




## Evaluation of Indonesian to English Translation at the Undergraduate Level Using Componential Assessment

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### ABSTRACT

**Background.** The ability to translate is a crucial skill for EFL students and helps overcome language barriers. This study investigates the improvement of translation skills at Universitas Indraprasta PGRI and explains the types of componential assessment (skills assessment) as an effective translation strategy to increase students' proficiency.

**Purpose.** This study aims to improve translation skills among students at Universitas Indraprasta PGRI by using componential assessment as a strategy to enhance their proficiency.

**Method.** An undergraduate class of fifty students in a Translation course participated in this study. The research utilizes a sequential explanatory design, beginning with an Indonesian-to-English translation proficiency test followed by a content analysis of the translations. The study focuses on assessing lexical-semantic, cultural, pragmatic, and grammatical skills through componential assessment.

**Results.** The quantitative results indicated that the quality of translations was generally poor. The primary reason for this was the participants' insufficient mastery of both Indonesian and English, which made achieving equivalency challenging. The qualitative analysis revealed that students faced difficulties in several areas: Lexical-semantic skills; Cultural skills; Pragmatic skills; Grammatical skills.

Translation mistakes were predominantly found in grammar, specifically: Pluralization; Capitalization; Inflection of words; Present tense usage; Agreement between subject and verb participles; Use of demonstrative pronouns and fragments representing them.

**Conclusion.** The findings of this study highlight the importance of effective translation teaching methods, particularly in Indonesian universities where students are expected to have a strong command of both Indonesian and English. Improving these methods can significantly enhance students' translation skills and overall language proficiency.

### KEYWORDS

Componential Assessment, Evaluation, Skills, Translation, Undergraduate.

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## INTRODUCTION

Undergraduate students frequently encounter difficulties and a particular difficulty in translating Indonesian to English (Moorkens, 2015). A significant issue in this field is the absence of a methodical evaluation of translation outcomes.



It is challenging to provide students with constructive feedback and accurately assess the effectiveness of their translation work without clear evaluation methods. For this reason, a methodical structure must be established to assess Indonesian to English translation at the undergraduate level through rigorous testing methods.

For this reason, a methodical structure must be established to assess Indonesian to English translation at the undergraduate level through rigorous testing methods. By emphasizing the crucial role of translation in overcoming language barriers, this study equips English as a second language (EFL) students with critical skills. This highlights the gap in understanding the skills and challenges faced by undergraduate students when translating from Indonesian to English. Efforts continue to address the challenges of Indonesian to English translation, and different approaches are being considered over time (Liu et al., 2019).

This research extensively discussed its significance, contribution to translation, and the fresh ideas it introduces. The problem to be solved is how to assess students' Indonesian-to-English translation skills at the undergraduate level. This is an important issue because it directly affects the quality of education and the preparation of students for the practical application of translation skills. Previous research has focused on various aspects of language ability, including vocabulary acquisition, grammar comprehension, and listening skills. However, there is a gap in the literature regarding the specific challenges students face when translating from one language to another, especially in academic settings.

A possibility that has escaped the attention of previous researchers is the need for component-oriented assessment approaches that assess not only translation accuracy but also students' ability to convey meaning, cultural nuance, and stylistic appropriateness (Moşteanu, 2021). This approach has not yet been extensively investigated in the context of undergraduate language teaching. This study provides a new concept of component assessment as evaluation, which is a multifaceted evaluation method that considers various linguistic and cognitive aspects of translation.

This approach fills a "gap" in previous research by providing a more holistic view of students' translation skills. The goal of this framework is to provide educators with valuable insight into their students' strengths and weaknesses, allowing them to adapt their teaching methods accordingly. The urgency of this research stems from increasing globalization and the need for effective translation that prepares students for real-world communication. This research is supported by the fact that translation skills are an important factor in academic success and career opportunities. Preliminary research shows that students often have difficulty translating complex sentences and retaining the original meaning and tone (Colina, 2002).

This study aims to address these challenges by proposing a new assessment as an evaluation that can better assess students' translation skills. This research is important to be carried out because the research addresses a fundamental aspect of language education by focusing on translation proficiency, a skill highly relevant in multilingual and multicultural contexts. Exploring the challenges faced by students in translating between Indonesian and English, provides insights into the effectiveness of language teaching practices, particularly in bilingual environments. Understanding the specific difficulties encountered by students in translation tasks can inform pedagogical strategies aimed at improving their proficiency (Boeriswati, 2019).

This research sheds light on the areas where students struggle the most, such as grammar, lexical-semantic nuances, cultural differences, and pragmatic considerations. By identifying these challenges, educators can tailor their instruction to better support students in developing their translation skills. The research contributes to the field of translation studies by employing a

componential assessment approach to evaluate translation quality. This methodology allows for a detailed analysis of the factors influencing the translation process, including linguistic, cultural, and pragmatic elements.

By examining both quantitative and qualitative data, the study offers a comprehensive understanding of students' translation performance and the underlying reasons for their difficulties. Given the importance of proficiency in both Indonesian and English in Indonesia according to (Retnomurti & Fiona, 2020), the findings of this research have broader societal and professional implications. Proficiency in translation is essential not only for academic success but also for effective communication in various professional domains, such as business, diplomacy, and media. By addressing the challenges faced by undergraduate students, the research contributes to the development of a skilled workforce capable of navigating linguistic diversity in an increasingly globalized world (Liu et al., 2019; Retnomurti & Anwar, 2023).

Despite the advancements in translation studies, the undergraduate-level assessment of Indonesian to English translation has received relatively little attention in research. Most existing studies target professional translators or advanced learners, overlooking the specific needs and challenges faced by undergraduate students. There is an untapped potential for developing a tailored assessment approach that considers the unique learning objectives and capabilities of undergraduate learners (Zahner & Ciolfi, 2018).

In translation learning, the assessment includes three key elements based on Colina, which are skills assessment for student competency examines the extent to which students are competent in using a foreign language, including their ability to comprehend, understand, and analyze the material. Part of the assessment system, process assessment is used to assess a student's ability to use their foreign language effectively. Outcome assessment is an aspect of the learning process that impacts a student's proficiency in identifying their foreign language skills. The research title is connected to this, but the concept of evaluation in translation learning is incorporated into skills assessment or componential assessment as stated by (Colina, 2002).

The assessment componential of translation learning, also known as skills assessment, concentrates on the extent to which a student can comprehend and communicate in a foreign language. This study examined the extent to which students' foreign language skills were different about the translation componential of an undergraduate course from Indonesian to English. This study proposes a componential assessment framework tailored to the undergraduate level, aiming to fill the gaps left by previous research. By decomposing translation quality into distinct components such as accuracy, fluency, cultural appropriateness, and lexical choice, this framework provides a structured method for evaluating translation results.

Additionally, it incorporates pedagogical principles to ensure relevance and applicability in an educational context. Through this approach, the researchers aim to address the limitations of existing assessment practices and provide a more comprehensive evaluation tool for Indonesian to English translation at the undergraduate level. This involves addressing the following key urgencies which is establishing comprehensive evaluation criteria that there is a need to create a set of evaluation criteria that is comprehensive, reliable, and applicable to the context of undergraduate translation education (Sun et al., 2020).

This includes criteria that assess not only the linguistic accuracy of translations but also their cultural appropriateness, stylistic suitability, and adherence to the intended purpose of the translation. Enhancing Undergraduate Translation Education is the research urgency that lies in the need to enhance the quality of translation education at the undergraduate level. This involves developing assessment methods that provide students with meaningful feedback and opportunities

for improvement, which in turn can lead to better translation outcomes. Adapting to Technological Changes, there is a need to adapt the assessment methods to incorporate new tools and technologies that can aid in the evaluation process.

This includes considering the use of machine translation and other automated tools in the assessment of translation quality. Addressing the Practical Application of Skills, there is a need to ensure that the assessment methods reflect the practical demands of the translation industry. This means that the evaluation should not only focus on theoretical knowledge but also on the ability to apply translation skills in real-world scenarios. Filling the Research Gap is a lack of research specifically focused on the evaluation of translation results at the undergraduate level. This research urgency is to fill this gap and contribute to the existing body of knowledge in the field of translation studies.

The main point of research urgency is to develop and implement a robust and effective assessment framework that can accurately evaluate the translation skills of undergraduate students, contribute to the improvement of translation education, and align with the practical needs of the translation industry. Communication at all levels is based on the importance of language (Moşteanu, 2021; Nitzke & Oster, 2016), stated that translation as the process of accurately conveying the meaning of a text from the source language to the target language. Although Colina, does not explicitly state this, the process is notably challenging due to the influence of not only linguistic skills in both languages but also sociocultural and ideological factors, as proposed by (Orero et al., 2018).

Despite some criticism, translation remains an effective language teaching method. (Pagano et al., 2013) illustrated that translation aids in effective reading comprehension and enhances students' proficiency in both languages. This research is grounded in Eugene Nida's theories of formal equivalence and functional equivalence. Formal equivalence, or structural correspondence, emphasizes the importance of preserving the form and content of the original message (Munday, 2015).

(Risku, 2010) compared the source text to the translation, aiming to stay as true to the original as possible without introducing additional information. The original message is less likely to be misrepresented when translated. Alternatively, functional (previously called dynamic equivalence) or linguistically dependent dependencies on specific natural occurrences between source and target languages (Zainudin & Awal, 2012). Instead of adhering to a "word for word" formal equivalence, the translation of the original language is approached as "thought for thought." The idea is to improve readability by changing structures that can confuse when translated literally. To achieve a more natural translation, functional equivalence is often used to negate the readability of the source text (Zahner & Ciolfi, 2018).

Indonesia's linguistic landscape is incredibly diverse (Musgrave, 2014). with over 700 living languages spoken across the archipelago. Although the Indonesian language or Indonesian language serves as the national language and the main communication medium for the whole country, the presence of numerous local languages and dialects creates communication barriers, especially in interprovincial and intercultural communication. These barriers can pose challenges to translation and language learning, especially when translating from Indonesian to English, due to differences in language structure, cultural nuances, and idiomatic expressions. Therefore, to manage and overcome these communication barriers, it is important to understand the specific challenges that high school students face when translating from Indonesian to English.

An example of an Indonesian language is Colloquial Makassar Indonesian (CMI), a subsystem or subvariant of Makassar spoken in the city of Makassar, Indonesia. CMI adopted the

V-S-O (verb-subject-object) typology from Makassar, but Standard Indonesian has the S-V-O (subject-predicate-object) typology due to language contact between Makassar and Malay, and this is used as the national language. It was the forerunner of the birth of the Indonesian language and the state language of the Republic of Indonesia (Alrajafi, 2021; Anderbeck, 2015; Hamied & Musthafa, 2019). Furthermore, translation quality must also be accounted for in terms of translation and post-translation equivalence.

As previously noted, translation is a process and outcome that can help overcome language barriers. Additionally, it is an important skill in the human mind. The cultural, aesthetic, ethical, social, scientific, and metaphysical dimensions of both the source and target languages are also included in the translation, which is not limited to their language (Bassnett, 2013 p. 198). Nevertheless, translation encounters difficulties. In 2021, (Stasimioti & Sosoni, 2021) conducted a self-guided examination of translation problems with 45 British graduate students, which involved taking ten self-10-statement Greek-English translation tests and was approached using contrasting methods.

The classification of cultural terms by Newmark indicates that culturally dependent expressions are present in every statement. To obtain additional information, we interviewed translators. Beyond translation mistakes and their causes, the primary factors contributing to translation problems are lack of awareness of cultural expressions, difficulty in achieving equivalence in the target language, ambiguity in certain cultural forms, insufficient translation technology, and limited knowledge of translation methods (Moorkens, 2015). It has a connection to deprivation. This study is further supported by (Sato & Sharma, 2017).

An experimental investigation was carried out on English novels and short stories translated into the Indian language Telugu. Due to the absence of a matching expression, the Telugu language was unable to express most English words correctly. The issue was more of an aesthetic and emotional nature than a mere linguistic one. Therefore, translators must be fluent in their respective languages. Additionally, (Issa, 2018) conducted a qualitative study examining the translation of academic papers from Indonesian to English by his five aspiring translation students. He found that most participants translated word for word, resulting in inefficient information sharing. He reported that translation problems fall into four categories: word choice, rhetoric, pragmatics, and grammar. When the source text is not translated into the target language, it presents significant difficulties due to a lack of proficiency in both languages.

Words have meaning at the central level due to the lexico-semantic aspects that represent their diverse ways of expressing world relations in each language (Lustyantie et al., 2015). One of the difficulties in citing for this particular lexicon is that there is no definite equivalent to another language (for example, because it may not be a standardized term in the source language (Lalouci & Bouzenoun, 2022)). A proper translation requires an understanding of its context and structural elements, which helps to clarify a specific meaning. In the English language, *cerdas* is an Indonesian adjective that can be used to denote brightness, intelligence, or smartness. Language learners must first understand the meaning, which cannot be fully conveyed at the lexical level (Langacker, 2014).

The differences in language structures cause problems. However, there are exceptions. Consequently, translators often modify the grammatical structure of the content to fit the target language while maintaining the original language's implicit objective of conveying the same interpretation (Jones, 2019). Moreover, (Baker, 2018) highlights the freedom of word order in sentence formation in Indonesian, with many sentences in English being translated into Indonesian using different lengths. There is a gender. For example, the sentence "A woman wrote a letter to her



mother" can be translated into Indonesian using different sentence structures while preserving the meaning.

A woman wrote a letter to her mother. A woman wrote a letter to her mother. A woman wrote a letter to her mother. Additionally, sentence structure depends on the focus of the sentence. Some possible Indonesian translations of the same sentence above, with different emphasis, would be: A woman wrote a letter to her mother. A woman wrote a letter to her future mother. A woman wrote a letter to her mother. The focus is on the woman, the letter, and her mother. This phenomenon of free word order in Indonesian sentences poses problems at several levels for grammatical representation and translation mapping from English to Indonesian and vice versa. *Wanita itu menulis surat untuk ibunya; Wanita itu menulis surat buat ibunya; Wanita itu menulis surat kepada ibunya.*

Moreover, sentence structure is subject to change based on the purpose of the sentence: *Wanita itu menulis surat bagi ibunya; Wanita itu menulis surat bakal ibunya; Wanita itu menulis surat demi ibunya.* The focus in these sentences is on the woman, a letter, and her mother, respectively. Due to the flexible word order in Indonesian sentences, representing grammar and mapping translations between English and Indonesian pose challenges on multiple levels. (Dusi, 2015) explicates that imperfection in understanding figurative language in the source text results in problematic translations, which can pose significant rhetorical issues. As an illustration, the Indonesian expression "alis terbakar" cannot be translated into English as "burn the eyebrows," but instead, it is rendered literally as simply "learn how to burn the midnight oil," which has the same connotation. In contrast, there is no English equivalent to 'berperahu di dua pulau', which implies that the woman has had multiple sexual partners.

In specific communication settings, pragmatics investigates the use and application of language. The issue at hand is not merely how the particular meaning of a certain word becomes apparent, but also how its unknowable nature affects its significance. The listener or reader is actively involved in understanding the intended meaning and purpose of the speaker or author in pragmatics (Hyland, 2017). This approach is based on active involvement. When someone says "Be just to the judge," the verb "just" is employed in a legal context, not its typical religious usage.

Cultural identity is a way of life that is both socially and intellectually significant. The connection between language and culture is essential, as language can be used to spread it (Tiwiyanti & Retnomurti, 2017). Ideologies, values, customary practices, traditions, beliefs, behaviors, and symbols may be expressed in language but also include local dialects. The translation process is complicated by the need to align linguistic elements with their cultural surroundings. When translating texts with cultural terminology, translators must devise ways to convey the meaning and purpose of the source text into the target text. Alternatively, you can use '*harganya satu lengan dan satu kaki*'. It has an idiom like "*Sangat Mahal*".

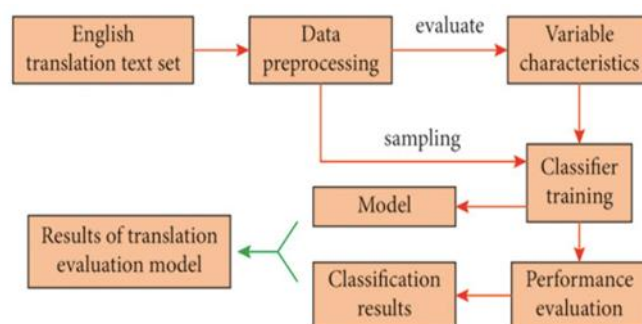
Here are some examples of how the same sentence above can be translated into Indonesian with a different focus: To ensure optimum quality, translators must possess both cultural and language skills (Holmlund & Orban, 2021). Furthermore (Alrajafi, 2021 p. 99), describes that "Translators who are proficient in both bilingual and bicultural languages are also considered competent." This research focuses on the following question: How to improve language teaching practices and translation skills at Universitas Indraprasta PGRI? What types of componential assessments are effective language teaching strategies to improve student proficiency at Universitas Indraprasta PGRI? By examining this, the research team hopes it is noteworthy because it offers practical recommendations for improving teaching practices and meeting the needs of ESL students while addressing important issues in language teaching and translation research.

This is important because it can improve language learning outcomes, foster intercultural understanding, and contribute to the development of a competent bilingual workforce. In conclusion, this research contributes to the field of language education by providing a new perspective for evaluating translation skills. It is hoped that the results will inform educational practice and contribute to the development of more effective language-learning strategies for undergraduate students.

## RESEARCH METHODOLOGY

The method used in this study was a combination of sequential explanatory design and quantitative data collection, with qualitative data supporting the results (Morett, 2023). Both approaches were mixed. Quantitative data was collected through an Indonesian-to-English written translation test and then evaluated using an analytical scoring rubric. The students' translation tests were examined by the researchers to determine their difficulties, and this was done as a means of explaining the results. This study was conducted during the fifth semester of the English Translation Education Program at Universitas Indraprasta PGRI. One of the private universities in South Jakarta, Indonesia, enrolling in the 5th semester of the academic year 2023-2024.

The participants in this study were all 50 students from translation courses A and B. Participants spoke a regional language or Indonesian as their native language, meaning that English was their second or foreign language. The Indonesian/English Translation Exam uses part of the text from the "Translation Instruction Module (Academic)", which is a modular teaching material for students. The Indonesian-to-English-translation test uses parts taken from the text of the Translation (Academic) teaching module, a modular teaching resource for students. The assessment includes three Indonesian texts that students are required to translate into English, with their work being evaluated using an analytical scoring rubric presented in the graphic below and adopted by the Association of American Colleges and Universities (AAC&U) (Pessoa et al., 2019).



**Graphic.1** The process of translation evaluation

## RESULT AND DISCUSSION

### Evaluation of Translation

Participants	Paragraph 1	Paragraph 2	Paragraph 3	Mean Scores
1	20.3	18.1	Discarded	19.2
2	19.8	17.8	Discarded	18.8
3	20.7	18.3	20	19.67
4	24	Discarded	Discarded	24
5	18.8	Discarded	Discarded	18.8
6	18	Discarded	Discarded	18

**Table 1:** Results of Participant Translation Evaluation

Table 1 above presents the results of translation evaluation for participants. Some versions were discarded because participants did not complete the translation evaluation. An average of 19 is considered an overall average. 72 means that you did poorly on the test. The findings indicate that all participants provided incorrect translations, indicating limited comprehension of Indonesian as the source language and English as its target language. Participants who were just starting as translators had lower test scores, according to the study of (Asiri & Metwally, 2020) where the participants, who were novice translation students, received relatively low scores on the test. In addition to this, (Cholodová, 2016; Madkour, 2016; Maluku-Morina, 2014) analyze linguistic factors such as morphology, syntax, and other semantics, culture of the target language as well as pragmatics. They claim that proficiency with the translation will influence the quality of the translation provided.

### Componential Assessment as Evaluation in Translation

#### Grammatical Assessment

Translation results must establish the distinctness of the language's syntactic structure. As, (Purgina et al., 2020; Retnomurti et al., 2024), it was observed that a lack of familiarity with grammatical functions and inconsistency in parts of speech could result in ineffective translations. The participants' results revealed various grammatical issues, such as noun pluralization, capitalization, word inflection, the present tense, agreement with subject verbs, demonstrative pronoun use, and piece. This was true even for those who participated in the study.

#### Pluralization Assessment

In linguistics, pluralization identifies whether a noun or pronoun is singular or plural (Sudo, 2014). A word is singular when it denotes a single entity and plural when it denotes multiple entities. Examples are provided below:

ST: "*Rakyat harus terus bersatu untuk memantau kinerja **pemerintahan**.*" (p. 15)

TT: "The people must remain united to monitor the performance of their **government**." (p. 23)

ST: "*Jalan menuju kesuksesan akan diraih oleh **orang-orang** yang mau bersungguh-sungguh untuk bekerja keras.*" (p. 17)

TT: "The path to success is trodden by **people** who are committed to hard work". (p. 25)

ST: "***Para dokter** didukung penuh oleh industri farmasi global dalam menciptakan obat-obatan yang efektif.*" (p. 19)

TT: "The pharmaceutical industry in the world fully supports doctors to make effective drugs." (p. 27)

The translated sentence states that the governments, people, and doctors; while the Indonesian text mentions more than one entity such as the words pemerintahan, orang-orang, and para dokter with the marker "word repetition" in Indonesian indicating plurality. On the other hand, the -an



suffix "government" which means "various or consisting of several" requires a plural subject. To convey the same thought as the source text, the noun must be in the plural form such as the governments, people, and doctors (Molina & Hurtado Albir, 2002).

### Capitalization Assessment

In writing, it is a standard practice to capitalize the initial letter of proper nouns, proper adjectives, and the first word in a sentence. However, some students failed to adhere to this rule, as demonstrated in the examples below:

ST: "***M**atahari sedang bersinar*" (p. 21)

TT: "the sun is shining" (P. 29)

ST: "***D**ia bermukim di **J**alan **P**ertiwi yang terkenal sepi*" (p. 23)

TT: "he lives on Jalan Pertiwi, which is known for being Quiet" (p. 31)

ST: "***L**etak **B**ioskop berada di pusat kota*". (p. 25)

TT: "the location of the cinema is in the City Center". (P. 33)

The participant's translation of the first example sentence seems to indicate that the initial capitalization of the sentence is not used. Conversely, in the second set of translations, the general adjective "sepi" which means "quiet" and the noun phrase "pusat kota" which means "city center" at the end of the sentence do not need to be capitalized.

### Word Inflections Assessment

(Martin, 2017) mentioned that the word inflections refer to the various forms a word can take within a language. By adding prefixes and/or suffixes, a word's meaning and function can shift, transforming it from a noun to an adjective, verb, or adverb. For instance, where word inflections alter the part of speech and meaning is the English word "run." When used as a simple verb ("I run"), it indicates an action performed by the subject. However, when suffixed with "-er" (-runner), it becomes a noun referring to someone who runs regularly. Similarly, adding the prefix "un-" creates the opposite meaning, such as "unable to run" or "un-running" (although the latter may not be commonly used). This illustrates how inflections can transform words into new parts of speech and convey various meanings within a single linguistic framework (Sudo, 2014).

In line with this, examples below show errors in taking the appropriate inflection:

ST: "*Perutku kosong, **A**ku mau isi perut dulu*." (p. 27)

TT: "I'm in dire need of food." (P. 35)

In Bahasa Indonesia, the sentence "Perutku kosong, Aku mau isi perut dulu." uses a more informal and direct tone, which is common in spoken language. The translation "I'm in dire need of food" maintains the literal meaning but loses the informal and direct tone of the original sentence. To correct this and make the translation more in line with the original tone, the researchers could adjust the English sentence to be more informal and direct, similar to the Bahasa Indonesia version. A more appropriate translation might be: "My stomach's empty, **I need to eat first**." This version maintains the informal tone and directness of the original sentence, making it more appropriate for a casual conversation. It also corrects the grammatical error in the original translation by using "My stomach's empty" instead of "I'm in dire need of food" to indicate possession and state simultaneously, which is a common construction in English. In summary, the error in the translation was not in the literal meaning but in the tone and formality of the English version. By adjusting the tone and formality to match the original *Bahasa Indonesia* sentence, the researchers can provide a more accurate and appropriate translation.

## Verb Tenses Assessment

Tenses indicate the time when an event or action takes place (Sudo, 2014). Tenses can be classified into four categories: the simple and the complex tenses. It encompasses activities that occur simultaneously at a particular moment. Periodic actions are the focus of perfect tenses. This means that the action of the verb in this tense is progressive, meaning that it has a certain point of progression. An action that takes place within a specific time frame and continues until exactly at the specified point in time is represented by the perfect progressive tense (Molina & Hurtado Albir, 2002).

ST: “*"Saya sudah makan ketika dia telepon tadi malam."* (p, 29)

TT: "I **already eaten** when he called last night." (p. 37)

ST: “*"Anda tinggal di sini sejak lima tahun yang lalu."* (p. 31)

TT: "You've **been dwelling** here for five years." (p. 39)

eaten when he called last night" to indicate the action that occurred before another past action in Indonesian such as *saya sudah makan ketika dia telepon tadi malam*. In the second example, the appropriate tense should be " You've been dwelling here for five years" to indicate an action that started in the past and is continuing until the present in Indonesian such as *anda tinggal di sini sejak lima tahun yang lalu*.

## Subject-Verb Agreement Assessment

In Indonesian, verbs don't always match their subjects, unlike in some other languages such as English and French. This means that the same verb can be used for both singular and plural subjects, and the use of tenses, aspect, and mode is not as crucial in Indonesian as it is in French. However, Indonesian English, which refers to a newly recognized linguistic variety of English, has unique grammatical features that can lead to the emergence of a new variant of English. Translators from English to Indonesian may also face difficulties in translating English verbs due to differences in the concept of aspect, adverb of time, and tenses in both languages (Cabaltica & Osabel, 2021).

For example, in the sentences in Indonesian that demonstrate the lack of subject-verb agreement in Indonesian: *Saya makan nasi* translated into I eat rice. In this sentence, the verb "makan" (eat) is the same regardless of whether the subject is singular or plural. *Mereka belajar bahasa Inggris* translated into They study English. Again, the verb "belajar" (study) is the same for both singular and plural subjects. *Dia menonton film di bioskop* translated into He/she watches a movie at the cinema. The verb "menonton" (watch) does not change based on the number of the subject.

In all of these examples, the verb remains the same regardless of whether the subject is singular or plural. Conversely, English does not have the same subject-verb agreement. To ensure grammatical correctness, sentences and clauses require subject-verb agreement, where the verb aligns in number with its subject. This means that a singular subject should correspond with a singular verb, while a plural subject should match with a plural verb (Mirković & MacDonald, 2013).

ST: “*"Temanku dan saya sedang mencoba membuat resep baru"*. (p. 33)

TT: “**My friend and I** are attempting to develop a new recipe.” (p. 41)

ST: “*"Ibu saya terus membaca buku-buku saya."* (P. 35)

TT: “My mother **keeps being read** my books.” (P. 43)

Referring to the first example, The verb "attempting" is singular while the subject ("my friend and I") is plural. A more accurate translation would be "We are trying to create a new recipe." The second example suggests The verb "keeps being read" implies continuous action, but the context

suggests that the reading occurs repeatedly rather than continuously. A more accurate translation would be "My mother **keeps reading** my books." These errors arise because the translator did not consider the difference between a subject-verb agreement in Indonesian and English. While Indonesian allows for flexibility in verb usage, English requires strict compliance with subject-verb agreement rules (Cabaltica & Osabel, 2021).

### Demonstrative Pronoun Assessment

Demonstrative pronouns indicate specific individuals, locations, or objects (Diessel, 2014). Just four demonstrative pronouns exist: "this" and its plural form "these," along with "that" and its plural counterpart "those."

ST: *"Buku itu sangat bagus, saya suka ini."* (p. 37)

TT: " **This** book is truly excellent; **that's** very good indeed." (p. 45)

In this example, the demonstrative pronouns "itu" and "ini" are used incorrectly. "Itu" should be translated as "that" and "ini" should be translated as "this". Therefore, the correct translation of the sentence should be: "That book is truly excellent; This's very good indeed."

### Fragments Assessment

A fragment comprises any collection of words that fails to convey a complete idea and cannot function independently as a grammatically whole sentence (Utami & Hikmaharyanti, 2019). It's missing either one or both of the crucial components of a sentence: the subject and the predicate (Utami & Hikmaharyanti, 2019).

ST: *"Kucing makan ikan, saya menonton TV."* (p.39)

TT: "**Me watching** TV, and cat **eating** fish." (p. 47)

The sentence incorrectly translated into English without considering the fragment issue would result in *The cat eats fish; I watch TV*. However, if we translate each part separately as fragments, ignoring their connection as a single sentence, we get: *The cat eats fish*. (Subject plus Predicate); *I watch TV*. (Subject + Predicate). Now, let's try combining these two fragments incorrectly by placing them side-by-side without connecting them properly: *The cat eats fish I watch TV*. This combination creates a fragment because it doesn't form a complete sentence due to the absence of conjunction or other means to connect the two independent clauses. The correct way to combine these fragments would be: *The cat eats fish while I watch TV*.

### Lexical-Semantic Assessment

"It can be challenging to understand the correct meaning of a word in the lexico-semantic translation when it has multiple translations in its source language or no equivalent. This can lead to problems with semantic interpretation" (Ehrlemaek et al., 2016). This may be the reason for "misunderstanding and failure of translation" (Ubaydullayeva & Bakhtiyorova, 2023). In addition, Greater errors become evident when an individual lacks an extensive vocabulary repertoire in both the source and target languages. Consider the example below:

ST: *"Dia keukeuh"* (p. 41)

TT: "He is **stubborn**". (p. 49)

Translating from Indonesian to English can pose lexical-semantic challenges. In the English language, "keukeuh" is frequently interpreted as meaning "stubborn". However, "keukeuh" encompasses a stronger sense of stubbornness and persistence than the English word "stubborn" alone, leading to a potential loss of meaning in the translation. This highlights the difficulty of finding accurate equivalents between languages, which can lead to misunderstandings and translation failures, especially when dealing with words that lack a precise counterpart in the target language.

## Pragmatic Assessment

As defined earlier, pragmatics concerns itself with interpreting the meaning of utterances within their context. For instance, implications, presuppositions, and even connotations play a significant role in comprehending someone's statements (Sbisà, 2021). In this regard, according to (Harmash et al., 2020). Due to the ambiguity of word meanings and the complexity of the communicative environment, challenges arise in this realm when the intended meaning is not effectively conveyed or comprehended. Refer to the example below:

ST: "*Saya tidak suka makan **daging sapi***." (p. 43)

TT: "I'm not fond of consuming **cow meat**" (p. 51)

This translation may lead to confusion if the listener does not know that '*daging sapi*' refers specifically to beef rather than just any type of animal flesh. To address this issue and take the appropriate pragmatic challenge, one could translate it more accurately by saying something along these lines: "I don't eat beef" or "My food preferences are not influenced by beef," this improves the portrayal of what the original speaker intended in this linguistic context. Failure to recognize the need for such adjustments might result in misunderstandings due to differences in cultural norms, language usage patterns, and other factors affecting communication across languages and cultures.

## Cultural Assessment

(Şerban, 2013) stated that Translation is a component of contrastive linguistics as it involves multiple languages and cultures. The connection between culture and language is inherently interdependent and encompasses various aspects. Different cultures may have different experiences, attitudes, values, and worldviews, leading to varying interpretations of concepts for individuals who speak one or more languages. These differences become the source of translation challenges (Priya, 2020). Moreover, when a language is rich in cultural terms and expressions, translation becomes even more challenging, as both language and culture necessitate thorough study and examination (Tymoczko, 2012).

ST: "*Ia terlalu dini untuk **menikah***." (p. 45)

TT: "He's too early to **get married**." (p. 53)

In this example, the English translation is a direct and literal translation of the Indonesian sentence. However, the cultural challenge arises because the word "*menikah*" in Indonesian can imply more than just the act of marriage. It can also suggest the responsibility and commitment that comes with marriage, which is a part of Indonesian culture. The English translation does not capture this cultural nuance, which could lead to a misunderstanding of the context in which the sentence is used. In a proper translation, cultural nuance should be taken into account to ensure that the translated sentence accurately conveys the original meaning and context. A more culturally sensitive translation might be: "He is too young to take on the responsibilities and commitments of marriage."

This translation acknowledges the cultural implications of marriage in Indonesian culture, such as the societal expectations and responsibilities that come with being married. It also uses more formal language to reflect the cultural formality that might be expected in a translation from Indonesian to English. In a translation task, the participant is only able to preserve or keep the original term or word from the source language in their translation. This means that the participant is not able to fully capture the meaning or nuance of the original text, but rather can only provide a direct translation of the specific term or word. This can be a limitation in translation, as it may not fully convey the intended meaning of the original text (Brelsford et al., 2018). Below is a picture of the componential assessment process in the Translation class.



**Figure 1:** The Process of Componential Assessment in Translation Classroom

## CONCLUSION

The study assessed the proficiency and obstacles encountered by undergraduate students when translating from Indonesian to English using componential assessment for evaluation. The findings revealed that participants, who were learning English as a second or foreign language, demonstrated beginner-level proficiency in both languages. Identified translation errors highlighted various challenges, including grammatical, lexical-semantic, pragmatic, and cultural difficulties. Among these, grammatical challenges such as errors in pluralization, capitalization, word inflections, tenses, subject-verb agreement, demonstrative pronoun usage, and fragments were the most prevalent. These findings have significant implications for language teaching in Indonesia. Despite the curriculum's goal of developing communicative competence in both Indonesian and English, the study reveals a gap in achieving this objective. This is particularly concerning as the participants are university students who should be adequately prepared for employment. The study suggests the need for further research to deepen understanding of students' translation proficiency, explore other translation approaches and strategies employed by students, and consider socio-cultural and academic background factors that may influence translation cognition and performance. In summary, the research underscores the challenges students face in achieving proficiency in Indonesian and English translation, highlighting the importance of addressing these issues in language education and promoting further investigation into effective teaching methods and contextual influences on translation performance.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

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