STUDENTS' PERSPECTIVES IN TRANSLATING ENGLISH DESCRIPTIVE TEXTS INTO INDONESIAN FOR ENGLISH LANGUAGE EDUCATION DEPARTMENT STUDENTS

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**Abstract**

This research entitle “Students Perspective in Translating English Descriptive Text Into Indonesian of English Education Department Students at UHNP” will discuss about the student perspective by the sixth semester students of English Education Department at University of HKBP Nommensen Pematangsiantar in translating English descriptive text into Indonesian and the factors that make the students difficult in traslating the text. This research will conduct in University of HKBP Nommensen Pematangsiantar. The researchers will use qualitative method. The researchers will analyze the answer of questionaires which fill by the students and interview the students to find out the factors that make the students difficult in traslating the text. The population of this research is the sixth semester students of English Education Department at University of HKBP Nommensen Pematangsiantar. The total number of population is 74 students. Sample is selected by using purposive sampling technique. Total sample is 33 students to fill the questionaire and 6 students to interview. Questionnaire and interview is the instruments of this research in gathering data.

**Keywords** : Translation, Descriptive Text, Perspective, Factor, Difficult

***Abstrak***

*Penelitian yang berjudul “Perspektif Mahasiswa dalam Menerjemahkan Teks Deskriptif Bahasa Inggris ke Bahasa Indonesia pada Mahasiswa Jurusan Pendidikan Bahasa Inggris di UHNP” ini akan membahas tentang perspektif mahasiswa yang dilakukan oleh mahasiswa semester enam Jurusan Pendidikan Bahasa Inggris di Universitas HKBP Nommensen Pematangsiantar dalam menerjemahkan teks deskriptif berbahasa Inggris ke dalam bahasa Indonesia dan faktor yang membuat siswa kesulitan dalam menerjemahkan teks. Penelitian ini akan dilakukan di Universitas HKBP Nommensen Pematangsiantar. Peneliti akan menggunakan metode kualitatif. Peneliti akan menganalisis jawaban kuesioner yang diisi oleh siswa dan mewawancarai siswa untuk mengetahui faktor-faktor yang membuat siswa kesulitan dalam menerjemahkan teks. Populasi penelitian ini adalah mahasiswa semester enam Jurusan Pendidikan Bahasa Inggris Universitas HKBP Nommensen Pematangsiantar. Jumlah populasi seluruhnya adalah 74 siswa. Sampel dipilih dengan menggunakan teknik purposive sampling. Jumlah sampel sebanyak 33 siswa untuk pengisian kuesioner dan 6 siswa untuk wawancara. Kuesioner dan wawancara merupakan instrumen penelitian ini dalam mengumpulkan data.*

***Kata Kunci :*** *Terjemahan, Teks Deskriptif, Perspektif, Faktor, Sulit*

**Introduction**

The translation is considered the fifth skill in the learning a foreign language besides the four language skills listening, speaking, reading, and writing. Mastering translation is important for English Education students for communicating with other people from different countries. Students or someone should understand the language in that country, and the way to understand it is by using translation. Therefore, translation becomes a medium to develop knowledge and understand the foreign language, especially English. In line with this, Elsadig argues that translation is needed intensely and the progress of knowledge such as science, culture, and technology (Darmawan & Prischilla, 2019).

In English Education Department of University of HKBP Nommensen Pematangsiantar, translation is the compulsory subject; Translation of English - Indonesia in the fifth semester and Translation of Indonesian – English in sixth semester . Each has two credit semesters (SKS). The students previously finished several English basic courses such as grammar, writing, and reading. Logically, their knowledge gets some improvement in translating English into Indonesian after studied several English basic courses (Nabila, 2022).

Nida and Taber (Umara & Lestari, 2020) states that translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning, and secondly in terms of style. From the statements above, it seems that translation consists of transferring the English language meaning to the Indonesian language. In addition, Sayogie (Liu, 2021) also states that translation is an effort to find the equivalent meaning of a text in both of the first and second languages. In short, the meaning of translation is looking for the same meaning of a language into another language. Silviana (Hiklová, 2020) points out that grammatical rules such as adverbs, verbs, and nouns have proven as one of the barriers in the translation. It means that someone who wants to translate the text (translator) needs to understand and use the appropriate grammar to make a complete sentence. Those are appropriate uses of grammar, proper word meaning, and cultural sense. Indonesian text into English is not easy. In the basic English skill, the translation was difficult because it required the learners to master both the English language system that had the different representation of native language as the target language and Indonesian as the source language. The students had to compare meaning into the target language, especially Indonesian, into English..

According to explanation above, in the process of translating, the students have many difficulties to translate some texts. Especially, as they learned in English lesson there are some kind of texts, such as narrative, descriptive, exposition, and argumentative text. In the university that become subject of this research, the lecturer acknowledge the students that they found difficulties in learning English especially in translating activity (TOVMASYAN & GHAZARYAN, 2021). In terms of translation, there is a very close relationship with descriptive text because translation often requires a deep understanding of the content and nuances of the original text (Azhari & Adnan, 2018). Descriptive text aims to describe something in detail so that readers can imagine the object, place, or event being described. In the process of translating descriptive text, the translator must be able to capture and convey these details correctly in the target language, while maintaining the original style and tone of the text. This requires strong language skills and a deep understanding of the cultures of both languages (Sutrisno, 2020).

Here are some problems that students often face when translating descriptive texts from their perspective, such as limited vocabulary, many students have difficulty finding the correct equivalent words in the target language due to their limited vocabulary. This can result in translations that are less accurate or sound strange (Agustin & Ayu, 2021). Then, in the appropriateness of meaning, students often have difficulty retaining the original meaning of the text. They may focus on word-for-word translation, which can change the meaning of an entire sentence or paragraph. not on that, in sentence Differences in sentence structure between the native language and the target language can be a challenge. Students may have difficulty constructing sentences correctly in the target language, especially if the target language has a different grammar (Indahsari, 2020) Between the kinds of the text, the researchers focus on one of the kind of texts above, that is descriptive text.

**Method**

In conducting this research, qualitative method was used to find students’ difficulties in translating. According to Creswell (Pitarch, 2020), the qualitative research is an approach for exploring and understanding the meaning individuals or groups involves emerging questions and procedures, data typically collected in the participants’ setting, data analysis inductively building from particulars to general themes, and the researchers making interpretations the meaning of the data. The researchers chose qualitative method because this method explored and investigated the problem in depth. Furthermore, for the deep understanding of the difficulties, the researchers used the interview as an instrument to collect the data. So it could answer the research question.

The population of this research is consist of all the sixth semester of English Education Department students at University of HKBP Nommensen Pematangsiantar with the total number 74 students which consisted of three groups, PIA1, PIA2 and PIA3. And the sample of this research is one of the group of the sixth semester of English Education Department students at University of HKBP Nommensen Pematangsiantar, that is the students of PIA3, the class consisted of 33 students. The researchers used purposive sampling technique.

Because as the principle in the research is doing measure, so it must need an instrument that use in measuring. It named research instrument (Khoiriyah, 2020). In qualitative research, the instrument used by the researchers was questionnaire and interview. The explanation about the instrument that was used in this research as follows :

The researchers will follow the procedure of collecting data, as follows :

1. Firstly, the researchers will conduct a meeting with the students to tell them the purpose of this research.
2. Secondly, the researchers will share the questioners via link of google form.
3. It will be 1 day for filling the questioners by their gadget.
4. In different time, the researchers do the interview to three students.
5. Finally the researchers collected and analyzed the data.

In this research, the data will be present in descriptive analysis based on what participants perspective about translating the English descriptive text into Indonesian by the questionaire in the google form. The researchers will analyze the result presented by google form (Cowie, 2018). To analyze the result of interview, the researchers will present the data also in descriptive analysis based on what participants opinion about the difficulty that they faced in translating the English descriptive text into Indonesian. Therefore, the conclusion will be determine from the whole data.

**Result And Discussion**

The results of the questionnaire filled out by 33 students of English Education Department are presented in the following table :

**Table 1. The results of the questionnaire filled out by 33 students of English Education Department are presented**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Item Questionnaire** | **Option (%)**  **(Frequency)** | | | |
| **1**  **Often** | **2**  **Sometimes** | **3**  **Seldom** | **4**  **Never** |
| 1. | How often do you encounter difficulties with vocabulary when translating English descriptive texts into Indonesian? | 24,2%  (8) | 57,6%  (19) | 18,2%  (6) | 0%  (0) |
| 2. | How often do you find grammatical structures in English descriptive texts challenging to translate into Indonesian? | 33,3%  (11) | 48,5%  (16) | 18,2%  (6) | 0%  (0) |
| 3. | How frequently do you use online translation tools when translating English descriptive texts into Indonesian? | 45,5%  (15) | 33,3%  (11) | 18,2%  (6) | 3%  (1) |
| 4. | How often do you feel that cultural differences between English and Indonesian impact your translation work? | 57,6%  (19) | 36,4%  (12) | 6,1%  (2) | 0%  (0) |
| 5. | How often do you consult with peers or instructors when faced with difficult translations? | 21,2%  (7) | 36,4%  (12) | 30,3%  (10) | 12,1%  (4) |
| 6. | How frequently do you practice translating English descriptive texts outside of class assignments? | 27,3%  (9) | 54,5%  (18) | 15,2%  (5) | 3%  (1) |
| 7. | How often do you struggle with maintaining the original tone and style of English descriptive texts in your translations? | 18,2%  (6) | 63,6%  (21) | 18,2%  (6) | 0%  (0) |
| 8. | How frequently do you encounter idiomatic expressions in English descriptive texts that are difficult to translate into Indonesian? | 21,2%  (7) | 48,5%  (16) | 30,3%  (10) | 0%  (0) |
| 9. | How often do you revise your translations after receiving feedback from instructors or peers? | 33,3%  (11) | 48,5%  (16) | 12,1%  (4) | 6,1%  (2) |
| 10. | How frequently do you feel satisfied with the accuracy and quality of your translations of English descriptive texts into Indonesian? | 39,4%  (13) | 51,5%  (17) | 9,1%  (3) | 0%  (0) |
| 11. | How often do you refer to bilingual dictionaries while translating English descriptive texts into Indonesian? | 28,1%  (9) | 53,1%  (17) | 15,6%  (5) | 3,1%  (1) |
| 12. | How frequently do you find it necessary to change the sentence structure when translating English descriptive texts into Indonesian? | 51,5%  (17) | 36,4%  (12) | 12,1%  (4) | 0%  (0) |
| 13. | How often do you encounter technical terms in English descriptive texts that are difficult to translate into Indonesian? | 36,4%  (12) | 45,5%  (15) | 15,2%  (5) | 3%  (1) |
| 14. | How frequently do you translate descriptive texts as part of your coursework at the university? | 39,4%  (13) | 48,5%  (16) | 6,1%  (2) | 6,1%  (2) |
| 15. | How often do you feel that your translation accurately conveys the intended meaning of the original English text? | 45,4%  (15) | 39,4%  (13) | 15,2%  (5) | 0%  (0) |
| 16. | How frequently do you use context to help determine the meaning of difficult words or phrases in English descriptive texts? | 60,6%  (20) | 39,4%  (13) | 0%  (0) | 0%  (0) |
| 17. | How often do you find the process of translating English descriptive texts enjoyable? | 51,5%  (17) | 48,5%  (16) | 0%  (0) | 0%  (0) |
| 18. | How frequently do you encounter descriptive texts in English that include cultural references unfamiliar to you? | 33,3%  (11) | 54,5%  (18) | 12,1%  (4) | 0%  (0) |
| 19. | How often do you use synonyms to avoid repetition when translating English descriptive texts into Indonesian? | 33,3%  (11) | 57,6%  (19) | 6,1%  (2) | 3%  (1) |
| 20. | How frequently do you feel confident in your ability to translate complex English descriptive texts into Indonesian? | 21,9%  (7) | 78,1%  (25) | 0%  (0) | 0%  (0) |

**Data Analysis Of Questionnaire**

Based on the research findings from the questionnaire responses the discussion can be structured as follows:

**Engagement in Translation Activities**

A considerable portion of students engage in translation activities often. These questions are classify into this category, they are :

1. Question 6 ‘How frequently do you practice translating English descriptive texts outside of class assignments?’ with result 9 students chose 'Often', while 18 chose 'Sometimes', and 5 chose 'Seldom', with 1 student selecting 'Never'.
2. Question 14 ‘How frequently do you translate descriptive texts as part of your coursework at the university? with result 13 students chose 'Often', while 16 chose 'Sometimes', and 5 chose 'Seldom', with 0 student selecting 'Never'.
3. Question 17 ‘How often do you find the process of translating English descriptive texts enjoyable?’ with result 17 students chose 'Often', while 16 chose 'Sometimes', and 0 chose 'Seldom', with 0 student selecting 'Never'.

From the result above, we can discuss some points :

1. Engagement in Practice Outside of Class:

1. Moderate Practice Levels: Most students (27 out of 33) practice translating English descriptive texts 'Often' or 'Sometimes' outside of class assignments. This indicates a strong engagement with translation activities beyond mandatory coursework.
2. Varied Practice: The fact that 5 students practice 'Seldom' and 1 student 'Never' suggests that some students may not prioritize or have the time for additional practice, which could impact their overall skill development.

2. Translation as Part of Coursework:

1. Consistent Coursework Involvement: All students report that they engage in translating descriptive texts as part of their coursework, with 13 students doing so 'Often' and 16 students 'Sometimes.' This consistent involvement suggests that translation is a significant component of their academic training.
2. Integration in Learning: The presence of translation activities in coursework ensures that students regularly practice translation, which is crucial for skill development. The consistency in coursework involvement likely supports their learning and proficiency.

3. Enjoyment of the Translation Process:

1. High Enjoyment Levels: A majority of students (33 out of 33) find the process of translating English descriptive texts enjoyable, with 17 students finding it 'Often' enjoyable and 16 'Sometimes.' This high level of enjoyment reflects positive engagement and motivation in translation activities.
2. No Displeasure: The absence of students selecting 'Seldom' or 'Never' suggests that none of the students find translation unenjoyable, which can be beneficial for maintaining motivation and persistence in practice.

4. Implications for Engagement in Translation Activities:

1. Encouraging Practice: The moderate to high levels of practice outside of class suggest that students are motivated to improve their translation skills. Encouraging and facilitating additional practice opportunities can further enhance their proficiency.
2. Coursework Relevance: The integration of translation activities into coursework reinforces the importance of practical experience. Ensuring that coursework remains relevant and challenging can help maintain student engagement and skill development.
3. Positive Attitude: The high enjoyment levels indicate that students have a positive attitude towards translation, which can enhance their learning experience and willingness to engage in both required and additional translation activities.

5. Supporting Continued Engagement:

1. Providing Opportunities: Offering diverse and interesting translation tasks, both in and out of class, can keep students engaged and motivated. Incorporating real-world texts and topics of interest can further enhance their enjoyment and practice.
2. Recognizing Efforts: Acknowledging and rewarding students’ efforts and progress in translation can reinforce their engagement and commitment. Positive reinforcement can also help address the needs of students who practice less frequently (Cayari, 2018).

**Perceived Difficulty in Translating Descriptive Texts**

These questions are classify into this category, they are :

1. Question 1 ‘How often do you encounter difficulties with vocabulary when translating English descriptive texts into Indonesian?’ with result 8 students chose 'Often', while 19 chose 'Sometimes', and 6 chose 'Seldom', with 0 student selecting 'Never'.
2. Question 2 ‘How often do you find grammatical structures in English descriptive texts challenging to translate into Indonesian?’ with result 11 students chose 'Often', while 16 chose 'Sometimes', and 6 chose 'Seldom', with 0 student selecting 'Never'.
3. Question 7 ‘How often do you struggle with maintaining the original tone and style of English descriptive texts in your translations?’ with result 6 students chose 'Often', while 16 chose 'Sometimes', and 10 chose 'Seldom', with 0 student selecting 'Never'.
4. Question 8 ‘How frequently do you encounter idiomatic expressions in English descriptive texts that are difficult to translate into Indonesian?’ with result 7 students chose 'Often', while 16 chose 'Sometimes', and 10 chose 'Seldom', with 0 student selecting 'Never'.
5. Question 13 ‘How often do you encounter technical terms in English descriptive texts that are difficult to translate into Indonesian?’ with result 12 students chose 'Often', while 15 chose 'Sometimes', and 5 chose 'Seldom', with 1 student selecting 'Never'.
6. Question 18 ‘How frequently do you encounter descriptive texts in English that include cultural references unfamiliar to you?’ with result 11 students chose 'Often', while 18 chose 'Sometimes', and 4 chose 'Seldom', with 0 student selecting 'Never'.

From the result above, we can discuss some points :

1. Common Challenges in Translation:

1. Vocabulary Difficulties: A significant number of students (27 out of 33) encounter vocabulary difficulties 'Often' or 'Sometimes.' This indicates that understanding and finding appropriate translations for specific words is a common challenge.
2. Grammatical Structures: Similarly, many students (27 out of 33) find grammatical structures challenging to translate, suggesting that differences between English and Indonesian grammar present substantial difficulties.

2. Maintaining Tone and Style:

While fewer students (22 out of 32) report struggling 'Often' or 'Sometimes' with maintaining the original tone and style, this remains a notable area of difficulty. Maintaining the author's intended tone and style is crucial for accurate translation, and this challenge highlights the need for advanced skills in this area.

3. Idiomatic Expressions and Technical Terms:

1. Idiomatic Expressions: Many students (23 out of 33) face difficulties 'Often' or 'Sometimes' with idiomatic expressions, reflecting the complexities of translating culturally specific phrases that may not have direct equivalents in Indonesian.
2. Technical Terms: A considerable number of students (27 out of 33) find technical terms challenging, indicating that specialized vocabulary requires additional focus and resources for accurate translation.

4. Cultural References:

Cultural references are frequently encountered by students, with 29 out of 33 experiencing difficulties 'Often' or 'Sometimes.' This underscores the importance of cultural competence in translation, as students need to understand and convey cultural nuances accurately.

**Use of Translation Tools**

The responses indicate varying levels of reliance on translation tools. These questions are classify into this category, they are :

a. Question 3 ‘How frequently do you use online translation tools when translating English descriptive texts into Indonesian?’ with result 15 students reported using translation tools 'Often', while 11 students used them 'Sometimes', 6 chose ‘Seldom’ and 1 chose ‘Never’.

b. Question number 11 ‘How often do you refer to bilingual dictionaries while translating English descriptive texts into Indonesian?’ with result 9 students reported using translation tools 'Often', while 17 students used them 'Sometimes', 5 chose ‘Seldom’ and 1 chose ‘Never’.

From the result above, we can discuss some points :

1. High Utilization of Online Translation Tools:
   1. The data indicates that a significant number of students (15 out of 33) frequently use online translation tools ('Often'). This suggests that these tools are highly accessible, user-friendly, and perhaps more integrated into the students' translation practices.
   2. 11 students use these tools 'Sometimes,' which shows a substantial but less frequent reliance on online resources.
2. Moderate Use of Bilingual Dictionaries:
   1. Bilingual dictionaries are used 'Often' by 9 students and 'Sometimes' by 17 students. This indicates that while dictionaries are a common resource, they are not used as frequently as online tools.
   2. The higher number of 'Sometimes' responses (17) compared to 'Often' (9) suggests that students may turn to dictionaries as a supplementary resource rather than a primary one.
3. Preference for online tools over dictionaries:
   1. The preference for online translation tools is evident from the higher 'Often' usage compared to bilingual dictionaries. This could be due to the speed, convenience, and comprehensiveness of online tools.
   2. Online tools might offer instant translations and access to a wider range of languages and contexts, making them more attractive for students.
4. Limited number of students not using aids:
   1. Only 1 student in each category reported 'Never' using these aids, showing that almost all students rely on some form of assistance in their translation work.
   2. This indicates a general recognition of the need for external resources to aid in accurate and effective translation (Rahmawati et al., 2022).
5. Potential for balanced resource use:
   1. While online tools are favored, the substantial use of bilingual dictionaries ('Sometimes' and 'Often' combined) suggests that students are aware of the value of traditional resources.
   2. Encouraging a balanced use of both online tools and bilingual dictionaries can provide students with a more comprehensive approach to translation, combining the speed and convenience of online tools with the detailed, nuanced understanding that dictionaries can offer.

**Improvement in Translation Skills**

These questions are classify into this category, they are :

1. Question 9 ‘How often do you revise your translations after receiving feedback from instructors or peers?’ with result 11 chose 'Often', while 16 students chose 'Sometimes', 4 chose ‘Seldom’ and 2 chose ‘Never’.
2. Question 15 ‘How often do you feel that your translation accurately conveys the intended meaning of the original English text?’ with result 15 studentschose 'Often', while 13 students chose 'Sometimes', 5 chose ‘Seldom’ and 0 chose ‘Never’.
3. Question 19 ‘How frequently do you use synonyms to avoid repetition when translating English descriptive texts into Indonesian?’ with result 11 students chose 'Often', while 19 students chose 'Sometimes', 2 chose ‘Seldom’ and 1 chose ‘Never’.

From the result above, we can discuss some points :

1. Engagement with feedback and its impact on translation quality:

1. A majority of students (27 out of 33) revise their translations either 'Often' or 'Sometimes' after receiving feedback. This high level of engagement suggests that students are open to learning and improving their translations based on constructive criticism.
2. The correlation between the frequent revisions and perceived accuracy indicates that students who revise their translations based on feedback often feel more confident about their translations accurately conveying the intended meaning. This suggests that the feedback is effective in improving translation quality.

2. Perceived accuracy and confidence in translations:

1. A significant number of students (28 out of 33) feel that their translations 'Often' or 'Sometimes' accurately convey the intended meaning. This high level of perceived accuracy reflects positively on the students' translation skills and their ability to understand and convey the nuances of the original text.
2. The fact that no students chose 'Never' for perceived accuracy indicates a general confidence among students in their translation abilities, which could be a result of effective teaching methods and constructive feedback.

3. Use of synonyms and vocabulary range:

1. The majority of students (30 out of 33) use synonyms to avoid repetition either 'Often' or 'Sometimes.' This indicates an awareness of the importance of varied vocabulary in producing high-quality translations.
2. Frequent use of synonyms suggests that students are actively working to enhance the readability and overall quality of their translations, which is an important aspect of advanced translation skills (Nofrika, 2019).

4. Correlation between feedback, synonym use, and translation accuracy:

1. Students who frequently revise their translations after feedback and use synonyms are likely to produce higher quality translations. The data suggests that feedback encourages students to consider different vocabulary choices, leading to more accurate and engaging translations.
2. The use of synonyms to avoid repetition aligns with the perceived accuracy of translations. This practice indicates that students are paying attention to detail and striving to maintain the stylistic and contextual integrity of the original text.

**Challenges in Maintaining Contextual Meaning**

These questions are classify into this category, they are :

1. Question 4 ‘How often do you feel that cultural differences between English and Indonesian impact your translation work?’ with result 19 students chose 'Often', while 12 students chose 'Sometimes', 2 chose ‘Seldom’ and 0 chose ‘Never’.
2. Question 12 ‘How frequently do you find it necessary to change the sentence structure when translating English descriptive texts into Indonesian?’ with result 17 students chose 'Often', while 12 students chose 'Sometimes', 4 chose ‘Seldom’ and 0 chose ‘Never’.

From the result above, we can discuss some points :

1. Cultural differences and contextual meaning:

1. High Impact of Cultural Differences: A significant number of students (19 out of 33) report that cultural differences between English and Indonesian 'Often' impact their translation work. Another 12 students report this impact 'Sometimes.' This indicates that cultural differences are a frequent challenge in maintaining contextual meaning during translation.
2. Understanding Cultural Nuances: The results suggest that students need to have a deep understanding of both source and target cultures to accurately convey meaning. Cultural nuances, idioms, and context-specific expressions may require careful consideration and adaptation to preserve meaning.
3. Contextual Adaptation: The frequent recognition of cultural impact implies that students often need to adapt the context of the source text to make it culturally relevant and understandable to the target audience. This adaptation process can be complex and requires sensitivity to both cultures (Pasaribu et al., 2020).

2. Changing sentence structure and contextual integrity:

1. Frequent Structural Changes: A large number of students (17 out of 33) find it necessary to change the sentence structure 'Often' when translating, with another 12 students doing so 'Sometimes.' This indicates that structural adjustments are a common part of the translation process to maintain contextual meaning.
2. Linguistic Differences: English and Indonesian have different grammatical and syntactic rules. To maintain the contextual meaning, students frequently need to restructure sentences to fit the linguistic conventions of the target language while preserving the original message.
3. Maintaining Coherence and Flow: Changing sentence structures can affect the coherence and flow of the text. Students must ensure that their translations remain clear, logical, and coherent while making necessary structural changes. This can be particularly challenging and requires skillful manipulation of language (Aharoni et al., 2019).

3. Challenges in maintaining contextual meaning:

1. Balancing fidelity and adaptation: One of the primary challenges is balancing fidelity to the source text with necessary adaptations for cultural and linguistic differences. Students must decide how much to adapt while keeping the original meaning intact.
2. Contextual nuances: Cultural and linguistic differences can lead to challenges in capturing contextual nuances, such as tone, humor, and connotations. Students need to find equivalent expressions or structures in Indonesian that convey the same effect as in English.
3. Consistency and accuracy: Ensuring consistency in terminology and accuracy in conveying the intended meaning is crucial. Frequent changes in sentence structure and cultural adaptations require careful attention to detail to avoid misinterpretations and maintain the overall context.

**Confidence in Translation Accuracy**

Confidence levels in the accuracy of translations also varied in :

1. Question 20 ‘How frequently do you feel confident in your ability to translate complex English descriptive texts into Indonesian?’ with result 7 students chose 'Often', while 25 students chose 'Sometimes', 0 chose ‘Seldom’ and 0 chose ‘Never’.
2. Question number 10 ‘How frequently do you feel satisfied with the accuracy and quality of your translations of English descriptive texts into Indonesian?’ with result 13 students reported receiving feedback 'Often', 17 'Sometimes' and 3 chose ‘Never'.

**Teacher or Peers Feedback**

The role of teacher or peers feedback is crucial in the translation learning process in questions :

1. Question 9 ‘How often do you revise your translations after receiving feedback from instructors or peers?’ with result 11 students reported receiving feedback 'Often', 16 'Sometimes', 4 chose 'Seldom' and 2 chose 'Never'.
2. Question 5 ‘How often do you consult with peers or instructors when faced with difficult translations? with result 7 students chose 'Often', 12 'Sometimes', 10 chose 'Seldom' and 4 chose 'Never'.

Based on the results from questions 9 and 5, we can discuss the students' confidence in translation accuracy and the factors that might influence it. Here are the detailed discussion points:

1. High Engagement with Feedback:

1. Revisions based on feedback: A significant majority of students (27 out of 33) revise their translations 'Often' or 'Sometimes' after receiving feedback from instructors or peers. This high level of engagement suggests that students value and utilize the feedback provided to improve their translations.
2. Feedback utilization: The frequent revisions indicate that feedback plays a critical role in helping students identify and correct errors, refine their translations, and ultimately enhance their translation skills.

2. Consultation for Difficult Translations:

1. Moderate consultation rates: While a substantial number of students (19 out of 33) consult with peers or instructors 'Often' or 'Sometimes' when faced with difficult translations, a notable proportion (14 out of 33) do so 'Seldom' or 'Never.' This suggests a varied approach among students in seeking help for challenging translations.
2. Possible barriers: The relatively lower consultation rates ('Seldom' and 'Never') might indicate potential barriers such as a lack of confidence, perceived accessibility of peers or instructors, or a preference for independent problem-solving.

3. Role of Feedback in Learning:

1. Crucial role of feedback: The data underscores the crucial role that feedback from teachers and peers plays in the translation learning process. Students who frequently revise their work based on feedback are likely benefiting from the insights and corrections provided, leading to improved translation accuracy and quality.
2. Peer and instructor support: Consulting with peers and instructors is essential for tackling difficult translations. Students who regularly seek guidance are likely to gain diverse perspectives and solutions, enhancing their understanding and translation skills.

4. Implications for Teaching:

1. Encouraging feedback utilization: Instructors should encourage students to actively seek and utilize feedback. Creating a classroom culture where feedback is seen as a valuable learning tool can help students embrace it more readily.
2. Facilitating peer collaboration: Promoting peer collaboration and discussion can help students feel more comfortable seeking help. Group translation exercises and peer review sessions can facilitate this.
3. Addressing barriers to consultation: Identifying and addressing potential barriers to seeking help, such as time constraints, accessibility, or confidence issues, can help more students benefit from consulting with peers and instructors.
4. Structured feedback mechanisms: Implementing structured feedback mechanisms, such as regular feedback sessions and clear guidelines on how to provide and receive feedback, can enhance the effectiveness of feedback in the learning process.

**Use of Contextual Clues**

The use of contextual clues in translation appears to be common among students. Question 16 ‘How frequently do you use context to help determine the meaning of difficult words or phrases in English descriptive texts?’ with result 13 students reported receiving feedback 'Often', 17 'Sometimes' and 3 chose ‘Never'.

The results from Question 16 reveal how students use context to determine the meaning of difficult words or phrases in English descriptive texts. Here's a detailed discussion based on the data provided:

1. Prevalence of contextual clue use:

1. Frequent use: The majority of students (30 out of 33) use context 'Often' or 'Sometimes' to determine the meaning of difficult words or phrases. This suggests that contextual clues are a common and important strategy for students in understanding and translating texts.
2. Effective strategy: Using context to decipher meanings is a crucial skill in translation, especially for complex or nuanced texts. This approach helps students maintain the intended meaning and tone of the original text.

2. Frequency and learning impact:

1. High frequency (Often): The fact that 13 students use context 'Often' indicates a strong reliance on this strategy, which is beneficial for accurately interpreting and translating difficult words and phrases.
2. Moderate frequency (Sometimes): The 17 students who use context 'Sometimes' are likely to employ this strategy but may not always rely on it. This could reflect varying levels of familiarity with the texts or different approaches to handling translation challenges.

3. Challenges in using contextual clues:

1. Limited use (Never): The 3 students who 'Never' use contextual clues might face challenges in understanding or applying this strategy effectively. This could be due to difficulties in identifying relevant context or a preference for other translation strategies.
2. Potential gaps: Not using context can lead to misunderstandings or misinterpretations, as context plays a critical role in grasping the full meaning of words and phrases, especially those with multiple meanings or cultural nuances.

4. Implications for translation skills:

1. Skill development: Regular use of contextual clues is indicative of a strong skill set in translation. Students who frequently use context are likely better at handling ambiguous or complex parts of texts, contributing to overall translation accuracy.
2. Educational focus: Educators should emphasize the importance of context in translation and provide training on how to effectively use contextual clues. Exercises and examples that highlight the role of context can reinforce this skill.

5. Enhancing contextual understanding:

1. Contextual exercises: Incorporating exercises that focus on identifying and using context can help students improve their ability to interpret difficult words and phrases. These exercises can include analyzing various texts to determine how context influences meaning.
2. Real-world examples: Using real-world texts and examples where context is crucial can demonstrate the practical application of this strategy. This can help students appreciate the relevance of contextual clues in their translation work.

**Data Analysis Of Interview**

The results of the interviews in this research are to answer the second research problem : What is the factor which faced by the the sixth semester of English Education Department students at UHNP in translating English descriptive text into Indonesian?. The following is an analysis of the questions that researcherss asked to six students of English Education Department : We can also conclude that students like translation activities because they find them enjoyable, mentally stimulating, educational, and valuable for skill improvement and cultural understanding (Wood et al., 2018). Translation activities also play a significant role in their daily lives and hobbies, further enhancing their engagement and interest in these activities.

3. Question 3 ‘Is the activity of translating descriptive text difficult?’

From the different answers provided by the six students for the question "Is the activity of translating descriptive text difficult?", we can conclude the following:

* 1. Students have different perceptions of the difficulty level of translating descriptive texts. Some find it difficult, while others do not consider it overly challenging, especially if they are familiar with good translation techniques.
  2. A common theme is the importance of having a strong vocabulary. Students with limited vocabulary find translating descriptive texts more challenging.
  3. Several students mention that translating descriptive texts requires capturing not just the literal meaning but also the tone, style, and imagery, which adds to the complexity.
  4. Translating descriptive texts requires a good understanding of context, making literal translation insufficient. This necessity for contextual translation adds a layer of difficulty.
  5. Students with more experience in translation find it easier to overcome the challenges associated with translating descriptive texts.
  6. The difficulty level can vary depending on the complexity of the topic being discussed in the descriptive text.

We can also conclude that the difficulty of translating descriptive texts varies among students, influenced by factors such as vocabulary proficiency, the ability to capture nuances and context, experience, and the complexity of the topic (Solovyev et al., 2018). While some students find it challenging, others manage well with the right techniques and practice.

4. Question 4 What are the difficulties you often encounter when translating descriptive text from English to Indonesian?

From the different answers provided by the six students for the question "What are the difficulties you often encounter when translating descriptive text from English to Indonesian?", we can conclude the following:

* 1. A recurring difficulty is the lack of familiar vocabulary, which leads to challenges in finding equivalent words that maintain the meaning and nuance of the original text.

1. Students often struggle with differences in sentence structure between English and Indonesian, which can complicate the translation process.
2. Ensuring that the translated text retains the same connotations, emotional impact, and descriptive quality as the original is a common challenge.
3. Students find it difficult to make the translated text flow naturally in Indonesian while staying true to the original meaning.
4. Understanding and applying the different sentence patterns and grammatical rules of English and Indonesian can be problematic.
5. Translating cultural references and ensuring they are appropriately conveyed in the target language can be challenging.
6. The higher the level of complexity in the original text, the more difficult it is to translate it accurately.

We can also conclude that the primary difficulties students encounter when translating descriptive text from English to Indonesian include vocabulary limitations, structural differences between the languages, maintaining the original meaning and nuance, ensuring a natural flow in the translated text, understanding sentence patterns and grammar, cultural differences, and the complexity of the original text (Kovács et al., 2021).

We can also conclude that the primary factors causing difficulty in translating descriptive text from English to Indonesian include vocabulary limitations, cultural differences, idiomatic expressions, prefixes and suffixes, understanding the source text, balancing literal and intended meanings, and the emergence of new phrases. These factors collectively make the translation process challenging for students. Question 6 Do you ask the lecturer or peer when you have difficulty?

From the different answers provided by the six students for the question "Do you ask the lecturer or peer when you have difficulty?", we can conclude the following:

* 1. Many students frequently ask their peers for help when they encounter difficulties in translation. This peer support is often a first line of assistance.
  2. Students also consult their lecturers, who provide guidance, share insights, and help clarify nuances in the translation process.
  3. Some students seek help from both peers and lecturers, recognizing that each can offer valuable perspectives and information.
  4. A few students are more selective in seeking help, preferring to try to resolve issues on their own first and only ask for help when they encounter problems beyond their abilities.
  5. Asking for help from peers and lecturers is seen as a way to enhance knowledge, learn new vocabulary, and understand different translation techniques and cultural contexts.
  6. While some students often ask for help, others do so occasionally, depending on the complexity of the translation difficulty they face.

We can conclude that students generally seek help from peers and lecturers when they have difficulty translating descriptive texts, valuing the insights and guidance they receive. This practice helps them enhance their translation skills, knowledge, and vocabulary. However, the frequency and preference for seeking help vary among students.

7. Question 7 What are the solution that you take to face the difficulty in translating descriptive text from English to Indonesian?

From the different answers provided by the six students for the question "What are the solutions that you take to face the difficulty in translating descriptive text from English to Indonesian?", we can conclude the following:

* 1. A common solution is learning new vocabulary to better understand and translate descriptive texts accurately.
  2. Regularly translating texts from English to Indonesian helps improve translation skills and familiarity with language nuances.
  3. Students often use translator applications, bilingual dictionaries, and online resources to aid in translation.
  4. Asking for help from lecturers, friends, and peers is a frequent strategy to overcome difficulties and gain different perspectives.
  5. Researching cultural references and understanding the topic or subject matter helps in grasping the text's intended meaning.
  6. Discussing translation challenges with peers and brainstorming ideas collectively aids in finding solutions.
  7. Revising drafts multiple times ensures accuracy, clarity, and better quality of the translated text.
  8. Keeping notes of unfamiliar vocabulary or complex phrases helps in future translations and builds a personal reference.

We can conclude that students tackle difficulties in translating descriptive texts from English to Indonesian by improving vocabulary, practicing regularly, using various tools and resources, seeking help from others, understanding the context and culture, discussing with peers, revising drafts, and making notes. These strategies collectively enhance their translation skills and overcome challenges effectively.

8. Question 8 Do you feel confident in your result in translating the descriptive text from English to Indonesian?

From the different answers provided by the six students for the question "Do you feel confident in your results in translating the descriptive text from English to Indonesian?", we can conclude the following:

* 1. Many students feel that their confidence grows as they refine their translation skills and receive feedback from professors and peers. Continuous practice and learning play a significant role in building confidence.
  2. Some students feel confident because they validate their translations using translator applications or by consulting with friends.
  3. Students acknowledge that learning new vocabulary and discussing translations with friends contribute to their increasing confidence over time.
  4. Confidence is higher among students who have a good grasp of sentence structure and language features used in the text.
  5. Familiarity with descriptive texts, often encountered since elementary school, adds to some students' confidence in their translation results.
  6. Confidence is linked to using the right translation techniques and practicing regularly. Students who practice more often feel more assured about their translations.
  7. Some students are still working on building their confidence, recognizing that careful word choice and accuracy are areas for improvement. They emphasize continuous practice and learning from mistakes.

We can also conclude that students' confidence in translating descriptive texts from English to Indonesian varies. Many are growing more confident through practice, feedback, and validation from peers and resources (Saragi, 2018). A strong understanding of sentence structure and familiarity with the genre also contribute to higher confidence. However, there is a recognition that continuous learning and improvement are essential for building full confidence in translation results.

**Conclusion**

Based on the research findings and discussions presented, several key conclusions can be drawn regarding the students' perspectives in translating English descriptive texts into Indonesian within the English Education Department at the University of HKBP Nommensen Pematangsiantar:

1. Frequency of Translation Practice

The majority of students engage in translation activities with moderate to high frequency. A significant portion of the students reported practicing translation outside the classroom often or sometimes, indicating a consistent engagement in translation tasks. To improve translation skills, it is recommended to practice consistently. Here are some exercise frequencies that you can follow:

1. Spend 30–60 minutes every day on translation practice. This helps keep skills sharp and improves fluency.
2. If your daily schedule is too busy, do translation practice at least 3–4 times a week for a longer duration, around 1-2 hours per session.
3. Join a translation group or forum that meets once a month to share translation experiences and challenges. This provides an opportunity to get feedback and learn from others.

2. Engagement in Translation Activities

Students demonstrate varying levels of engagement in translation activities. The responses suggest that while many students are actively involved in translation practice, some students do not engage as frequently. To increase engagement in translation activities, try the following strategies:

1. Team Collaboration: Working together with a translation team or discussion group can increase motivation and share knowledge.
2. Using technology, which takes advantage of translation tools such as CAT tools (computer-assisted translation) and digital glossaries.
3. Regular Practicewhich Regular practice with varied texts, ranging from simple documents to technical texts, helps improve skills.
4. Continuous learning, which takes translation courses or training to update knowledge and techniques.
5. Accept feedback, which be open to feedback from peers or mentors to improve translation quality.
6. Reading and writing which improve source and target language skills by reading and writing regularly.

3. Perceived Difficulty in Translating Descriptive Texts

Many students find translating English descriptive texts into Indonesian challenging. The data reveals that a considerable number of students encounter difficulties often, highlighting the need for more support and resources to assist them in overcoming these challenges.

To overcome difficulties in translating descriptive text, the following steps can be helpful :

* + - * 1. Understand the context: Make sure you understand the context of the original text before starting to translate it.

1. Look for Synonyms: If you find a word or phrase that is difficult to translate, look for a synonym that is easier to understand in the target language.
2. Use a Dictionary or Translation Tool: Use a bilingual dictionary or an online translation tool like Google Translate or DeepL.
3. Breaking Up Long Sentences: If a sentence is too long or complex, break it up into shorter parts to make translation easier.
4. Ask for Help from a Native Speaker: If possible, ask for help from someone who is a native speaker of the target language to ensure translation accuracy.
5. Consult Style and Tone: Make sure the style and tone of the translation match the original text.

4. Use of Translation Tools

The use of translation tools is prevalent among the students, though not uniformly so. While a significant number of students rely on translation tools often, others use them only sometimes, suggesting a diverse approach to leveraging technological aids in translation. Using translation tools is very helpful for various purposes in translating descriptive text. Here are some recommended translation tools :

* + - * 1. Google Translate supports multiple languages and has text, voice, and image translation features.
        2. DeepL Translator is known for its accurate translation quality, especially for European languages.
        3. Microsoft Translator provides real-time translation and supports multiple platforms.  
           Hix AI Translation: Offers accurate and fast translations with various additional features.

5. Improvement in Translation Skills

Students generally perceive an improvement in their translation skills over time. However, there is a mixed response, with some students not noticing significant progress, indicating the need for more effective training and feedback mechanisms. To improve your translation skills, consider the following steps:

1. Read More: Read as many texts in the source language and target language as possible. This helps enrich vocabulary and understand language styles.
2. Regular Practice: Translate texts regularly. Start with simple texts and increase the difficulty over time.
3. Use Translation Tools: Make use of translation tools such as bilingual dictionaries, thesaurus, and translation software.
4. Join a community: Join translator forums or groups to share experiences and get input from fellow translators.
5. Learn Culture: Understand the culture of the translated language. Culture influences the use of language and the meaning of words.
6. Self-correct: Compare your translation with an official translation or the work of an experienced translator. Notice the differences and learn from your mistakes.
7. Take a Course: Take a translation course or training to improve translation techniques and strategies.

6. Challenges in Maintaining Contextual Meaning

Maintaining contextual meaning during translation is a common issue for students. This challenge underscores the complexity of translation tasks and the importance of training students to preserve the original context and nuance in their translations. Maintaining contextual meaning in translation or writing is a common challenge. Here are some suggestions for dealing with it:

1. Understand the context: Before you start writing or translating, make sure you understand the overall context of the material you are working with. This includes understanding the audience, the purpose of the text, and the cultural context.
2. Use the Right Words: Choose the words that are most appropriate and relevant to the context. Avoid using synonyms that may not have the same nuance.
3. Consistency: Maintain consistency in terminology and writing style. This helps ensure that the message is not changed or distorted.
4. Feedback: Ask for feedback from others who understand the context or language. They may catch things they missed.
5. Testing: Test context understanding by reading the text to the target audience and evaluating whether they understand the meaning correctly.

7. Confidence in Translation Accuracy

Students exhibit a high level of confidence in their translation accuracy. Most students feel confident often or sometimes about their translations, although some still experience doubts, which suggests a need for building greater assurance through practice and feedback. To ensure accuracy in translation, here are some suggestions:

1. Use Trusted Sources: Make sure to use a dictionary or translation tool from a trusted source, such as Google Translate or Oxford Dictionary.
2. Correct Context: Always pay attention to the context of the sentence or text being translated to avoid misinterpretation.
3. Double Check: Double check the translation by comparing the results of several translation tools, or ask for help from a native speaker.
4. Learn the Native Language: Deeply understanding the native language will help you recognize nuances and context that automatic translation tools may not convey well.

8. Teacher Feedback

Regular teacher feedback plays a crucial role in the translation learning process. The data indicates that students frequently receive feedback, which is essential for their continuous improvement and skill development. Here are some suggestions for teacher feedback in the translation process:

1. Translation Accuracy: "Your translation is quite accurate, but there are some terms that might be worth considering adjusting to better fit the cultural context."
2. Language Fluency: "In general, this translation is good, but it is necessary to pay attention to fluency and continuity between sentences so that it is easier for readers to understand."
3. Context Understanding: "You already understand the original context well, but there are some phrases that could be better adapted for the target audience."
4. Use of Grammar: "The use of grammar in this translation is quite good, but there are some minor errors that need to be corrected."
5. Vocabulary Richness: "Your word choice is excellent and varied, but there are some words that could be replaced with synonyms that are more commonly used in the target language."

9. Use of Contextual Clues

Students recognize the importance of using contextual clues in translation. A majority of them report utilizing contextual clues often, which is a positive indicator of their understanding of the significance of context in achieving accurate translations. In translating, the use of contextual clues is very important to produce an accurate and meaningful translation. Here are some ways to take advantage of contextual clues:

1. Understand the Overall Context: Before translating, understand the general context of the text. This includes the main topic, the purpose of the text, and the intended audience.
2. Identify Specific Terms: Certain words or phrases may have different meanings depending on the context. For example, the word "bank" can mean a place to store money or the bank of a river. Context will help determine the exact meaning.
3. Pay Attention to Style and Tone: The style and tone of writing also give clues about how something should be translated, for example whether it should be formal or informal, technical or simple.
4. Use Surrounding Sentences: Look at the sentences before and after the difficult passage for additional clues about the correct meaning.

Consider Cultural Aspects: Cultural clues in the original text can provide insight into how something should be translated to maintain its meaning in the target culture.

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