

NAVIGATING SELF-TRANSLATION NUANCES: EFL STUDENTS' STRATEGIES AND CHALLENGES IN TRANSLATING ENGLISH TEXT

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ABSTRACT

The skill of translation is considered as one of the abilities that language learners, particularly foreign language learners, should have. In fact, this is particularly true for students of foreign language learners, in this case English, as a Foreign Language (EFL), often navigate the complexities of linguistic proficiency while striving to retain the essence and nuances of the original text. Thus, this study aims to investigate the strategies employed by EFL students to preserve the nuances of original texts during self-translation from Bahasa Indonesia to English under five strategies: 1) Intentional Language Selection (ILS), 2) Cultural and Linguistic Sensitivity (CLS), 3) Equivalence and Fidelity (EF), 4) Emotional and Stylistic Impact (ESI), and 5) Hybrid Identities and Third Space (HITS), and challenges faced by EFL students in employing self-translation strategies. Conducting a qualitative research design, 23 EFL students were selected as the source of data, and document of their translated text (academic and non-academic text) were the instrument for collecting the data. Content analysis was used to identify the data to answer the research study. The finding indicated that five proposed self-translation strategies were employed by the EFL students in translation, and challenges they faced were caused by limited linguistic proficiency, cultural awareness, and the cognitive demands of translating complex sentences while preserving the original meaning can also lead to cognitive overload.

Keywords: EFL Students, Self-Translation, Strategies in Translation, Challenges in Translation

ABSTRAK

Kemampuan menerjemahkan dianggap sebagai salah satu keterampilan yang harus dimiliki oleh pembelajar bahasa, terutama pembelajar bahasa asing. Hal ini terutama berlaku bagi pembelajar bahasa asing, dalam hal ini Bahasa Inggris sebagai Bahasa Asing (EFL), yang sering menghadapi kompleksitas kemahiran linguistik sambil berusaha mempertahankan esensi dan nuansa teks asli. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki strategi yang digunakan oleh siswa EFL dalam menjaga nuansa teks asli selama proses penerjemahan mandiri dari Bahasa Indonesia ke Bahasa Inggris melalui 5 strategi: 1) Pemilihan Bahasa yang Disengaja (ILS), 2) Sensitivitas Budaya dan Linguistik (CLS), 3) Kesetaraan dan Kesetiaan (EF), 4) Dampak Emosional dan Gaya (ESI), dan 5) Identitas Hibrida dan Ruang Ketiga (HITS), serta tantangan yang dihadapi oleh mahasiswa EFL dalam menerapkan strategi terjemahan mandiri. Dengan menggunakan desain penelitian kualitatif, 23 mahasiswa EFL dipilih sebagai sumber data, dan dokumen teks terjemahan mereka (teks akademik dan non-akademik) menjadi instrumen untuk mengumpulkan data. Analisis konten digunakan untuk mengidentifikasi data guna menjawab pertanyaan penelitian. Temuan menunjukkan bahwa 5 strategi terjemahan mandiri yang diusulkan digunakan oleh siswa EFL dalam proses terjemahan, dan tantangan yang dihadapi disebabkan oleh keterbatasan kemahiran linguistik, kesadaran budaya, serta tuntutan kognitif dalam menerjemahkan kalimat kompleks sambil mempertahankan makna asli, yang juga dapat menyebabkan kelebihan beban kognitif.

Kata kunci: Mahasiswa EFL, Terjemahan Mandiri, Strategi dalam Terjemahan, Tantangan dalam Terjemahan

INTRODUCTION

Languages are important in almost every aspect of life because they allow people to share their experiences, feelings, and thoughts with others. They

must be fluent in both oral and written communication. People cannot interact or communicate with one another without the use of language. (Hidayanti et al., 2023). In an increasingly

interconnected world, the ability to translate texts across languages is a vital skill that facilitates cultural exchange and mutual understanding in communication. Thus, the skill of translation considers as one of the abilities that language learners, particularly foreign language learners, should have. Moreover, this is particularly true for students of foreign language learners, in this case English, as a Foreign Language (EFL), who often navigate the complexities of linguistic proficiency while striving to retain the essence and nuances of the original text. (Grutman & Van Bolderen, 2014).

In an English study program, translation subject is included in a compulsory subject. The activity focuses on developing students' skill in translating a text of any genre and style (scientific article, report, instruction, story, novel), as well as oral texts (presentation, greeting speech). Translation has been perceived as a secondary activity, as a 'mechanical' rather than a 'creative' process, within the competence of anyone with a basic grounding in a language other than their own; in short, as a low status occupation (Bassnett, 2013).

During class activity, EFL students always involve in translating task, whether it is an academic text or literary text. In finishing the translation task, students may have different strategies to fulfill the translation task requirements. One of the strategies used by the students is the self-translation. Self-translation is a strategy of translating which offer authors to bridge both the linguistic and also cultural nuances across languages. (Cordingley, 2022; Van Doorslaer & McMartin, 2022).

With its many benefits, translation has grown to be a popular academic pursuit among English Education Department students. Theoretically, a translation

could improve students' understanding (Sari & Zamzani, 2020). In order to translate a particular word or phrase, the students had to read and understand a range of sources. Furthermore, translation may aid students in developing their writing and reading skills (Anggadewa & Tarigan, 2022). For example, before starting the translation process, the students had to go back and read the material until they understood it. While some students believe that reading is a difficult language skill to learn, others believe that students can understand language through text (Wicaksono, 2018).

Lastly, one could argue that students learning a foreign language develop the habit of interpreting in that language.

Recent literature underscores the complex nature of self-translation, highlighting its cognitive and emotional demands (Cordingley & Montini, 2015). Self-translation requires a delicate balance to maintain the integrity and intent of the source material while adapting it to a different linguistic and cultural context. For EFL students, this balance is further complicated by varying levels of language proficiency and cultural knowledge, which can influence their translation choices and strategies (Castro & Ergun, 2020).

This present study, titled "Navigating Self-Translation Nuances: EFL Students' Strategies and Challenges in Translating English Text," aims to explore how EFL students manage the self-translation process. Specifically, this study seeks for the strategies in self-translation of academic text (abstract) and non-academic text (literary text like poem) from English into Bahasa Indonesia, focusing on the self-translation strategies from (Ajeesh & Kumar, 2019) with the 5 elements of strategies such as, Intentional Language

Selection, Cultural and Linguistic Sensitivity, Equivalence and Fidelity, Emotional and Stylistic Impact, and Hybrid Identities and Third Space.

While the strategies related to self-translation provide a sustain fundamental framework, the challenges faced by EFL students need comprehensive theories as well. For this purpose, this study focused the analysis of the challenges faced by students in translation process under the difficulties they faced during the text translation from Indonesian to English. Since, the difficulties aspects are varied from one individual to other individual, the challenges will also vary depend on some items like difficulties with meaning, such as lexical, grammatical, contextual or situational, textual, and socio-cultural meaning.

The objectives of this study are to examine the appropriate strategies in self-translation nuances of the EFL students in translating text from Bahasa Indonesia into English, as well as to identify challenges faced by EFL students during the translation activity. By observing these phenomena, it is aimed to gain insightful information related to the students' ability in deciding what solution to solve the challenges in translation matters.

A qualitative case study is employed in this study to achieve the objectives. The qualitative design focused on an in-depth elaboration and exploration of analysis of self-translation approach and challenges in translating text from Bahasa Indonesia into English, specifically on understanding how the strategies of self-translation being chosen affected the solution for solving the challenges. Using a content analysis of the EFL students' translation product (translated text from Bahasa Indonesia into English) the collected data was analyzed based on (Ajeesh & Kumar,

2019) with the 5 elements of strategies such as, Intentional Language Selection, Cultural and Linguistic Sensitivity, Equivalence and Fidelity, Emotional and Stylistic Impact, and Hybrid Identities and Third Space.

The significant of this study delved in two important points that are academically and practically. Academically, it contributes to the field of translation, of course, since it addresses the theoretical gap in translation strategies, particularly in self-translation. Further, it provides the nuances of a comprehensive data and information relating to the strategies and challenges faced by EFL students during their academic time on translation course. In term of practical contribution, this study offers valuable guidance for EFL students and translator teachers about the development of possible effective translation course program. This is aims to enhance students' skill and ability in comprehending the translation matters, not only as one of their courses, but also as a potential for their future profession. Moreover, the needs to figure out the challenges faced by EFL students in translating text from Indonesian into English broaden the significant value of this study. It relates to the ELF students' ability in deciding what should be done in facing the challenges which open the chance to offer practical implications of their knowledge of translation matters during their learning within university translation curriculum.

RESEARCH METHOD

Research Design

This study aimed to examine the self-translation strategies employed by EFL students when translating text from Bahasa Indonesia into English, and to identify and explore the challenges they faced. Furthermore, it sought to gain a

deeper understanding of how these challenges influenced their choice of strategy in performing their translations. Those objectives are arranged to be achieved under the qualitative design. Further, content analysis was employed to gather data and insights into the self-translation strategies and the specific challenges during the translation activity involved. This process involved a comprehensive examination of the translated text product (academic or non-academic text) to identify the strategies, as well as the challenge related to self-translation.

Additionally, a semi-structured interview section was administered to gain comprehensive information from the EFL students about their experience, cognitive process, and reflection on their strategic choice during self-translation. The collaboration of these two components in this qualitative study was to ensure that a comprehensive understanding of the strategies and challenges in self-translation was gained. Thus, the finding could contribute to the field of translation studies by offering an insightful implication of self-translation for improving the target of translation course objectives, and the quality of the translated text.

Sources of Data

The original text (academic text, non-academic text, literary text), the translated text (the same academic text, non-academic text, literary text), and the participants were 23 EFL students from Medan who already followed and pass from the Translation course at their universities, and they had experience in translating text, whether to fulfill the class assignment or other condition. The original text here is the Bahasa Indonesia version of the text, while the translated text here is the same text

translated into English by the same EFL students.

Instruments

This study administered two types of instruments. They were:

1. Translation Activity: This activity involved the ESL students conducting their translation assignment during their translation class given by their lecturer. This was aimed at assessing the strategies used by the EFL students in finishing the task
2. Semi-structured interview items: These items were designed to explore the strategies and challenges in a broader understanding. The interview focused on the students' experiences during their translation.

Procedure for Collecting Data

The data collection process involved three steps:

1. Gathering original texts in Bahasa Indonesia and their translated counterparts in English.
2. Conducting semi-structured interviews with participants to gather qualitative reflections on their strategies and challenges.
3. Organizing and coding the documents and interview transcripts systematically for analysis.

Data Analysis

The data analysis was conducted using qualitative content analysis to examine students' translated texts based on the five self-translation strategies proposed by Ajeesh & Kumar (2019). Each text was coded and categorized according to the presence of these strategies.

Interview data were transcribed and thematically analyzed to identify recurring patterns related to challenges faced by students, including linguistic limitations, cultural misunderstanding, and cognitive overload. The combination of document analysis and interviews offered a triangulated

understanding of both strategy use and difficulties in the self-translation process.

Data Triangulation

To ensure credibility and validity, data triangulation was employed by using multiple data sources (texts and interviews) and methods (content analysis and thematic analysis). This helped confirm findings across different types of data and provided a more holistic understanding of students' translation practices.

FINDING AND DISCUSSION

Strategies in Self-Translation of the EFL Students

The findings of this study are based on the data collection procedure. Data from this study were translated text (academic and non-academic text) administered by EFL students during

their translation class activities given by their lecturer. The translated text is in the form of a poem, 2 poems, categorized as non-academic text, and some academic text categories, such as news headlines and quotations from selected research articles. After categorizing the data, the data were then tabulated to suit the self-translation strategies by (Ajeesh & Kumar, 2019) with the five elements of strategies, such as Intentional Language Selection, Cultural and Linguistic Sensitivity, Equivalence and Fidelity, Emotional and Stylistic Impact, and Hybrid Identities and Third Space.

Table 1 below shows the distribution of the self-translation strategies based on the categories of the translated text, along with the original text.

Table 1 Self-Translation Strategies Used for Translating Academic and Non-academic Text

Types of the Text	Original Text	Translated Text	Self-Translation Strategies										
			Intentional language selection		Cultural and linguistic sensitivity		Equivalence and fidelity		Emotional and stylistic impact		Hybrid identities and third space		
			CDM	SB	ACR	PCA	FE	AI	ER	SC	NMI	TE	
Non-Academic Text (poem)	I wish I wrote the way I thought	<i>Saya berharap saya menulis seperti yang saya pikirkan</i>	√	√	√	√		√				√	√
	Obsessively, Incessantly, With maddening hunger.	<i>Secara obsesif, Tanpa henti, Dengan rasa lapar yang menjengkelkan</i>						√		√		√	√
	I'd write to the point of suffocation.	<i>Saya akan menulis sampai kehabisan nafas.</i>	√					√	√	√		√	

I'd write myself into nervous breakdown.	<i>Saya akan menulis tentang diriku sendiri hingga mengalami patah semangat.</i>	√		√				√	√		√
Manuscripts spiraling out. Like tentacles into abysmal nothing.	<i>Naskah yang berputar-putar. Seperti tentakel, menuju ketiadaan yang sangat buruk.</i>	√	√			√		√	√		
And I'd write about you a lot more. Than I should'	<i>Dan saya akan menulis tentangmu lebih banyak dari yang seharusnya</i>	√			√	√	√	√	√	√	√
O! never say that I was false of heart,	<i>Aku tidak menyangka bahwa kau meragukan cintaku</i>	√	√	√	√	√	√	√	√	√	√
Though absence seems my flame to quality.	<i>Meskipun kehadiran ku tidak selalu menemanimu</i>	√	√	√	√	√	√	√	√	√	√
As easy might I from myself depart	<i>Semudah itu aku meyakinkan diriku Seperti jiwaku yang selalu kembali padamu</i>							√			√
As from my soul, which in thy breast doth lie:	<i>Itulah kesetiaanku Seperti jiwa yang berkelana namun</i>	√	√	√	√	√	√	√	√	√	√

	<i>selalu kembali padamu</i>										
This is my home of love; if I have ranged,	<i>Itulah kesetiaanku</i>	√	√	√	√	√	√	√	√	√	√
Like him that travels, I return again,	<i>Seperti jiwa yang berkelana namun selalu kembali padamu</i>	√	√	√	√	√	√	√	√		
Just to the time, not with the time exchange d,	<i>Waktu terus berjalan, tetapi perasaanku tidak berubah</i>	√	√	√	√	√	√	√	√	√	√
So that myself bring water for my stain.	<i>Seperti kesalahan yang mampu kita hadapi bersama</i>	√	√	√	√	√	√	√	√	√	√
Never believe, though in my nature reigned	<i>Tidak pernah aku percaya bahwa aku jatuh sedalam ini</i>	√	√	√	√	√	√	√	√	√	√
All frailties that besiege all kinds of blood,	<i>Segala kelemahanku ada pada dirimu</i>	√		√		√	√	√	√	√	√
That it could so preposterously be stained,	<i>Walaupun kesalahan itu berasal pada diriku</i>	√	√	√	√	√	√	√	√	√	√
To love for nothing all thy sum of good;	<i>Kuharap engkau mengerti akan keadaanku</i>	√	√	√	√	√	√	√	√	√	√
For nothing this wide	<i>Kasihku; di dalam jiwa</i>	√	√	√	√	√	√	√	√	√	√

	universe I call, Save thou, my rose; in it thou art my all.	<i>ini hanya ada kamu Dunia terasa hampa tanpa kehadiranmu</i>	√	√	√	√	√	√
Academic Text (news headline, abstract, quotation from students' research proposal)	Active participation from the people is key to ensure direct, free, confidential, honest, and fair general election this year.	<i>Partisipasi aktif Masyarakat adalah kunci untuk menjamin pemilu yang transparan, terbuka, rahasia, jujur, dan adil tahun ini</i>	√	√	√	√	√	√
	Flash Media Experimental Cards in Learning Arabic Mufradat	<i>Eksperimentasi Media Flash Card dalam Pembelajaran Mufradat Bahasa Arab</i>	√	√	√	√	√	√
	Languag e has a various aspects of study, that will always be interesting to discuss. Related to history, usage, learning and more. The study of	<i>Bahasa mempunyai berbagai aspek kajian yang akan selalu menarik dibahas. Berkaitan dengan sejarah, penggunaan , dan pembelajaran serta lainnya. Kajian bahasa telah melahirkan berbagai</i>	√	√	√	√	√	√

language has generated various fields of science.	<i>disiplin ilmu yang membahasnya.</i>										
This research is expected can add to the scientific evidence of boarding school as a though contributi on to the academic develop ment of the Da'wah magement t departme nt of UIN Sunan Kalijaga Yogyaka rta	<i>Penelitian ini diharapkan dapat menambah khasanah keilmuan tentang manajemen keuangan pondok pesantren sebagai sumbangan pemikiran bagi pengembang an akademik Jurusan Manajemen Dakwah UIN Sunan Kalijaga Yogyakarta</i>	√	√	√	√	√	√	√	√	√	√
This research can be material input for social organizat ions or institutio ns both formal and non-formal especiall y, in the financial sector of Ad-Dhuha Bantul	<i>Penelitian ini dapat menjadi bahan masukan bagi organisasi atau lembaga sosial kemasyarak atan baik formal maupun non formal khususnya dalam bidang keuangan Pondok</i>	√		√	√	√	√	√	√		

DIY *Pesantren*
Enterpre *Enterpreneu*
neur *r Ad-Dhuha*
Islamic *Bantul DIY.*
Boarding
School.

Notes:

CDM = Conscious decision-making
SB = Strategic bilingualism
ACR = Adapting cultural references
PCA = Preserving cultural authenticity
FE = Flexible equivalence
AI = Authorial intent
ER = Emotional resonance
SC = Stylistic consistency
NMI = Navigating multiple identities
TE = Transcultural expression

Overall, self-Translation Strategies described in table 1 indicated that the type of text being translated influenced the selection of strategies. Conscious decision-making (CDM) of the intentional language selection, was the frequent strategy used in translating poetic lines, ensuring the selection of words that maintain the original tone and meaning of the literary works, in this study, po-ems. In academic text, CDM was less evident, but still present to ensure clarity and precious in conveying complex ideas. Taken from the data, the students translator makes a deliberate choice to use the phrase seperti yang saya pikirkan in translating "the way I thought", ensuring it conveys the intended meaning accurately. The choice of words reflects a high degree of intentionality. Further-more, by translating "the way I thought" to seperti yang saya pikirkan, students translator leverages their bilingual proficiency to choose a phrase that best con-veys the original meaning, tone, and cultural nuance.

Related to cultural and linguistic sensitivity, strategic bilingualism (SB) showed an understanding of cultural nuances, especially that convey deep emo-tion or culturally specific

expression. As stated in the data, the phrase "nervous breakdown" has been translated to patah semangat which is culturally relevant and comprehensible to the target audience. It reflects an understanding of how emotional distress is expressed in the target culture. Thus, SB strategy was effectively used in translating poem. For academic text, on the other hands, sensitivity was maintained by adapting terms to fit the academic context and linguistic ex-pectation of the target audiences. For instance, the data showed students transla-tor adjusted the phrase "general election" to pemilu, /which is a commonly un-derstood term in Indonesian for elections, making it relevant and comprehensible to the target audience.

Equivalence and fidelity strategies implied in both academic and non-academic texts. Adapting cultural references (ACR) employed high fidelity to the original text, poem, by maintaining and ensuring that the core message and artistic intent were preserved. From the data, instead of adhering to a literal translation, students translator focuses on conveying the intended meaning and emotional impact of the original phrase. "To the point of suffocation" is dynami-cally adapted to sampai kehabisan nafas to maintain the intensity and effect in the target language. The ACR is also critical in translating academic text, as aca-demic integrity relies on precise translation of research findings and theoretical concepts.

There is a strong emphasis on preserving the emotional weight and

sty-listic elements, such as rhythm and imagery in the emotional and stylistic impact strategies in translating poem, and less emphasis on emotional impact, focusing more on maintaining a formal and objective style in translating academic text in preserving cultural authenticity (PCA). The last strategies, hybrid Identities and third space, the transcultural expressions (TE) seen in translations that blend elements from both languages, creating a space where both cultural identities co-exist in translating poem, but might be less visible but can occur in the adaptation of terms that bridge different academic traditions in translating academic text. As a point of discussion, five self-translation strategies were employed, as stated in the translated text. It may be outlined as follows:

1. **Intentional Language Selection**
This strategy is essential for both poetic and academic texts but manifests differently. In poetry, it focuses on preserving the artistic expression, while in academic texts, it aims at precision and clarity.
2. **Cultural and Linguistic Sensitivity**
More pronounced in poetry to capture cultural nuances and emotional depth. In academic texts, it ensures that translations are contextually appropriate and terminologically accurate.
3. **Equivalence and Fidelity**
Crucial across both text types, ensuring that the translated content remains true to the original in both meaning and intent.
4. **Emotional and Stylistic Impact**
Predominantly important in poetry to maintain the original's emotional resonance. In academic texts, the focus is more on stylistic consistency rather than emotional impact.
5. **Hybrid Identities and Third Space**

This strategy is more evident in poetic translations where blending cultural elements enriches the text. In academic contexts, it can help bridge different academic cultures and terminologies.

Overall, these strategies highlight the nuanced approach required in self-translation, adapting to the specific needs and characteristics of different text types to maintain their integrity and impact.

Challenges Faced by EFL Students During the Translation Activity

Along with the strategies employed, there came challenges in way. The challenges opened the opportunities to test suited strategies to solve them. In the translation activities, challenges came in some ways. The challenges became more and more challenging when involving the EFL (English as a Foreign Language) student, since translation is one of the compulsory courses that they should follow. The main challenge raised from their linguistic proficiency, cultural awareness, and the cognitive demands of translating their work. The following analysis outlines these challenges using the provided examples of original texts and their translations.

When EFL students translated the sentence "I wish I wrote the way I thought" to *Saya berharap saya menulis seperti yang saya pikirkan*, it showed their limited proficiency in English. It can make it difficult for students to convey the original meaning accurately due to limited vocabulary or grammatical knowledge, resulting in translations that are either too literal or fail to capture the source text's nuances.

Further, text like "Manuscripts spiraling out. Like tentacles into abysmal nothing." being translated into *Naskah yang berputar-putar. Seperti*

tentakel, menuju ketiadaan yang sangat buruk. indicated that EFL students may not fully understand cultural references or idiomatic expressions in the source language, leading to awkward or culturally insensitive translations. Here, the metaphor of "tentacles into abysmal nothing" might not have a direct cultural equivalent in the target language, making it difficult to translate effectively.

The mental effort required to translate complex sentences while maintaining the original meaning can be overwhelming. EFL students need to ensure fidelity to the source text while producing a coherent target text, which can lead to cognitive overload. This challenge is evident when translating formal and academic texts, where maintaining the original's tone and style is crucial. For instance, from the academic text: "Active participation from the people is key to ensure direct, free, confidential, honest, and fair general election this year." was translated into *Partisipasi aktif masyarakat adalah kunci untuk menjamin pemilu yang transparan, terbuka, rahasia, jujur, dan adil tahun ini.*

Strategies to overcome challenges may be inspired by the challenges themselves. Enhancing linguistic proficiency where EFL students should focus on expanding their vocabulary and understanding complex grammatical structures in both the source and target languages, increasing cultural awareness by exposure to the cultural context of both languages through reading, media, and interaction with native speakers can help students better understand and adapt cultural references and idiomatic expressions, and managing cognitive load by breaking down the translation process into smaller, manageable tasks and

practicing regularly can help students manage the cognitive demands of translation are some of the solution to overcome the challenges. Additionally, using tools like glossaries and translation software can aid in reducing the mental effort required. In fact, by addressing these challenges, EFL students can improve their self-translation skills, resulting in more accurate and culturally sensitive translations.

CONCLUSION AND SUGGESTION

The research reveals that EFL students use various strategies in self-translation to preserve the nuances of the original text when translating from Bahasa Indonesia to English. These strategies include Intentional Language Selection (ILS), which aims to retain artistic expression in poetic translations and ensure clarity in academic texts. Cultural and Linguistic Sensitivity (CLS) is more evident in poetry, capturing cultural nuances and emotional depth, while in academic texts, it involves adapting terms to fit the academic context. Equivalence and Fidelity (EF) ensure the translated content stays true to the original meaning and intent, which is essential for both types of texts. Emotional and Stylistic Impact (ESI) is crucial in poetry to maintain emotional resonance, and in academic texts, it focuses on stylistic consistency. Hybrid Identities and Third Space (HITS) blend cultural elements in poetic translations to create a transcultural space and bridge different academic cultures in academic texts.

EFL students encounter several challenges during the translation process, including limited linguistic proficiency, which can result in literal translations or misinterpretations of the

original text, and cultural awareness, which involves understanding cultural references and idiomatic expressions in the source language. The cognitive demands of translating complex sentences while preserving the original meaning can also lead to cognitive overload. To overcome these challenges, EFL students can enhance their linguistic proficiency by expanding their vocabulary and understanding complex grammatical structures, increase cultural awareness through exposure to both languages' cultural contexts, and manage cognitive load by breaking down the translation process into smaller tasks and using tools like glossaries and translation software. By applying these strategies, EFL students can improve their self-translation skills, resulting in more accurate and culturally sensitive translations.

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