

Analysis of English-Indonesian Translation Based on Students Perception

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ABSTRACT

Translation plays a significant role in language learning, particularly in helping students understand texts in a foreign language. This study analyses students' perceptions of English-to-Indonesian translation within the context of language education. Using a quantitative approach, the research involved 30 fourth-semester students from an English Education program at a private university in Indonesia. Data were collected through questionnaires and analyzed using descriptive statistics. The results indicate that most students find translation to be a helpful strategy for improving comprehension, vocabulary acquisition, and overall language skills. However, they also encounter difficulties, such as interpreting idiomatic expressions, understanding grammatical structures, and relying too heavily on digital translation tools. The study underscores the importance of incorporating translation practices into language learning and suggests implementing guided translation activities and proper technological support to enhance students' translation skills. The findings can assist educators in designing more effective teaching strategies for translation-based learning.

Keywords: Analysis, English Translation, Student Perception

INTRODUCTION

Translation is one of the most essential aspects of cross-cultural communication (Translation Procedure of English to Indonesian Subtitle "English Vinglish" Movie, n.d.) In language education, translation serves as both a practical skill and a pedagogical strategy, helping students grasp the meaning of foreign texts more efficiently (Farahsani et al., 2023) When students encounter unfamiliar vocabulary, complex sentence structures, or culturally loaded expressions, translation can bridge the gap between

languages and aid their understanding (Rosida & Herdi, 2024)

In the Indonesian education context, where English is taught as a foreign language, translation becomes especially relevant. Students frequently depend on translation for reading comprehension, completing assignments, or understanding classroom instructions. Despite ongoing debates among educators regarding the effectiveness of translation in language acquisition, many agree that it offers valuable support—especially for beginner and intermediate learners. Critics often warn that excessive translation use may inhibit immersion and intuitive language use, yet empirical evidence suggests that guided translation enhances linguistic awareness and learner confidence.

In the era of globalization, translation has emerged as an indispensable element of language learning and cross-cultural communication. It bridges the linguistic and cultural gaps between speakers of different languages, enabling effective interaction in various social, academic, and professional domains (Kridalaksana, 2008). In education, translation serves as both a pedagogical tool and a cognitive strategy that supports comprehension, vocabulary development, and grammatical awareness.

In Indonesia, for example, English is taught as a foreign language, and (Giddens & Anthony, 2006) many students rely on translation to comprehend reading materials, assignments, or even classroom instructions. The use of translation as a learning tool has sparked debate among educators. While some argue that it can hinder natural language acquisition and immersion, others support its utilization as a scaffold for learners, particularly beginners and intermediates. Nevertheless, many students continue to engage with translation, either through self-directed learning or by using digital translation tools (Annisaa & Mahmud, 2023; Leth, 2021)

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The increasing availability and accessibility of translation technologies, such as Google Translate, Deep-L, and AI-driven language apps, have transformed the way students approach texts. While these tools offer convenience, they often fail to consider linguistic nuances, cultural context, and pragmatic meaning. Consequently, students may misinterpret

texts or develop misconceptions about word usage and grammatical patterns(Kridalaksana, 2008)

Moreover, translation involves more than simply finding equivalent words; it requires an understanding of syntax, semantics, pragmatics, and cultural context(Aprianti et al., n.d.)For English learners, this process can be both enlightening and frustrating. They may encounter idioms that have no direct equivalent in Indonesian or grammatical constructions that function differently in the two languages(Farahsani et al., 2023)Such challenges can impact learners' confidence and motivation, ultimately affecting their learning outcomes.

Therefore, understanding students' perceptions of translation is crucial. Their views can provide insight into the cognitive processes involved in learning through translation and reveal gaps in instruction or support that need to be addressed. By exploring the benefits and limitations of translation in the language learning process, as perceived by students, educators can design strategies that effectively enhance translation competence and overall language proficiency(Pig et al., 2023; Rizki & Nabilah, 2020)

This study aims to investigate the perceptions of English Education students regarding translation from English to Indonesian. Specifically, it seeks to answer the following questions:

1. How do students perceive the role of translation in supporting their English language learning?
2. What are the most common challenges students face when translating texts?
3. How do students use translation tools in their learning process?

METHOD

This study takes a quantitative approach to analysing students' perceptions of fair translation. Such methods focus on collecting and analysing numerical data in order to test hypotheses, measure variables and identify patterns or relationships between them(Kuantitatif & Penelitian Gabungan Penelitian Gabungan, n.d.) This method is often used in the social sciences, education and health to produce generalisable findings (Yusuf, 2006).

This study employs a quantitative research design to investigate students' perceptions of English-to-Indonesian translation in their language learning process. The quantitative approach was chosen in order to collect measurable data and identify common patterns among the student population(Sianturi1 et al., n.d.)A structured questionnaire was used to collect consistent and analysable responses regarding translation practices, perceived benefits and challenges faced(Yusuf, 2006)

The participants in this study were 30 fourth-semester students enrolled in the English Language Education Programme at the University of Muhammadiyah Semarang in IndonesiaThese students had completed

several basic and intermediate English courses and had experience with translation tasks in formal assignments and daily learning activities. Purposive sampling was used to select the sample, as the selected students had direct experience of using translation as part of their academic routine (M. Bakhtin, 2014; M. M. . Bakhtin, 2008)

The primary tool used in this study was a closed-ended questionnaire consisting of ten questions. The questionnaire was divided into three sections:

1. Demographic information (e.g. frequency of translation tool use).
2. Perceptions of translation (e.g., usefulness, ease of use and confidence).
3. Challenges encountered during translation (e.g., difficulty understanding idioms, reliance on digital translation tools). Each item was rated using a 5-point Likert scale, ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). This questionnaire was adapted from a previous research instrument and validated through expert review and a small pilot test (n=5) to ensure clarity and relevance.

Data collection took place in the fourth semester of the academic year. Participants were informed of the study's purpose and gave their consent to participate. The questionnaire was provided in printed form and completed during scheduled class sessions, ensuring full participation and control over the process. The data from the completed questionnaires were coded and entered into Microsoft Excel, and then analysed using descriptive statistical methods such as frequency distribution, mean values, and percentage analysis. This analysis aimed to identify trends in student perceptions and highlight key challenges or attitudes. Cross-tabulation was used to compare results across demographic categories where necessary.

FINDINGS AND DISCUSSION

Table 1.
Students' Responses

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Translating helps me understand text	3.3%	6.7%	16.7%	46.7%	26.7%
I use translation for difficult vocabulary	3.3%	3.3%	26.7%	50.0%	16.7%
Translation expands vocabulary	0.0%	6.7%	20.0%	40.0%	33.3%
I feel confident using translated text	0.0%	10.0%	20.0%	53.3%	16.7%
I struggle with idioms/cultural expressions	0.0%	20.0%	26.7%	46.7%	6.7%
I rely too much on digital tools	3.3%	20.0%	30.0%	30.0%	16.7%

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Machine translation is often inaccurate	0.0%	13.3%	20.0%	43.3%	23.3%
I need guidance on using translation effectively	10.0%	10.0%	26.7%	33.3%	20.0%
I understand grammar better through translation	0.0%	10.0%	30.0%	43.3%	16.7%
Translation should be included in the English class	0.0%	16.7%	30.0%	40.0%	13.3%

1. Analysis of questionnaire responses from 30 fourth-semester students indicates positive perceptions of using translation in English language learning. The findings are as follows:

2. Translation Improves Comprehension

3. A total of 73.4% of respondents stated that translation helped them understand English texts. This high percentage highlights how translation helps students understand unfamiliar content by allowing them to draw parallels between the target language and their native language. This finding aligns with existing research emphasizing the cognitive benefits of translation in processing foreign language input (Farahsani et al., 2023).

4. Vocabulary Development Through Translation

5. The ability to understand and remember vocabulary is a critical aspect of language learning. According to the data, 66.7% of students reported using translation to overcome difficult vocabulary. Translation provides contextual clues and strengthens word retention, especially when learners repeatedly translate and compare the use of words in different contexts.

6. Improving Grammatical Awareness

7. Sixty percent of students agree that their understanding of grammar has improved through translation exercises. This shows that the process of translating texts forces students to pay more attention to sentence structure, verb tenses, word order, and grammar rules in English and Indonesian. Translation, therefore, serves as a medium for metalinguistic awareness and structured grammar practice.

8. Building Confidence and Independence

9. As many as 70% of participants expressed confidence when using translated texts. This shows that translation can empower learners by providing them with tools to decode meaning independently, thereby increasing learner autonomy. When students are confident in using translation for academic purposes, they are more likely to engage actively with the target language.

10. Cultural Challenges and Idiomatic Expressions

11. Translating idioms and culture-specific expressions remains a major challenge, with 73.4% of students acknowledging difficulties in this area. Literal translations often fail to convey the intended meaning, which can lead to confusion or misunderstanding. This highlights the importance of teaching the pragmatic aspects of language and providing exposure to authentic materials that reflect cultural contexts.

12. Reliance on Digital Tools

13. Although translation tools offer convenience, 46.7% of respondents admitted to being overly reliant on them. This reliance can hinder critical thinking and linguistic creativity. Students may develop passive learning habits, which can be detrimental in the long run. Educators should address this by incorporating activities that encourage reflection on translation outcomes and teaching students how to evaluate the accuracy of machine-generated translations.

14. Inaccuracy of Machine Translation

15. Approximately 66.5% of students acknowledge that machine translation often produces contextually inaccurate results. This is a serious issue, as reliance on flawed translations can lead to the fossilization of errors. Class discussions and feedback sessions focused on machine translation inaccuracies can help raise student awareness.

16. Need for Translation Guidance

17. More than half of respondents (53.3%) felt the need for structured instruction on how to translate effectively. This finding indicates a gap in curriculum design, where translation is often used informally or left to individual discretion. Educators are encouraged to develop modules that integrate translation techniques, comparative grammar exercises, and translation quality evaluation.

18. Support for Integrating Translation into the Classroom

19. There is growing acceptance of translation as a legitimate learning strategy, with 53.3% of students supporting its application in classroom teaching. Structured translation tasks can serve as formative assessments, collaborative group activities, or platforms for discussion about cultural and semantic differences.

20. Pedagogical Implications and Recommendations

21. Findings suggest that translation should be viewed as a multidimensional skill, not limited to lexical substitution but enriched with discourse analysis, cultural awareness, and critical evaluation. Recommended teaching strategies include using bilingual texts, analyzing professional translations, involving students in peer-reviewed translation exercises, and encouraging reflection on the translation process itself.

22.

23. The benefits of translation in learning: The results unequivocally demonstrate that students consider translation to be an invaluable language-learning tool, facilitating text comprehension and vocabulary development. Furthermore, 60% of students reported that their

understanding of grammatical structures had improved through translation practices.

24. Challenges in Translation: A key challenge is translating idioms and culturally nuanced expressions, highlighting the need for instructional approaches that emphasise pragmatics and cultural context. This includes idiomatic training and exposure to authentic texts. Issues with machine translation further highlight the limitations of current technology in capturing nuanced language.

25. Technology Use and the Need for Guidance: Despite extensive reliance on digital translation tools, significant dependency and concerns about accuracy reveal a critical gap in digital translation literacy. It is therefore essential to provide students with effective guidance on how to use these tools critically, in order to prevent misinterpretation and overdependence.

CONCLUSION

This study examined the perceptions of fourth-semester English Education students. The study examined these students' perceptions of English-to-Indonesian translation as a language learning strategy. The findings suggest that translation is widely regarded as a valuable tool for improving comprehension, expanding vocabulary, and enhancing grammatical understanding. A significant majority of students regularly use translation and feel confident about incorporating it into their academic work.

Nevertheless, challenges remain, particularly when it comes to handling idiomatic and culturally specific expressions, as well as an overreliance on machine translation tools, which are often inaccurate in context. These findings highlight the importance of providing structured guidance and pedagogical support in translation-based learning. Integrating translation activities into English language instruction, alongside targeted training in the critical use of digital translation tools, could help learners develop a deeper linguistic awareness and cross-cultural competence.

In conclusion, translation is a valuable tool for enriching language acquisition when applied thoughtfully and strategically, serving as a bridge that connects language and culture. Educators should therefore consider incorporating translation practices into their curricula to better support learners' linguistic and cognitive development. English-to-Indonesian translation can be an effective language learning strategy. The findings indicate that translation is widely regarded as a beneficial tool for supporting comprehension, vocabulary development and grammatical understanding. A significant majority of students use translation regularly and feel confident incorporating it into their academic work.

However, challenges persist, particularly when it comes to dealing with idiomatic and culturally specific expressions. There is also an

overreliance on machine translation tools, which are often inaccurate in context. These findings emphasise the importance of providing structured guidance and pedagogical support in translation-based learning. Integrating translation activities into English language instruction, combined with targeted training on how to use digital translation tools critically, could help learners develop a deeper awareness of language and cross-cultural competence.

In conclusion, translation is a valuable tool for language acquisition when used thoughtfully and strategically, acting as a bridge that can enrich learning. Therefore, educators should consider incorporating translation practices into their curricula to better support learners' linguistic and cognitive development.

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