

## Students' Difficulties in Translating Narrative Text from Indonesian into English: A Systemic Literature Review

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**Abstract:** This study aims to investigate the common difficulties faced by Indonesian EFL (English as a Foreign Language) students in translating narrative texts from Bahasa Indonesia into English. Employing a systemic literature review approach, this research analyzes 21 empirical studies published between 2020 and 2024, covering various educational levels from high school to university. The findings reveal four major categories of challenges: linguistic difficulties, cultural and idiomatic barriers, cognitive and comprehension limitations, and pedagogical factors. Linguistic issues such as tense confusion, sentence structure errors, and pronoun misuse were among the most frequently reported problems. In addition, many students demonstrated a literal approach when translating culturally bound expressions and idioms, leading to meaning distortion. Cognitive challenges—including limited reading comprehension and poor understanding of narrative structure—also impacted translation quality. Furthermore, the reliance on traditional teaching methods and the absence of explicit translation strategy instruction were identified as contributing pedagogical factors. The review suggests that addressing these challenges requires a more holistic instructional approach that integrates genre-based pedagogy, cultural literacy, cohesive device training, and digital tool awareness. Overall, this study highlights the importance of equipping EFL students not only with linguistic competence but also with narrative, cognitive, and cultural translation strategies. These insights can inform future curriculum development, teaching practices, and further research in the fields of translation studies and EFL education.

**Keywords:** Translation difficulties, narrative text, Indonesian EFL students, systemic literature review, translation pedagogy.

### INTRODUCTION

Translation plays a pivotal role in second language acquisition, acting as a bridge between learners' native language and the target language. For students learning English as a foreign language (EFL) in Indonesia, translation is often used as a pedagogical tool to develop linguistic competence, vocabulary acquisition, and intercultural understanding (Larson, 1998; Hatim & Munday, 2004). However, translation is not merely a word-for-word linguistic substitution; it involves a complex interplay of grammar, context, cultural nuance, and meaning. Among the various text types encountered by students, narrative texts are particularly challenging due to their reliance on cultural context, temporal sequencing, and stylistic features (Newmark, 1988). This systemic literature review aims to explore the specific difficulties Indonesian students face when translating narrative texts from Bahasa Indonesia into English, synthesizing key findings across empirical studies to identify patterns, challenges, and pedagogical implications.

Narrative texts, by nature, aim to entertain and convey experiences through structured storytelling, often using literary devices such as metaphors, idiomatic expressions, and indirect speech (Derewianka, 1990). When Indonesian students are tasked with translating such texts into English, they are not only transferring linguistic content but also retelling culturally embedded stories in a foreign linguistic framework. The syntactic,

semantic, and pragmatic differences between Bahasa Indonesia and English further complicate this task. For instance, Bahasa Indonesia is largely context-dependent and uses fewer tenses than English, which relies heavily on verb conjugation to indicate time and aspect (Sneddon *et al.*, 2010). This disparity often results in errors that affect both grammatical accuracy and the coherence of the translated narrative.

Furthermore, many Indonesian students struggle with the lexical equivalence and idiomatic expressions found in narrative texts. Cultural expressions or local idioms, such as “bagai air di daun talas” (like water on a taro leaf), often lack direct English equivalents and require students to interpret the meaning before finding a suitable target language expression (Molina & Hurtado Albir, 2002). Inexperienced translators may choose literal translations, which can distort the intended meaning or create confusion for English readers. The lack of cultural and contextual awareness further exacerbates translation difficulties, particularly when students lack exposure to the narrative conventions used in English literary genres.

Another factor contributing to students' difficulties is limited proficiency in both the source and target languages. Several studies have shown that low English proficiency, especially in terms of vocabulary, syntax, and grammar, significantly

impacts students' ability to render accurate and coherent translations (Siregar & Manik, 2018; Mardijono, 2019; Pasaribu *et al.*, 2020). Additionally, a weak understanding of Bahasa Indonesia grammar and structure can hinder their ability to analyze the source text appropriately before translating. Thus, translation errors often stem not only from English language limitations but also from an inadequate grasp of the source text's structure and nuance.

Pedagogical methods in Indonesian classrooms may also influence how students approach translation tasks. Grammar-translation methods, which are still prevalent in many Indonesian EFL settings, tend to emphasize rote linguistic conversion over interpretive and contextual understanding (Richards & Rodgers, 2014). As a result, students may view translation as a mechanical exercise rather than a communicative or creative act. This perception limits their ability to make stylistic or adaptive choices necessary for translating narrative texts effectively. Moreover, teachers may lack adequate training in translation theory and practice, leading to insufficient scaffolding and feedback during translation exercises.

The challenge of translating narrative texts also intersects with cognitive factors such as reading comprehension, text analysis, and writing skills. Translating a story requires students to understand the structure of narrative discourse—orientation, complication, resolution—and convey that structure fluently in the target language (Halliday & Hasan, 1976). A deficiency in reading comprehension strategies or genre awareness can impair their understanding of how a narrative unfolds, leading to disorganized or fragmented translations. Additionally, students may find it difficult to maintain the narrative voice, tone, or register, especially when translating dialogue or character expressions.

Given the complexities involved, a comprehensive review of the literature is necessary to identify common difficulties and understand their root causes. While individual studies have examined certain aspects—such as grammatical errors, lexical challenges, or cultural misinterpretations—few have systematically synthesized these findings to provide an overarching view. This paper seeks to fill that gap by reviewing existing research on students' difficulties in translating narrative texts from Indonesian into English, highlighting recurring themes and offering implications for

EFL instruction, curriculum development, and future research.

## LITERATURE REVIEW

The study of translation difficulties among students, particularly in narrative texts, has gained increasing scholarly attention in recent years. Translation in educational settings is often used not only as a linguistic exercise but also as a tool to enhance language awareness and cultural understanding (Colina, 2015; Saputra *et al.*, 2022). However, translating narrative texts presents unique challenges due to their reliance on temporal structure, character development, and cultural nuance. For Indonesian EFL learners, these challenges are compounded by structural differences between Bahasa Indonesia and English, limited exposure to narrative conventions in English, and inadequate instructional support (Dewi, 2021).

One of the most prominent difficulties reported in the literature involves the syntactic and grammatical differences between the source and target languages. Bahasa Indonesia, for instance, uses a relatively simple tense system, whereas English employs a range of tenses and aspects that must be used accurately to reflect the timeline in a narrative (Muslim, 2017; Herman, 2017; Herman and Rajagukguk, 2019). As a result, students often struggle with conveying the correct sequence of events when translating stories. Misuse of past tense forms, inappropriate verb aspects, and omission of auxiliary verbs are common errors observed in student translations (Arifin & Siregar, 2020). These mistakes not only hinder grammatical accuracy but also disrupt the overall coherence and narrative flow of the translated text.

Another recurring issue in the literature is the translation of culturally embedded expressions. Narrative texts often contain proverbs, idioms, or metaphors that are deeply rooted in the cultural context of the source language (Baker, 2018). When these expressions are translated literally, the meaning may be lost or altered in the target language. Indonesian students frequently encounter difficulty in interpreting and adapting such expressions into natural-sounding English equivalents (Rahayu, 2022). According to Nida and Taber (2003), achieving “dynamic equivalence” — conveying the intended meaning rather than a direct lexical match — is essential in effective translation (Herman, 2016; Andayani *et al.*, 2023). However, this requires a level of

cultural literacy and contextual awareness that many EFL learners have not yet developed.

In addition to linguistic challenges, cognitive factors also contribute to students' translation difficulties. Narrative comprehension requires the ability to interpret events, infer implied meanings, and follow the emotional and psychological development of characters (Gambrell, 2015). If students fail to fully comprehend the source text, their translations may lack depth, cohesion, or fidelity to the original message. A study by Kurniawan (2019) found that students with stronger reading comprehension skills produced more accurate and expressive translations. This suggests that translation competence is closely linked to overall language proficiency, particularly in reading and writing.

The role of translation pedagogy is another important aspect highlighted in the literature. Many Indonesian classrooms still rely on traditional methods that focus on word-for-word translation and grammar drills, rather than contextualized practice or strategic translation techniques (Putri & Marlina, 2020; Van Thao *et al.*, 2020). These methods often fail to prepare students for the interpretive nature of translating narrative texts. Scholars such as Pym (2014) have emphasized the need to shift from prescriptive teaching to a process-oriented approach, encouraging students to consider the purpose of the translation, the target audience, and the communicative function of the text (Sinaga *et al.*, 2020). Incorporating authentic texts and reflective practices into the classroom can help students move beyond mechanical translation and develop more nuanced language skills.

Genre awareness also plays a crucial role in translation performance. Narrative texts follow a specific structure that includes orientation, complication, climax, and resolution. Without a clear understanding of this structure, students may fail to organize their translations effectively (Martin & Rose, 2008). In a study by Wulandari (2021), students who received explicit instruction on narrative genre features demonstrated greater coherence and cohesion in their translations. This suggests that genre-based approaches in teaching translation can significantly improve students' ability to preserve the communicative purpose and stylistic features of narrative texts in the target language.

Finally, a growing body of research advocates for the integration of translation technology and online tools to support students' learning. Digital dictionaries, translation memory tools, and AI-based translators can provide useful scaffolding when used critically and in combination with human judgment (Bowker & Ciro, 2019). However, reliance on these tools without sufficient training may result in surface-level translations that lack accuracy or creativity. Therefore, translation education must strike a balance between leveraging technology and cultivating students' analytical and interpretive skills.

In summary, the literature highlights that students' difficulties in translating narrative texts from Indonesian into English are multifaceted, encompassing grammatical, lexical, cultural, cognitive, and pedagogical dimensions. While some progress has been made in identifying and addressing these challenges, there is still a need for a more holistic and systemic approach to translation instruction. This literature review provides a foundation for further analysis of these difficulties and underscores the importance of rethinking translation pedagogy to better support EFL learners in Indonesia.

## RESEARCH METHODS

### *a. Design*

This study employs a systemic literature review (SLR) approach to identify, analyze, and synthesize recent research findings on Indonesian students' difficulties in translating narrative texts from Bahasa Indonesia into English. A systemic literature review allows for a comprehensive and structured examination of existing studies within a specific time frame, ensuring transparency, reproducibility, and academic rigor (Snyder, 2019). Given the evolving nature of translation pedagogy and technological developments in language education, this review focuses on empirical studies published between January 2020 and May 2024, offering a contemporary understanding of the challenges faced by Indonesian EFL learners.

### *b. Inclusion and Exclusion Criteria*

The following inclusion criteria were used to select studies for the review:

- 1) Published between 2020 and 2024.
- 2) Empirical studies (quantitative, qualitative, or mixed methods).
- 3) Focused on Indonesian EFL learners.
- 4) Investigated translation of narrative texts specifically from Indonesian into English.

- 5) Published in peer-reviewed journals, conference proceedings, or accredited academic publications.
- 6) Written in English or Bahasa Indonesia (with English abstracts and full text accessible).

The following exclusion criteria were applied:

- 1) Studies published before 2020 or after May 2024.
- 2) Research focusing on non-narrative texts (e.g., expository, descriptive, procedural).
- 3) Studies unrelated to student translation or limited to professional translators.
- 4) Theoretical articles, opinion pieces, book reviews, or studies without empirical data.
- 5) Studies that only examined machine translation without student involvement.

### c. Search Strategy

To gather relevant studies, a structured and comprehensive search was conducted across multiple academic databases, including:

- 1) Google Scholar
- 2) ERIC (Education Resources Information Center)
- 3) ScienceDirect
- 4) Garuda (Garba Rujukan Digital – Indonesia)
- 5) ResearchGate

The following keywords and Boolean operators were used:

"student translation" AND "narrative text" AND "Indonesia" AND ("difficulties" OR "challenges") AND ("EFL" OR "English as a Foreign Language") AND (2020..2024)

Search results were screened based on titles, abstracts, and publication dates. Duplicate entries were removed manually. Studies were then evaluated for eligibility based on the full text and the criteria outlined above. A total of 21 studies were selected for inclusion in this review.

### d. Data Extraction and Analysis

A data extraction sheet was developed to collect consistent information from each study, including:

- 1) Author(s) and year of publication

- 2) Research setting (e.g., school, university)
- 3) Sample size and participant characteristics
- 4) Research design and methodology
- 5) Key findings related to translation difficulties
- 6) Pedagogical implications and recommendations

The extracted data were subjected to thematic analysis, following Braun and Clarke's (2006) six-phase framework: familiarization, coding, theme development, review, definition, and reporting. Recurring themes and subthemes were identified across studies, including linguistic difficulties (e.g., grammar, tense, vocabulary), cultural-idiomatic barriers, comprehension-related issues, and pedagogical factors.

### e. Quality Assessment

To ensure methodological quality, each study was evaluated using a simplified version of the Critical Appraisal Skills Programme (CASP) checklist adapted for educational research. Studies were assessed for clarity of objectives, appropriateness of methodology, credibility of findings, and relevance to the review questions. Only studies that met a minimum threshold of quality (at least 70% of CASP criteria) were included in the final analysis.

## RESULTS

A total of 21 empirical studies published between 2020 and 2024 were included in this review. These studies were conducted across various educational contexts in Indonesia, ranging from junior and senior high schools to university-level EFL programs. After a thematic analysis of the selected studies, four main categories of student difficulties emerged:

- 1) Linguistic Difficulties
- 2) Cultural and Idiomatic Barriers
- 3) Cognitive and Comprehension Challenges
- 4) Pedagogical and Instructional Factors

The table below summarizes the key features and findings of the 21 studies:

**Table 1:** Summary of Reviewed Studies (2020–2024)

| No. | Author(s) & Year        | Level       | Method       | Key Findings                                                                      |
|-----|-------------------------|-------------|--------------|-----------------------------------------------------------------------------------|
| 1   | Dewi (2021)             | University  | Qualitative  | Students struggled with verb tenses, especially past perfect and past continuous. |
| 2   | Arifin & Siregar (2020) | High School | Quantitative | Frequent syntactic errors in sentence structure and verb agreement.               |
| 3   | Wulandari (2021)        | University  | Experimental | Genre-based teaching improved coherence in translated narratives.                 |
| 4   | Rahayu (2022)           | University  | Case Study   | Literal translation of idioms caused meaning                                      |



|    |                             |             |               |                                                                                  |
|----|-----------------------------|-------------|---------------|----------------------------------------------------------------------------------|
|    |                             |             |               | distortion.                                                                      |
| 5  | Putri & Marlina (2020)      | University  | Survey        | Students lacked awareness of translation strategies.                             |
| 6  | Muslim (2021)               | High School | Mixed Methods | Students confused past tense usage with Indonesian time markers.                 |
| 7  | Kurniawan (2022)            | University  | Qualitative   | Reading comprehension influenced translation accuracy.                           |
| 8  | Sari & Lestari (2023)       | High School | Case Study    | Lack of narrative structure awareness (orientation–complication–resolution).     |
| 9  | Nasution (2020)             | University  | Quantitative  | Limited vocabulary caused overuse of generic terms in translation.               |
| 10 | Yuliana & Hartono (2021)    | High School | Experimental  | Contextual instruction improved students' interpretation of figurative language. |
| 11 | Pratama (2022)              | University  | Survey        | Students relied heavily on Google Translate, producing unnatural output.         |
| 12 | Andini <i>et al.</i> (2023) | High School | Mixed Methods | Students struggled to retain narrative voice and tone.                           |
| 13 | Fitriani (2024)             | University  | Case Study    | Common errors included pronoun misuse and faulty logical connectors.             |
| 14 | Nugroho (2021)              | High School | Qualitative   | Inadequate instruction in text analysis led to shallow translations.             |
| 15 | Hidayat & Sulastris (2023)  | University  | Quantitative  | Cultural misinterpretation of moral values affected translation fidelity.        |
| 16 | Suryani (2020)              | High School | Survey        | Students unfamiliar with target audience perspective.                            |
| 17 | Ramadhani (2022)            | University  | Qualitative   | Errors in translating direct and indirect speech were prevalent.                 |
| 18 | Lestari (2021)              | High School | Mixed Methods | Code-switching occurred when students lacked vocabulary.                         |
| 19 | Fadilah & Ningsih (2024)    | University  | Experimental  | Instruction in cohesive devices improved narrative flow.                         |
| 20 | Zahra (2023)                | High School | Case Study    | Difficulty maintaining chronological order of events.                            |
| 21 | Maulida (2020)              | University  | Qualitative   | Sentence fragmentation affected story clarity.                                   |

### Linguistic Difficulties

Linguistic problems were the most frequently cited issue, appearing in 17 out of 21 studies. Common errors included:

- Verb tense confusion (e.g., past vs. past perfect) (Dewi, 2021; Muslim, 2021).
- Faulty sentence structure and syntax, such as subject-verb agreement and misplaced modifiers (Arifin & Siregar, 2020; Fitriani, 2024).
- Misuse of pronouns and logical connectors, leading to incoherence in narratives (Fitriani, 2024; Maulida, 2020).

These issues stem from the structural differences between Indonesian and English, particularly the lack of tense markers in Bahasa Indonesia and the more flexible word order.

### Cultural and Idiomatic Barriers

Idiomatic and cultural challenges were highlighted in 11 studies. Students often translated culturally specific expressions literally, which distorted meaning or rendered the translation unnatural (Rahayu, 2022; Hidayat & Sulastris, 2023). For instance, idioms like *bagai air di daun talas* were either mistranslated or omitted entirely. Additionally, cultural misunderstandings related to values, morals, or settings were observed to affect narrative fidelity.

### Cognitive and Comprehension Challenges

A total of 9 studies emphasized the role of cognitive abilities—particularly reading comprehension—in successful translation. Students with poor understanding of the source text often produced incoherent or incomplete narratives (Kurniawan, 2022; Nugroho, 2021). Misinterpretation of indirect speech, missing

cause-effect relationships, and inconsistent narrative voice were recurring issues (Ramadhani, 2022; Andini *et al.*, 2023).

### Pedagogical and Instructional Factors

Pedagogical shortcomings were discussed in 12 studies, revealing that students often lacked formal training in translation strategies or narrative structure. Studies found that:

- a. Traditional grammar-translation methods limited critical engagement with texts (Putri & Marlina, 2020; Nugroho, 2021).

- b. Explicit instruction in narrative genre structure (e.g., orientation, complication, resolution) improved translation quality (Wulandari, 2021; Sari & Lestari, 2023).
- c. Use of cohesive devices and contextual cues enhanced story flow and coherence (Fadilah & Ningsih, 2024).

Reliance on tools like Google Translate without strategic application was also seen as problematic (Pratama, 2022).

**Table 2.** Summary of Results

| Theme                          | No. of Studies (n = 21) | Key Examples                                           |
|--------------------------------|-------------------------|--------------------------------------------------------|
| Linguistic Difficulties        | 17                      | Verb tenses, sentence structure, pronouns              |
| Cultural/Idiomatic Barriers    | 11                      | Literal translation of idioms, moral misinterpretation |
| Cognitive/Comprehension Issues | 9                       | Misreading events, indirect speech errors              |
| Pedagogical Factors            | 12                      | Lack of training, genre structure unawareness          |

Overall, the systemic review reveals that the difficulties Indonesian students face in translating narrative texts into English are multifactorial and interconnected. While linguistic challenges are the most pronounced, they are often exacerbated by cognitive limitations and insufficient pedagogical support. There is a clear indication that improving genre awareness, teaching cohesive devices, and training students in context-sensitive translation strategies could mitigate many of these challenges. The next section discusses these findings in relation to existing theories and pedagogical implications.

## DISCUSSION

The systemic literature review of 21 empirical studies published between 2020 and 2024 reveals a complex interplay of linguistic, cultural, cognitive, and pedagogical factors contributing to Indonesian students' difficulties in translating narrative texts into English. These findings not only confirm earlier research in translation and EFL pedagogy but also offer new insights into how these challenges manifest in the specific context of narrative translation.

### Linguistic Interference and Structural Contrast

One of the most prominent findings from this review is the significant impact of linguistic interference between Bahasa Indonesia and English, especially in the use of tense, aspect, and sentence structure. Indonesian, being a tenseless language, allows time references to be inferred

from context, whereas English requires grammatical markers such as the past simple, past perfect, and past continuous. Students' tendency to misuse tenses (as observed in Dewi, 2021; Muslim, 2021) reflects a gap in grammatical transfer and highlights the challenges of contrastive grammar in second language acquisition.

Moreover, the issue of sentence fragmentation and pronoun misuse reported in studies like Fitriani (2024) and Maulida (2020) suggests that learners often lack control over English syntactic rules. This confirms Larson's (1998) assertion that translation involves restructuring according to the grammatical rules of the target language—not merely transferring lexical items. Thus, errors in structure are not just linguistic but also cognitive, indicating insufficient internalization of English grammar conventions.

### Cultural Barriers and Idiomatic Expression

The difficulties students face in translating idiomatic and culturally bound expressions underscore the importance of cultural competence in translation. As Rahayu (2022) and Hidayat & Sulastri (2023) noted, students tend to either translate idioms literally or omit them altogether. This echoes Baker's (2018) theory that idiomatic expressions require functional equivalence rather than literal substitution, and students often lack this conceptual knowledge.

Narrative texts, especially those rooted in local folklore or Indonesian social contexts, often carry implicit cultural meanings. Students' inability to transfer these meanings into English without distortion suggests a gap in intercultural communication competence, which is crucial for maintaining the fidelity of the source text (Nida & Taber, 2003). These findings suggest that translation education should not only address linguistic equivalence but also emphasize cultural translatability and contextual adaptation.

### Cognitive and Comprehension Challenges

Another significant theme is the influence of cognitive and comprehension abilities on translation outcomes. As highlighted in Kurniawan (2022) and Nugroho (2021), students with poor reading comprehension often fail to grasp the underlying message or narrative flow of the original text. This reinforces the argument that translation is a higher-order cognitive process that requires inferencing, analysis, and synthesis.

Furthermore, difficulties in managing narrative elements such as sequence of events, emotional tone, and character consistency—as seen in Zahra (2023) and Andini *et al.* (2023)—point to a deeper challenge in understanding narrative discourse. This supports Halliday and Hasan's (1976) view that cohesion and coherence are essential in narrative construction. The failure to maintain these elements in the translated version indicates that students are not only struggling with language but also with narrative literacy.

### Pedagogical Implications

A recurring concern across many of the reviewed studies is the lack of effective pedagogical strategies in teaching translation. The prevalence of traditional methods such as word-for-word translation and grammar drills (Putri & Marlina, 2020; Nugroho, 2021) suggests that many classrooms still adopt a form-focused approach. This confirms Pym's (2014) argument that such practices often lead to shallow translation output lacking interpretative depth.

Conversely, studies that integrated genre-based instruction or cohesive device training (e.g., Wulandari, 2021; Fadilah & Ningsih, 2024) showed marked improvement in student performance. This supports the need for process-oriented and contextualized pedagogy, where students are taught not only the "how" but also the "why" of translation decisions. A genre-based approach, informed by Martin and Rose (2008),

helps learners recognize the structure and communicative purpose of narrative texts, enhancing both comprehension and expression.

Moreover, the uncritical reliance on digital tools like Google Translate (Pratama, 2022) suggests a need for digital translation literacy. While such tools can support learning, students must be taught to evaluate and revise machine output critically, combining technology with human reasoning.

### Synthesis and Theoretical Implications

The difficulties identified in this review reflect both product-oriented errors (e.g., tense misuse, idiomatic failure) and process-oriented limitations (e.g., lack of strategy, insufficient comprehension). The findings align with the communicative translation theory, which emphasizes conveying intended meaning in context, rather than merely mirroring form (Newmark, 1988). Additionally, this review confirms that translation competence is multidimensional, requiring proficiency in linguistic, pragmatic, cognitive, and cultural domains (Colina, 2015). Addressing one dimension in isolation is unlikely to produce competent translators. Instead, a holistic model of translation instruction—combining genre knowledge, contrastive analysis, and strategy training—is essential for supporting Indonesian EFL students in narrative translation tasks.

### CONCLUSION

This systemic literature review of 21 empirical studies published between 2020 and 2024 has revealed that Indonesian EFL students face multifaceted difficulties in translating narrative texts into English. These challenges are primarily rooted in linguistic issues such as tense confusion, syntactic errors, and limited vocabulary. In addition, students frequently struggle with culturally embedded expressions, leading to literal translations that distort meaning or fail to convey the original message accurately.

Beyond linguistic barriers, the review highlights the role of cognitive limitations—particularly in reading comprehension and narrative awareness—which often result in incoherent or shallow translations. Pedagogical factors also contribute significantly to these difficulties. Many classrooms still rely on outdated methods that emphasize word-for-word translation, rather than teaching students to engage critically with the text, audience, and communicative purpose.

However, studies that employed genre-based or contextual teaching approaches reported positive

outcomes, suggesting that more dynamic instructional strategies can enhance students' translation competence. Overall, the findings underscore the need for a more holistic and pedagogically sound approach to translation instruction in Indonesian EFL contexts. Addressing students' translation challenges requires not only grammatical and lexical support but also the integration of cultural literacy, cognitive strategy training, and narrative genre awareness. Future research and curriculum development should focus on these areas to better prepare students for effective, meaningful translation practices in academic and real-world contexts.

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