

The Challenges of Indonesian EFL Students in Translating Indonesian Texts into English

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Abstract. This article addresses the importance of grammar competence in translation studies. It aims to identify and describe the needs and problems of students in grammatical competence. By using a combination of quantitative and qualitative-descriptive research, the data cover grammar competence including thirteen elements: parts of speech, sentence elements, sentence patterns, verb tenses, subject verb agreements, sentence varieties, sentence forms, conjunctions and prepositions, sentence faults, collocations, mechanics, and paragraph developments. They were collected through questionnaires filled out by students in the English for Business and Professional Study program Politeknik Negeri Jakarta. The results show students' perception of their grammatical competence is quite high, meanwhile, they still encounter problems with some elements such as sentence patterns and elements. The students' improvement in grammatical competence should be supported by several efforts from other stakeholders.

Keywords: Writing, Translation, Needs, Problems, Grammar.

1 Introduction

Writing covers all competencies of arranging words in sentences, arranging sentences in paragraphs, and arranging paragraphs in a discourse. Writing is also an essential part of learning because it covers the thinking process of a writer. The steps taken to write a piece of writing are such as gathering ideas, planning, editing, and revision which resemble the steps to thinking [10]. Moreover, writing is a crucial element in translation. It is also known that the primary work of a translator is writing. Writing makes somebody a translator, as it is through writing the translator delivers the message decoded from the source text and encoded it to the target text. An initial literature review stated that grammar, sentence structure, and vocabulary are still significant problems facing translation students in writing [15]; [14] Both articles stated that grammar takes an important role in writing skills as writing needs to utilize certain standards of language and level of formality.

Translation literally means transferring messages from one language into another using the same form of text. In other words, translation refers to the transfer of meaning and style of the messages [9]; [6]. Meaning refers to the message a writer wants to convey. On the other hand, style refers to the language in which the translation is conducted. Translation is considered connected to language according to Catford, Nida, and Newmark [11]. Each of the scholars has a slightly different perspective on translation. Catford has an argument that translation is a sub-branch of applied linguistics, a uni-directional process, and equivalence on the level of the surface structure

of language. Nida believes that translation is an art; he also proposed dynamic equivalence which involved readers as the main focus of translation. Newmark contributes semantic and communicative translation. Semantic translation puts emphasis on the source language whereas communicative translation puts it on the target language. Those ideas of the three scholars have been developed by some other experts in translation, so the writer still considers their perspectives as the basis of research theories.

Translation takes an important part in EFL students. It is considered not only a skill but also a method to learn a language [5]; [15]. It may be seen that courses in translation are given in language majors in universities, even, it is taken as a major study in several universities, to some extent, it is also used as a method of teaching and learning[12]. Translating is difficult because of the different phonological, morphological, lexical, syntactic, and semantic features of the languages involved [2]. Most students of translation undergraduates' study have difficulties in all the elements mentioned considering they have less exposure to translating from Indonesian into English. This is a fact that most students are not secondary school graduates of language major, and this shows that their knowledge and skills in English are not sufficient to cater to the translating work they must perform. Some do not voluntarily choose the translation study program because of their lack of interest in learning a language, not to mention performing works of translation.

Writing which is the main competence in translation covers more than its competence itself. It includes cognitive competencies such as learning, comprehension, application, synthesis of new knowledge, creativity, problem-solving, revision, and delivery of messages and is also considered one element of research skills [4]; [3]. Therefore, writing is also considered a basic language skill and comprehensive skill[18]. Writing competence in translation is not merely a writing competence. Someone needs to master two languages. It is not only that s/he should be capable of writing but also profound in the cognitive side of competence.

A translator firstly should consider and find the meaning of messages from source texts, which are included in learning and comprehending the source texts. This is followed by the process of synthesizing new knowledge, creativity, and problem-solving carried out in the process of translating. On the other hand, revising and message delivery steps need language competence. The former refers to correcting both the content and the language used in a text which needs bilingual competence[16]. The latter, i.e., message delivery, can be broken down into the mastery of building sentences using an accurate choice of words and expressions, which can transfer the equivalence of meaning from the source text. This is included in grammar competence.

It is defined that grammatical competence is a person's knowledge of the forms and meanings in grammar, and a theoretical knowledge of how to use them[13]. Grammar competence is broken down into the following aspects: parts of speech, sentence elements, sentence patterns, verb tenses, subject-verb agreements, forms of sentence, conjunctions, sentence faults, collocations, punctuation, capitalization, spelling, and paragraph development [11]. Grammar competence is one of the bilingual competences a translator must have[1]. It is the basic aspect that builds writing competence, starting from the choice of words to paragraph development that must be mastered by a writer[7].

Research on writing has been conducted [4];[10]; [16]; [12]; [15]; [14]. All the studies focus on enhancing writing competencies. Some others focused on the writing competencies related to translation [2]; [15]. The former discussed errors in translating, and the latter talked about difficulties and strategies in translating into English. However, there is still a lack of research that focuses on thorough grammar difficulties encountered by students in translating Indonesian texts into English.

On the other hand, it is suggested that research on how writing in production elaborates knowledge needs to be conducted [2]. Therefore, it is considered that the emphasis on the research on writing in translation on grammar competence is the right option to conduct. Besides it has not frequently been investigated, it is also in line with our study program's need to pursue a perfect curriculum in order to fulfill the market demand for translator jobs. Therefore, the formulated research question is *What are students' needs and problems in grammar competence related to writing for translation?* It is hoped that the results of this study can benefit EFL students in coping with their grammar competence in writing for translation in general, and it is specifically useful to overcome problems in translating Indonesian texts to English ones, to give different insights for English teachers, and to make recommendations to study program management.

2 Methods

This article addresses the importance of grammar competence in translation studies. It aims to identify and describe the needs and problems of students in grammatical competence. The research design is a combination between quantitative and qualitative descriptive research that describes a situation/phenomenon thoroughly and in depth which can be used as a reference in determining change actions [27, 28]. The data of this study were collected from the results of a questionnaire designed based on the elements in writing competencies under grammatical competence [11], which include: parts of speech, sentence elements, sentence patterns, Verb Tenses, subject-verb agreements, forms of sentence, conjunctions, sentence faults, collocations, punctuation, capitalization, spelling, and paragraph development. The questionnaire was designed to refer to the one conducted by Afief Fakhruddin in his journal article [17].

Furthermore, the questionnaires were prepared using the Likert Scale which used to measure the opinion/attitude of the sample. The Likert Scale with four categories; always, often, seldom, and never have been the setting for the grammatical competence questionnaires. It took a population of all BISPRO students who have taken courses related to translation. Based on the 2019-2021 BISPRO curriculums, there were 150 students registered in semesters II, IV, and VI. For the sample, there were about 100 homogenous students which selected from BISPRO students who have taken text/document translation courses such as business texts, literature, laws and regulations & agreements, notary, etc. The following formula was used in interpreting the data of questionnaire:

$$\text{Index Formula\%} = \frac{\text{Total Score}}{Y \text{ (the highest score of Likert)}} \times 100$$

To support the score interpretation, the percentage of the score is set in the interval below:

Interval Score = $100 / 4$ (total score of Likert) = 25

0%	-	24,99%	= Never
25%	-	49,99%	= Seldom
50%	-	74,99%	= Often
75%	-	100%%	= Always

The Likert Scale is applied to obtain the respondents' varied answers is an adoption from a similar research [23]. The scale uses the intervals, starting from bad (1), not bad (2), good (3), very good (4) for the respondents' perceptions of the matters. Whereas the importance of each matter starts with the interval of not important (1), quite important (2), important (3), and very important (4). Finally, the data are analyzed and interpreted to come to a conclusion pertaining to the needs and the problems of the respondents on grammar competence.

3 Results

The results of the research cover two aspects, namely the importance of the elements of grammar competence and the degree of grammar competence. The former refers to the needs of the elements to be taught, and the latter shows their problems in each element. The following are graphs and explanations describing its elements of grammar competence. The first one will show the importance of the element, and the second one will show the problems of the respondents on the elements.

1. Parts of Speech

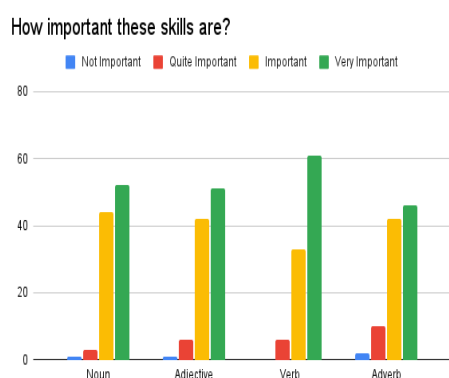


Diagram 1. Importance of Parts of Speech

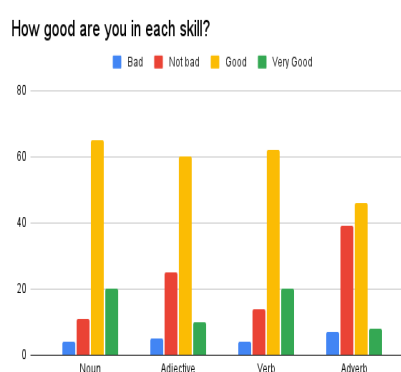


Diagram 2. Capability in Parts of Speech

Students in general believe that the parts of speech in writing competence are significant for all parts of speech. The highest score is very important: 60 votes for Verb; 55 votes for Noun; 54 votes for Adjective; and more than 40 votes for Adverb. More than 40 vote for important both for Noun, Adjective, and Adverb, and Verb obtains the lowest votes, around 30. A much lower number of votes go to quite important, even not important barely obtains any votes.

On the other hand, their perception of their competence in parts of speech shows their confidence. Almost 60 votes show their confidence that their skills on Noun, Verb, and Adjective are good. This shows that they believe they have a good mastery of the subject.

In calculation, the result may refer to the following work formula. It is clearly seen that parts of speech are considered very important. Whereas they think that their competence in using nouns and verbs is very good. On the other hand, using adjectives and adverbs is only good.

Importance/ Capability	Types of Parts of Speech	Number/ Interval	Calculation(Index formula%) = Total Score/ Y x 100
Importance	Noun	Not Important: 1 Quite Important:3 Important:44 Very Important:52	=347/400 X 100 = 86.75% It is interpreted that in general, Noun is considered very important.
	Verb	Not Important:1 Quite Important:3 Important:42 Very Important:54	=349/400 X 100 =87,25 It is interpreted that in general, Verb is considered very important.

	Adjective	Not Important:0 Quite Important:6 Important:34 Very Important:60	= $354/400 \times 100$ = 88.5 It is interpreted that in general, Adjective is considered very important.
	Adverb	Not Important:0 Quite Important:11 Important:42 Very Important:47	= $338/400 \times 100$ =84.5 It is interpreted that in general, Adverb is considered very important.
Capability	Noun	Bad:5 Not Bad:10 Good:65 Very Good:20	= $320/400 \times 100$ =80 It is interpreted that in general, the students' capability in using Noun is very good.
	Verb	Bad:0 Not Bad:18 Good:62 Very Good:20	= $302/400 \times 100$ =75.5 It is interpreted that in general, the students' capability in using Verb is very good.
	Adjective	Bad:7 Not Bad:24 Good:60 Very Good:9	= $271/400 \times 100$ =67.75 It is interpreted that in general, the students' capability in using Adjective is good.
	Adverb	Bad:7 Not Bad:39 Good:46 Very Good:8	= $255/400 \times 100$ =63.75 It is interpreted that in general, the students' capability in using Adverb is good.

Table 1. Parts of Speech

2. Sentence Elements

How important these skills are?

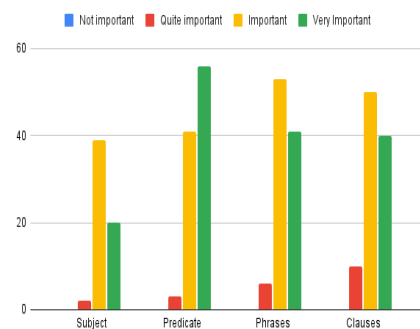


Diagram 3. Importance of Sentence Elements

How good are you in each skill?



Diagram 4. Capability in Sentence Elements

Students in general have confidence that sentence elements are very important in writing skill. It can be seen from most of the responses that are mostly on the very important and important votes. And it is shown also that the knowledge of phrases and clauses is considered important. The real figures may be seen from the following calculation. Preceding the calculation is the graphs of the students' capability in sentence elements. Likewise, it is clearly seen that students perceive their capability in using sentence elements is good. While using phrases and clauses, they believe that

their capability is lower. They mostly believe that sentence elements are very important, and most of them perceive their capability in sentence elements is good. In calculation, accurate data can be examined below.

Importance/ Capability	Types of Sentence Elements	Number/ Interval	Calculation(Index formula%) = Total Score/ Y x 100
Importance	Subject	Not Important:39 Quite Important:3 Important:38 Very Important:20	=239/400 X 100 = 59.75% It is interpreted that in general, knowledge of Subject is considered quite important.
	Predicate	Not Important:0 Quite Important:4 Important:40 Very Important:56	=352/400 X 100 =88 It is interpreted that in general, knowledge of Predicate is considered very important.
	Phrases	Not Important:0 Quite Important:3 Important:56 Very Important:41	=338/400 X 100 = 84.5 It is interpreted that in general, knowledge on Phrases is considered very important.
	Clauses	Not Important:0 Quite Important:10 Important:50 Very Important:40	=330/400 X 100 = 82.5 It is interpreted that in general, knowledge of Clauses is considered very important.
Capability	Subject	Bad:2 Not Bad:18 Good:54 Very Good:26	=304/400 X 100 =76 It is interpreted that in general, the students' capability in using Subject is very good.
	Predicate	Bad:6 Not Bad:22 Good:50 Very Good:22	=288/400 X 100 =72 It is interpreted that in general, the students' capability in using Predicate is good.
	Phrases	Bad:8 Not Bad:46 Good:40 Very Good:6	=244/400 X 100 =61 It is interpreted that in general, the students' capability in using Phrases is good.
	Clauses	Bad:11 Not Bad:46 Good:37 Very Good:6	=238/400 X 100 =59.5 It is interpreted that in general, the students' capability in using Clauses is good.

Table 2. Sentence Elements

3.Sentence Patterns

How important these skills are?

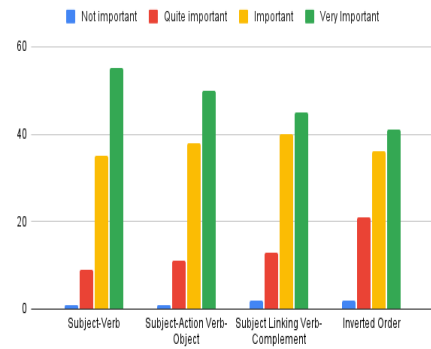


Diagram 5. Importance of Sentence Patterns

How good are you in each skill?

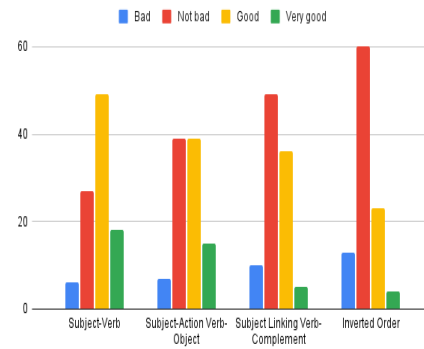


Diagram 6. Capability in Sentence Patterns

Most students believe that the sentence patterns are important elements in mastering grammar competence. It is seen in the diagram above. In addition, in general, their perception of their capability in using sentence patterns is good. In calculation, accurate data can be thoroughly examined, and the result of the calculation shows detailed data.

Importance/ Capability	Types of Sentence Patterns	Number/ Interval	Calculation(Index formula%) = Total Score/ Y x 100
Importance	Subject-Verb	Not Important:1 Quite Important:7 Important:36 Very Important:56	= $347/400 \times 100$ = 86.75% It is interpreted that in general, knowledge of Subject is considered quite important.
	Subject- Action Verb- Object	Not Important:2 Quite Important:10 Important:38 Very Important:50	= $336/400 \times 100$ =84 It is interpreted that in general, knowledge of Subject-Action Verb-Object is considered very important.
	Subject- Action Verb- Complement	Not Important:4 Quite Important:12 Important:40 Very Important:44	= $324/400 \times 100$ = 82 It is interpreted that in general, knowledge on Subject-Action Verb-Complement is considered very important.
	Inverted Order	Not Important:3 Quite Important:20 Important:36 Very Important:41	= $315/400 \times 100$ = 78.75 It is interpreted that in general, knowledge of Clauses is considered quite important.
Capability	Subject-Verb	Bad:4 Not Bad:28 Good:50 Very Good:18	= $282/400 \times 100$ =70.5 It is interpreted that in general, the students' capability in using Subject-Verb is good.
	Subject- Action Verb- Object	Bad:6 Not Bad:39 Good:39 Very Good:16	= $265/400 \times 100$ =66.25 It is interpreted that in general, the students' capability in using Subject-Action Verb-Objects is good.
	Subject- Linking- Verb- Complement	Bad:7 Not Bad:50 Good:36 Very Good:7	= $243/400 \times 100$ =60.75 It is interpreted that in general, the students' capability in using Subject-Linking-Verb-Complement is good.
	Inverted Order	Bad:14 Not Bad:60 Good:22 Very Good:4	= $216/400 \times 100$ =54 It is interpreted that in general, the students' capability in using Inverted Order is good.

Table 3. Sentence Patterns

4. Verb Tenses

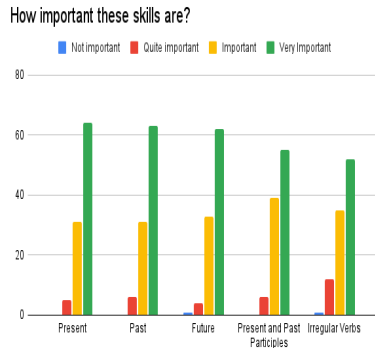


Diagram 7. Importance of Verb Tenses

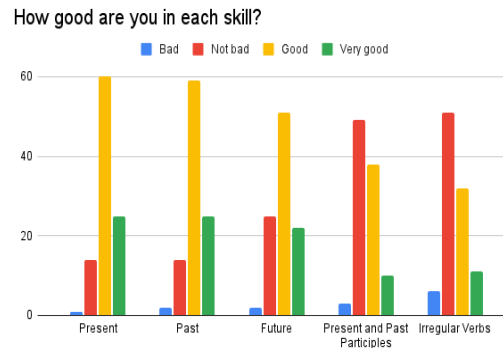


Diagram 8. Capability in Verb Tenses

Importance/ Capability	Types of Verb Tenses	Number/ Interval	Calculation(Index formula%) = Total Score/ Y x 100
Importance	Present	Not Important:0 Quite Important:4 Important:32 Very Important:64	=360/400 X 100 = 90% It is interpreted that in general, knowledge of present tense is considered very important.
	Past	Not Important:0 Quite Important:4 Important:34 Very Important:62	=358/400 X 100 =89.5 It is interpreted that in general, knowledge of past tense is considered very important.
	Future	Not Important:1 Quite Important:3 Important:35 Very Important:61	=356/400 X 100 = 89 It is interpreted that in general, knowledge on Phrases is considered quite important.
	Present and Past Participle	Not Important:0 Quite Important:7 Important:38 Very Important:55	=157/400 X 100 = 39.25 It is interpreted that in general, knowledge of Clauses is considered quite important.
	Irregular Verbs	Not Important:0 Quite Important:18 Important:74 Very Important:65	=348/400X100 =87 It is interpreted that in general, knowledge of irregular verb is considered very important.

Capability	Present	Bad:1 Not Bad:15 Good:60 Very Good:24	= $313/400 \times 100$ =78.25 It is interpreted that in general, the students' capability in using present tense is very good.
	Past	Bad:1 Not Bad:14 Good:59 Very Good:26	= $310/400 \times 100$ =77.5 It is interpreted that in general, the students' capability in using past tense is very good.
	Future	Bad:6 Not Bad:25 Good:47 Very Good:22	= $285/400 \times 100$ =71.25 It is interpreted that in general, the students' capability in using future tense is good.
	Present and Past Participle	Bad:8 Not Bad:45 Good:38 Very Good:9	= $248/400 \times 100$ =62 It is interpreted that in general, the students' capability in using present and past participles is not bad.
	Irregular Verbs	Bad:5 Not Bad:52 Good:33 Very Good:10	= $248/400 \times 100$ =62 It is interpreted that in general, the students' capability in using irregular verbs is not bad.

Table 4. Verb Tenses

The students believe that verb tenses are important, only present and past participle, and future tense are considered not important. They may not realize that present and past participles are very often found in texts. While their capability for present, past, and future tenses tend to be good, but not for present and past participle, an irregular verb.

5. Subject Verb Agreement

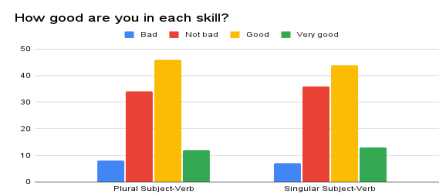
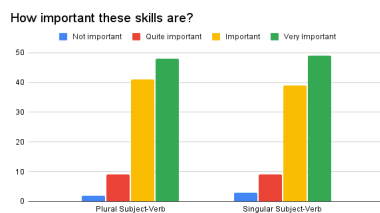


Diagram 9. Importance of Subject-Verb Agreement Diagram 10. Capability in Subject-Verb Agreement

Importance/ Capability	Types of Subject-Verb Agreement	Number/ Interval	Calculation(Index formula%) = Total Score/ Y x 100
Importance	Plural Subject-Verb	Not Important:2 Quite Important:9 Important:41 Very Important:48	= $335/400 \times 100$ = 83.75% It is interpreted that in general, knowledge of Subject is considered very important.
	Singular Subject-Verb	Not Important:3 Quite Important:9	= $334/400 \times 100$ =83.5

		Important:39 Very Important:49	It is interpreted that in general, knowledge of Predicate is considered very important.
Capability	Plural Subject-Verb	Bad:7 Not Bad:34 Good:47 Very Good:12	= $264/400 \times 100$ =66 It is interpreted that in general, the students' capability in using Subject is good.
	Singular Subject-Verb	Bad:7 Not Bad:36 Good:44 Very Good:13	= $263/400 \times 100$ =65.75 It is interpreted that in general, the students' capability in using Predicate is good.

Table 5. Subject-Verb Agreement

The students' perception of subject-verb agreement is very important, which is a good perception. This is very important, especially in writing. However, they believe that their capability in the matter is good.

6. Sentence Varieties

How important these skills are?

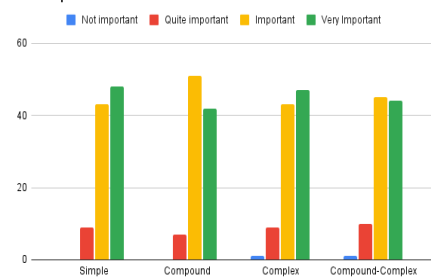


Diagram 11. Importance of Sentence Varieties

How good are you in each skill?

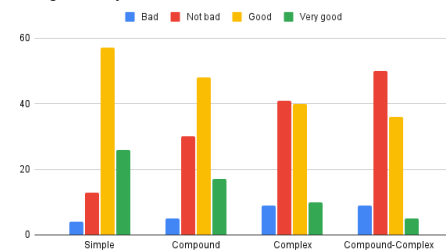


Diagram 12. Capability in Sentence Varieties

Importance/ Capability	Types of Sentence Varieties	Number/ Interval	Calculation(Index formula%) = Total Score/ Y x 100
Importance	Simple	Not Important:0 Quite Important:9 Important:43 Very Important:48	= $319/400 \times 100$ = 79.75% It is interpreted that in general, knowledge of Subject is considered quite important.
	Compound	Not Important:0 Quite Important:7 Important:51 Very Important:42	= $335/400 \times 100$ =83.75 It is interpreted that in general, knowledge of Predicate is considered very important.
	Complex	Not Important:1 Quite Important:10 Important:43 Very Important:46	= $334/400 \times 100$ = 83.5 It is interpreted that in general, knowledge on Phrases is considered very important.
	Compound Complex	Not Important:1 Quite Important:10 Important:45 Very Important:44	= $332/400 \times 100$ = 83 It is interpreted that in general, knowledge of Clauses is considered very important.
Capability	Simple	Bad:3 Not Bad:13 Good:58	= $307/400 \times 100$ =76.75

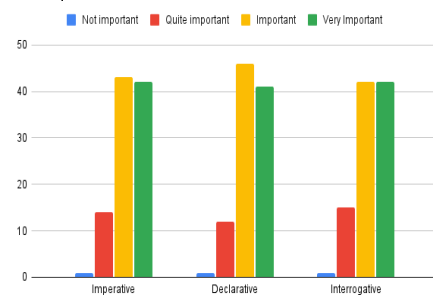
		Very Good:26	It is interpreted that in general, the students' capability in using Subject is very good.
	Compound	Bad:5 Not Bad:30 Good:48 Very Good:17	= $277/400 \times 100$ =69.25 It is interpreted that in general, the students' capability in using Predicate is good.
	Complex	Bad:8 Not Bad:57 Good:40 Very Good:10	= $282/400 \times 100$ =70.5 It is interpreted that in general, the students' capability in using Phrases is good.
	Compound Complex	Bad:8 Not Bad:50 Good:36 Very Good:6	= $240/400 \times 100$ =60 It is interpreted that in general, the students' capability in using Clauses is good.

Table 6. Sentence Varieties

A good text will consist of a variety of sentence varieties. Without the varieties, a text will be rigid and not natural. Sentence varieties that cover simple, compound, and complex are considered necessary by most students. The percentages for all sentence varieties stand at more than average. As for the skills in sentence varieties, the students are confident in a simple sentence, but their confidence gradually decreases in line with the following more complex sentence varieties. Furthermore, some think that they are bad at their skills.

7. Sentence Forms

How important these skills are?



How good are you in each skill?

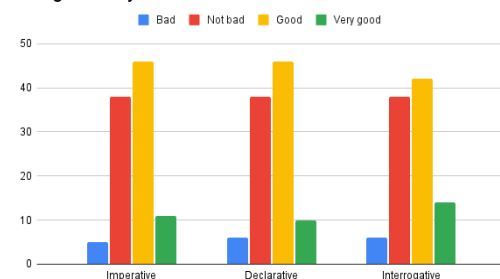


Diagram 13. Importance of Sentence Forms

Diagram 14. Capability in Sentence Forms

Importance/ Capability	Types of Sentence Forms	Number/ Interval	Calculation(Index formula%) = Total Score/ Y x 100
Importance	Imperative	Not Important:1 Quite Important:14 Important:43 Very Important:42	=326/400 X 100 = 81.5% It is interpreted that in general, knowledge of imperative is considered very important.
	Declarative	Not Important:1 Quite Important:12 Important:46 Very Important:41	=327/400 X 100 =81.75% It is interpreted that in general, knowledge of declarative is considered very important.

	Interrogative	Not Important:1 Quite Important:15 Important:42 Very Important:42	=325/400 X 100 = 81.25 It is interpreted that in general, knowledge on interrogative is considered very important.
Capability	Imperative	Bad:5 Not Bad:38 Good:46 Very Good:11	=263/400 X 100 =65.75% It is interpreted that in general, the students' capability in using imperative is good.
	Declarative	Bad:7 Not Bad:37 Good:46 Very Good:10	=300/400 X 100 =75 It is interpreted that in general, the students' capability in using declarative is very good.
	Interrogative	Bad:6 Not Bad:38 Good:42 Very Good:14	=264/400 X 100 =66 It is interpreted that in general, the students' capability in using interrogative is good.

Table 7. Sentence Forms

The students think forms of sentences that cover imperative, declarative, and interrogative are essential. The three elements gain the highest score in addition to one average score for simple form. The tendency of students to consider themselves to have good skills in these forms of sentences is balanced with the ones who believe they have average skills. This statement reflects that the subjects need to be paid more attention. On the other hand, this mastery of sentence forms should be very good remembering that these forms refer to the functions of language. These shortcomings may cause misunderstanding both in written and spoken texts.

Forms of sentences reflect the purposes of writers in delivering messages. The specific usages of expressions that show forms of sentences should be spontaneously uttered by writers. Having skills in using forms of sentences and knowing their purposes will make a good translator who can easily find equivalence and/or can communicatively transfer the message from a source text to a target text.

8. Conjunctions and Prepositions

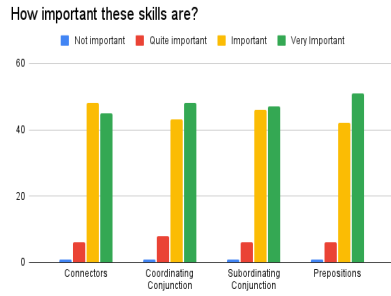


Diagram 15.
Importance of Conjunction and Prepositions

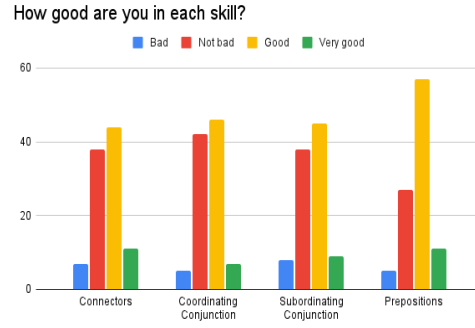


Diagram 16.
Capability in Conjunction and Preposition

Importance/ Capability	Types of Conjunction and Prepositions	Number/ Interval	Calculation(Index formula%) = Total Score/ Y x 100
Importance	Connectors	Not Important:1 Quite Important:9 Important:46 Very Important:44	= $333/400 \times 100$ = 83.25% It is interpreted that in general, knowledge of connectors is considered very important.
	Coordinating Conjunction	Not Important:1 Quite Important:9 Important:42 Very Important:48	= $337/400 \times 100$ =84.25% It is interpreted that in general, knowledge of coordinating conjunction is considered very important.
	Subordinating Conjunction	Not Important:1 Quite Important:6 Important:46 Very Important:47	= $339/400 \times 100$ = 84.75% It is interpreted that in general, knowledge on subordinating conjunction is considered very important.
	Prepositions	Not Important:1 Quite Important:5 Important:42 Very Important=52	= $345/400 \times 100$ =86.25% It is interpreted that in general, knowledge of prepositions is considered very important.
Capability	Connectors	Bad:9 Not Bad:38 Good:43 Very Good:10	= $254/400 \times 100$ =63.5% It is interpreted that in general, the students' capability in using connectors is good.
	Coordinating Conjunction	Bad:6 Not Bad:42 Good:44 Very Good:8	= $258/400 \times 100$ =64.5% It is interpreted that in general, the students' capability in using coordinating conjunction is good.
	Subordinating Conjunction	Bad:7 Not Bad:38 Good:46 Very Good:9	= $257/400 \times 100$ =46.25% It is interpreted that in general, the students' capability in using subordinating conjunction is not bad.
	Prepositions	Bad:5 Not Bad:28 Good:57 Very Good:10	= $272/400 \times 100$ =68% It is interpreted that in general, the students' capability in using subordinating conjunction is good.

Table 8. Conjunction and Prepositions

Conjunction and preposition are sentence particles that are important in grammar competence. Conjunctions connect ideas from one part of a text to another; they can connect one word to another, a phrase to another, a clause to another, and a paragraph to another. They can alter meaning once they are wrongly used or placed. On the other hand, prepositions are used to complete verbs, and adverbs to form phrases. This is realized by the students; therefore, they believe that they are very important aspects of English sentences. However, the table shows that

they are not very confident in their own competence, they stated they are only on a good level, even not good on subordinating conjunction.

9. Sentence Faults

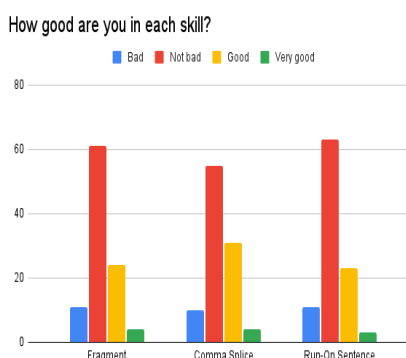
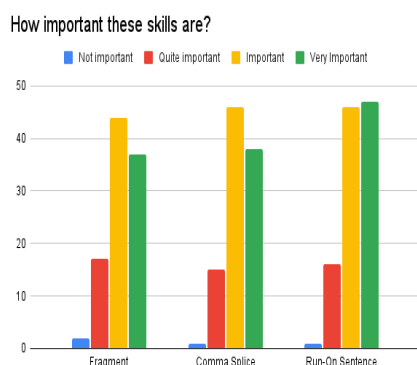


Diagram 17. Importance of Sentence Faults

Diagram 18. Capability in Sentence Faults

Importance/ Capability	Types of Sentence Faults	Number/ Interval	Calculation(Index formula%) = Total Score/ Y x 100
Importance	Fragment	Not Important:2 Quite Important:17 Important:44 Very Important:37	=316/400 X 100 = 79% It is interpreted that in general, knowledge of Fragment is considered very important.
	Comma Splice	Not Important:1 Quite Important:15 Important:46 Very Important:38	=321/400 X 100 =80.25% It is interpreted that in general, knowledge of Comma Splice is considered very important.
	Run-on Sentence	Not Important:1 Quite Important:10 Important:44 Very Important:45	=333/400 X 100 = 83.25% It is interpreted that in general, knowledge on Phrases is considered quite important.
Capability	Fragment	Bad:10 Not Bad:60 Good:24 Very Good:6	=226/400 X 100 =56.5% It is interpreted that in general, the students' capability in working on fragment is not bad.
	Comma Splice	Bad:4 Not Bad:57 Good:33 Very Good:6	=241/400 X 100 =60.25% It is interpreted that in general, the students' capability in working on comma splice is good.
	Run-on Sentence	Bad:12 Not Bad:62 Good:22 Very Good:4	=218/400 X 100 =54.5% It is interpreted that in general, the students' capability in working on run-on sentence is not bad.

Table 9. Sentence Faults

Sentence faults should directly be recognized by students of the English language. This is important, as a basis to build correct sentences in English. One will not be able to develop a sentence, let alone paragraphs unless s/he can recognize a sentence as fault or correct. The results show that the students realize the importance of knowledge. However, they are not so confident in their knowledge about it.

10. Collocations

Collocations : How important these skills are?

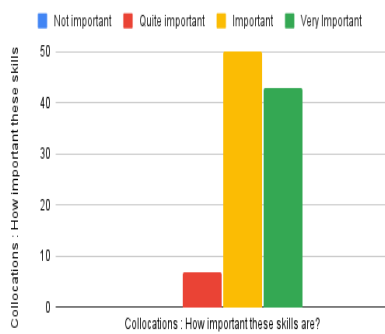


Diagram 19. Importance of Collocations

Collocations : How good are you in each skill?



Diagram 20. Capability in Collocations

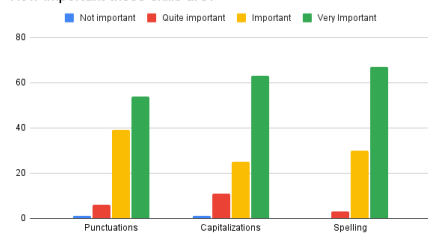
Importance/ Capability	Types of Collocations	Number/ Interval	Calculation(Index formula%) = Total Score/ Y x 100
Importance	Collocations	Not Important:0 Quite Important:8 Important:50 Very Important:42	=334/400 X 100 = 83.5% It is interpreted that in general, knowledge of Collocation is considered very important.
Capability	Collocations	Bad:3 Not Bad:57 Good:38 Very Good:2	=231/400 X 100 =57.75% It is interpreted that in general, knowledge of Collocation is considered not bad.

Table 10. Collocations

The same as the other elements mentioned above, collocation is one crucial element to be mastered by students of English. This can be seen from the students' perception of its importance. Again, we need to be aware of their lack of confidence in using collocations. They are aware that they are not good at using them.

11. Mechanics

How important these skills are?



How good are you in each skill?

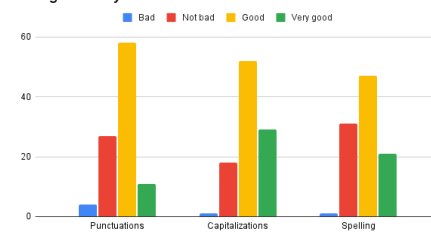


Diagram 21. Importance of Mechanics

Diagram 22. Capability in Mechanics

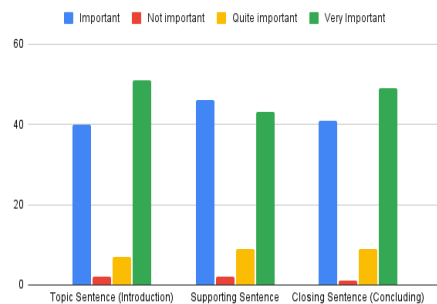
Importance/ Capability	Types of Mechanics	Number/ Interval	Calculation(Index formula%) = Total Score/ Y x 100
Importance	Punctuations	Not Important:1 Quite Important:4 Important:38 Very Important:57	=351/400 X 100 = 87.75% It is interpreted that in general, knowledge of Punctuation is considered very important.
	Capitalizations	Not Important:1 Quite Important:7 Important:40 Very Important:52	=343/400X100 =85.75 It is interpreted that in general, knowledge of capitalization is considered very important
	Spelling	Not Important:0 Quite Important:4 Important:32 Very Important:64	=360/400X100 =90 It is interpreted that in general, knowledge of spelling is considered very important.
Capability	Punctuations	Bad:4 Not Bad:28 Good:58 Very Good:10	=274/400X100 =68.5 It is interpreted that in general, capability in using punctuation is considered good.
	Capitalizations	Bad:0 Not Bad:18 Good:52 Very Good:30	=312/400X100 =78 It is interpreted that in general, capability in using capitaization is considered very good.
	Spelling	Bad:0 Not Bad:32 Good:48 Very Good:20	=288/400X100 =72 It is interpreted that in general, knowledge of Punctuation is considered good.

Table 11. Mechanics

The competence to apply mechanical elements in a text is very important. This incorrect usage may affect comprehension, even it may influence how someone reads out a text. Therefore, it is considered that it is very important. The students think that their capability in using mechanics is mostly good.

12. Paragraph Development

How important these skills are?



How good are you in each skill?

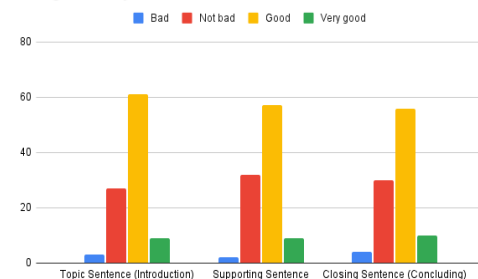


Diagram 23.
Importance of Paragraph Development

Diagram 24.
Capability in Paragraph Development

Importance/ Capability	Types of Paragraph Development	Number/ Interval	Calculation(Index formula%) = Total Score/ Y x 100
Importance	Topic sentence	Not Important:2 Quite Important:8 Important:40 Very Important:50	= $338/400 \times 100$ = 84.5% It is interpreted that in general, knowledge of topic sentence is considered very important.
	Supporting Sentence	Not Important:3 Quite Important:10 Important:45 Very Important:42	= $325/400 \times 100$ =81.25 It is interpreted that in general, knowledge of supporting sentence is considered very important.
	Closing Sentence	Not Important:2 Quite Important:8 Important:40 Very Important:50	$338/400 \times 100$ =84.5 It is interpreted that in general, knowledge of supporting sentences is considered very important.
Capability	Topic sentence	Bad:1 Not Bad:28 Good:61 Very Good:10	= $281/400 \times 100$ =70.25 It is interpreted that in general, capability in developing Topic Sentence is considered good.
	Supporting Sentence	Bad:1 Not Bad:34 Good:56 Very Good:9	= $273/400 \times 100$ =68.25 It is interpreted that in general, capability in developing Supporting Sentence is considered good.
	Closing Sentence	Bad:3 Not Bad:32 Good:55 Very Good:10	$270/400 \times 100$ =67.5 It is interpreted that in general, capability in developing Supporting Sentence is considered good.

Table 12. Paragraph Development

Paragraph development is perceived to be very important in text development. All aspects of paragraph development are considered very important. The ability to write a topic sentence, and add it with supporting sentences need a lot of practice. The students' awareness of the importance of paragraph development reflects in their competence which shows that they are not very confident in their capability.

3. Discussion

Grammar competence which is a competence stated in PACTE 2003 and the requirements mentioned in SKKNI show that a mastery of the competence is a must for students projected to be a translator. Seeing the result of the study, it is clearly seen that the students' awareness of the urgent mastery of the competence is a stepping stone to the improvement of their competence. Mastery of parts of speech is mandatory for students of the translation study program.

The skills in using parts of speech are paramount to improving writing skills. As found in the finding, the students in general stated that mastering the part of speech is essential (average scores .87) and they claimed that most of them (average scores .71) perceive their good competence in using part of speech. This is totally in line with the findings from Fahkrudin who stated that most of students' mastery of parts of speech while having English general writing is fair [17]. This finding is also a shred of evidence that nouns, verbs, and adjectives are known as very important by the students (more than .80 percent) in building the parts of speech while translating sentences. So, using part of speech to build sentences will lead to profound writing skills. This statement is in accordance with PACTE 2003: specifically grammatical and lexical knowledge of the two languages. In addition, it is also closely related to the *SKKNI Penerjemah Teks Umum* saying that the parts of writing messages, among others: using words, phrases, clauses, and sentences.

On the other hand, students in general claimed that sentence patterns are very important (ave.score 80.1), yet they stated that their competence in sentence patterns is not good (ave.score: 62.1). As stated by Utari that students who join the paragraph writing class intend to know the importance of writing in a good sentence structure, moreover they also know that a brilliant and intense idea can be an additional awesome combination of a text [18]. Furthermore, the sentence element aspects are in line with the *SKKNI Penerjemah Teks Umum* relating to the ability to write messages in the target language. In addition, they are also in line with PACTE 2003 discussing grammatical and lexical knowledge. Delivering messages in sentences requires skills and knowledge of sentence elements, so mastery of sentence elements is a must in translation.

How to write sentence patterns in translating a document is indeed needed for translation students' as they claimed around .80,1 from the result. Having skills in using forms of sentences and knowing their purposes will make a good translator who can easily find equivalence and/or can communicatively transfer the message from a source text to a target text. Forms of sentences reflect the purposes of writers in delivering messages. The specific usages of expressions that show forms of sentences should be spontaneously uttered by writers [19]. Although it is not always possible to accurately translate the meaning of the original text into the target language, translators are obligated to make their sentence clear and well-constructed [20].

The findings show students in general perceive that verb tenses are important (ave.score 79), and students in general perceive that their competence in verb tenses is good (ave.score: 70.2). This finding is supported by Dwi findings stating that most university students have good qualification in mastering the verb tenses while writing [21]. Tenses are something to express activity that need time relation. Tenses are the basics of grammatical study in English, and while translating documents, the verb tenses became one of the most problems faced by the students. Furthermore, from the findings it can be seen that the students in general perceive that Subject-Verb Agreement is very important (aver.score 83.6) and students in general perceive that their competence in S-V agreement is good (ave.score 66). This statement is in accordance with the findings of study from Dinilah, stating that the students' ability in using subject-verb agreement was categorized into a very good level [22]. Next this is the findings of sentence varieties: they stated that it is very important (ave.score 82.5) and they claimed that in general they perceive that their competence in Sentence Varieties is good (ave.score 69.1).

Then, findings of the research showed that the students in general perceive that Sentence Forms are very important (ave.score:81.5); and students in general perceive that their competence in Sentence Forms is good (ave.score 68,9). Forms of sentences reflect the purposes of writers in delivering messages. There are four types of English sentences, classified by their purpose: declarative sentence (statement), interrogative sentence (question), imperative sentence (command), exclamative sentence (exclamation). The specific usages of expressions that show forms of sentences should be spontaneously uttered by writers. Having skills in using forms of sentences and knowing their purposes will make a good translator easily find equivalence and/or communicatively transfer the message from a source text to a target text. Difficulties in building sentences in English is also mentioned in the research result conducted by Utari, stating that common mistakes (63%) made were in comma splice, run-on sentences and sentence fragments. [27]

For the finding in Conjunction and Preposition, the students in general perceive that Conjunction and Preposition is very important (ave.score: 84.75); However, they perceive that their competence in Conjunction and Preposition is fair(ave.score :60.1). The finding on students' competence in using prepositions is supported by Js Saravanan in his article mentioning the difficulty students face in using prepositions [24]. Conjunctions have a function to combine ideas based on the purpose of communication of the writer. Using incorrect conjunction will lead to misunderstanding, and the message from the source text will be failed to deliver. The skills to use conjunctions will support the work of a translator so that all messages are delivered accurately and communicatively. The finding on students' competence in using conjunctions is in line with the study conducted by Rahayu, stating that the students face difficulties in using conjunctions [25].

From the finding, it can be stated that the students in general perceive that Sentence Faults are very important (ave.score:80.1). However, they perceive that their competence in Sentence Faults is bad (ave.score:57). Furthermore, verb tenses and sentence faults are two elements the students are not confident with. Meanwhile, correct usage of verbs and tenses may support the text comprehension by readers. Therefore, students need to study carefully concerning verbs and tenses in English, remembering the nature of the Indonesian language is not very much similar to English. This statement also supports and is in line with SKKNI Penerjemah Teks Umum and PACTE2003. It is also crucial to recognize sentence faults. As this is one basic skill to have her/his own correct and profound writing themselves. As a matter of fact, a translator should always have its translation edited before delivering the translation to the clients.

For the finding of Collocation, the students in general perceive that Collocations are very important (ave.score: 83.5); Students in general perceive that their competence in Collocations is bad (ave.score: 57.75). This implies that collocation is a difficult element that students face. Therefore, this is a crucial subject to study by students of translation majors. The importance of teaching collocations in translation study was investigated by Suhad Sonbul et.al. [26].

In the mechanics of writing, the students in general perceive that mechanics are very important (ave.score:87.8); They also believe that their competence in mechanics is good(ave.score:72.8). A study on the usage of mechanics was conducted by Kameran Noori and revealed that the main difficulties faced by the students of Kurdish were on the elements of Capitalization (61%),

Punctuation (88%), and paragraphing (87%) [30]. It is seen that the result of the study and the students' perception is not alike. This may need further investigation on the students' confidence in their mechanics of writing.

The last, based on the finding data, it was known that the students in general perceive that paragraph developments are very important (ave.score: 83.4); and the students in general perceive that their competence in para development is good (ave.score:68.6). The less confidence the students revealed about their competence in writing paragraphs is in line with the study of Kameran Noori stating that 87% Kurdish students have difficulties in paragraphing. [30] The ability to build sentences and develop paragraphs is a necessity. The nature of translation is that it should not look like a work of translation. Then, a work of translation should be natural, easy, and comfortable to read (SKKNI Penerjemah Teks Umum: Unit 11). This condition indeed can be established by the profound skills of the writers in writing.

Eventually, it is seen that writing in translation is crucial. The skills in writing can be built by improving skills in elements of grammar. Either students, lecturers, or practitioners agree that the grammatical elements discussed must be studied and practiced to improve students' competencies in writing. Furthermore, grammatical elements are the first fundamental steps to pursuing the translator competencies stated in PACTE 2003 and SKKNI Penerjemah Teks Umum. Once these elements are mastered, the path of being a translator will be achieved easier. In SKKNI Penerjemah Teks Umum, it is clearly said that a translator should produce a high-quality translation. On the other hand, the PACTE 2003 put the competence under the strategic-sub-competence, which covers the correct use of punctuation. It is considered that the ability to use punctuation correctly is a must for a translator. As wrong usage of punctuation may lead to different perceptions and/or misunderstandings.

4 Conclusion & Suggestion

From the above findings and discussion, it can be concluded that as a translator-to-be, in this case, students of the English for Business and Communication Study Program need to do hard work to gain knowledge and skills in grammar competence. The awareness of the importance of grammar competence is a positive sign to pursue better competence. However, since the students still have many problems with the elements of grammar, the guidance for pursuing the competence which can fulfill the market demand should be reviewed against the SKKNI Penerjemah Teks Umum and Translation Competence of PACTE 2003. From the guidance, the existing situation could be improved by taking care of the causes of the problems. Remembering that the study only takes the students' side perception, the results still lack other stakeholders' findings, opinions, and experiences pertaining to the matters. It is suggested that some research on strategies to improve writing skills for translating on the grammar competence and other sub-competencies in the translation involving many other stakeholders are conducted to give suggestions in the teaching-learning process.

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