing. This is what I did in the translation process. The sentence was changed into an active sentence. I also divided the sentence into two sentences. This shows that I added information with I's own sentence based on the meaning contained in the SL.

Couplets

Aside from employing the previously discussed strategies, respondents with the initials I also used a couplets strategy by combining two different procedures. It is illustrated by the photovoice that follows:



Figure 13. Sunset symbol of happiness

There is a caption next to it that reads, “This is a photo I took at sunset. The scene is more beautiful because of the sunlight. It represents my happy feeling of being enlightened in translating English texts. After learning the translation strategies by Peter Newmark, I can apply them to help me during the translation process. When I encounter a word that has the same spelling in SL and TL but has a different pronunciation, I will use two strategies to translate the word. For example, when I translate the words "data" and "semi" in the sentence "Using narrative inquiry, the data were collected through semi-structured interviews and observations". I used transference and naturalization strategies. The sentence became *Dengan menggunakan metode narrative inquiry, data penelitian diambil melalui wawancara semi struktur dan observasi.*”

The case was in line with Newmark's (1988) theory. I used a combination of two strategies, namely transference and naturalization, in the words "data" and "semi." The words maintained the morphology in SL but adapted the pronunciation of the word in TL.

Addition

The respondent I also used addition strategy which involves adding information to the target text that wasn't explicitly present in the source text. The photovoice that follows served as examples of it:



Figure 14. Sunset symbol of happiness

It follows with a caption that reads, “This is a photo I took at sunset. The scene is more beautiful because of the sunlight. It represents my happy feeling of being enlightened in translating English texts. After learning the translation strategies by Peter Newmark, I can

apply them to help me during the translation process. When I translate, I often add some words to SL sentences. For example, when I translated the sentence "Using narrative inquiry, the data were collected through semi-structured interviews and observations" into *Dengan menggunakan metode narrative inquiry, data penelitian diambil melalui wawancara semi struktur dan observasi* in TL. I added the word *penelitian* after the word data to clarify the information."

Based on Newmark's theory (1988), I has used the strategy of addition. The words *dengan* and *penelitian* were added to the TL. These words were added to the sentence to get a better understanding of the reader. However, this addition did not change the original meaning of the SL.

CONCLUSION

In looking ahead, translators will have an important role to play in a globalized society that is increasingly dependent on technology. However, despite the growing technological advancements, human skills will always be needed. It is because translation is not just about transforming one language into another. A deep understanding of the situation and context of the language is also necessary. Therefore, this research can be used by educators as a reference to identify the difficulties faced by their students in translating academic texts. Therefore, they can guide their students to find the right strategies by using different types of difficulties and prevent such difficulties happened to their students. Through the use of photovoice study, the students enjoyed engaging with the photovoice process in this research. Therefore, the researchers were able to obtain more in-depth information about the types of difficulties faced and the translation strategies used by the students in translating academic text. However, it could not see directly the process of the translation process. Therefore, future researchers would need more supportive methods to get information. In conducting their research, future researchers can utilize the case study as a research design by directly observing the learning activities of translation courses.

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