

## EFL STUDENTS' USE OF PASSIVE VOICE IN THEIR INDONESIAN-ENGLISH TRANSLATION PROJECTS: METHODS & PROBLEMS

**Maryam Yuniar Azzahra**

English Education Department, UIN Sunan Gunung Djati Bandung, Indonesia  
*azzahrayuniar@gmail.com*

**Sajidin**

English Education Department, UIN Sunan Gunung Djati Bandung, Indonesia  
*sajidin@uinsgd.ac.id*

### Abstract

This research aims to determine how the students did their translation projects in the past, as well as the problems they encountered, in the hope of establishing an effective solution to the problem. To collect the data, a case study was employed. The process of collecting research data utilized both document analysis and interviews. The documents analyzed were in the form of the fourth-semester students' translation projects from the Translating Indonesian-English class project. The said analysis was conducted in order to discover how the students translated passive voice from Indonesian to English and their tendencies in this matter. Meanwhile, the researcher also interviewed the students participating in this research to better understand the difficulties they encountered as they did their translation projects in the past. From the study conducted, the students showed a tendency to preserve the passive voice. Such tendencies correlate with students' difficulty in grammatical feature comprehension and lack of vocabulary mastery. It indicates that there is an underlying problem in students' grammatical skills. Further, there is also a problem with students' abilities to choose the appropriate term to apply in their translations, which stems from students' lack of vocabulary. Therefore, the solution proposed is to pay more attention to students' grammatical skills before they learn to translate. Also, this study suggests further investigation regarding the influence of students' perceptions on translation on their translation performances.

Keywords: Indonesian to English, translation, passive voice

### INTRODUCTION

For English as a Foreign Language (EFL) learners, passive voice is challenging to master because of its complexity both in structure and practicality. According to Larsen-Freeman & Celce-Murcia (2016), when it comes to passive voice, learners of English will find it hard to determine when to use it. Thus, overuse or underuse of English passive tends to occur during language learning. That is why the passive voice is the most common error encountered during language learning.

Several previous studies have supported said problems. For one, Loc (2019) found that university students tend to make mistakes in passive voice in terms of application and meaning. Similarly, Septianasari (2019) also found passive voice misuse to be common in terms of omission and misinformation. All studies mentioned conveyed that the root causes of the errors were inadequate comprehension of grammar on the students' part. Identical reasoning also applies when it comes to translating, as Sari et al. (2021) found that besides language interference, students tend to make grammatical mistakes by doing addition, misordering, and misinformation in their translations, though this research did not specify whether this also applies to passive voice.

For the reasons above, the researchers were interested in investigating the way students translated passive voice in their translation project, particularly in the context of Indonesian to English translation, as well as revealing the problems students may have encountered as they went through the translation project. The information may be especially useful as an evaluation of translation teaching and learning for teachers to reduce students' errors and as feedback for

students to enhance their grammatical understanding, particularly in passive voice, so that they perform better in translation.

The limitation of this study was that several related terms needed to be defined. First, passive voice can be defined as swapping the position of subject and object and the addition of passive morphemes within (Radford, 1981). There are four types of passive voice, citing Larsen-Freeman & Celce-Murcia (2016), namely:

1. simple passive with *be*,  
Example: *Pandu was called by his father.*  
*Aini and Ranti are selected for a science competition.*
2. simple passive with *get*,  
Example: *Alya got invited to the annual ceremony in the city.*  
*Leon's wallet got stolen yesterday*
3. complex passive with *be*, and  
Example: *Tian is thought to be skilled in solving problems.*  
*That Kiran will get the job has been decided.*
4. complex passive with *have* + NP.  
Example: *Jaya has been on vacation since last week, which is why we cannot contact him*  
*The little twins have been prevented from playing outside due to their bad attitude towards their neighbors.*

Second, translating in its theory involves replication of the closest original message from the source language to the receptor language in terms of both meaning and style (Nida & Taber, 1974). This means that, essentially, translating is about transferring messages between two particular languages despite the possible antithetical nature of the involved languages. Such is also relevant in translating from Indonesian to English. However, in order to retain the accuracy of the message, several violations either to the source language or the target language need to be made. This emphasizes how translation can be a challenging skill to master, even more so for novice translators in particular.

## **METHOD**

Employing the case study design, this study was conducted in UIN Sunan Gunung Djati, Bandung. There were five students involved who had finished their Translating Indonesian-English lesson and were selected through purposive sampling based on their grades in said subject. In order to discover the students' way of translating passive voice from Indonesian to English, document analysis was employed. The documents analyzed belonged to the selected participants as they were in the form of their translation projects in the Translating Indonesian-English class. The document translated was in the form of a research introduction, which was assigned by the corresponding lecturer of said class. Further, an interview was conducted after the analysis to complement the analysis result, as well as to discover the students' problems in translating Indonesian passive voices to English.

## FINDING AND DISCUSSIONS

### Document Analysis Results

There were two different types of data that could be utilized to investigate the students' perception of the implementation of autonomous listening activities. The data was obtained using a questionnaire for the first method, whereas the second method involved conducting interviews.

Table 1. Original document translated from the Indonesian-English translation class

*Pengembangan profesi guru merupakan sebuah keharusan. Perkembangan teknologi yang terus menerus dan tuntutan dunia kerja yang berbeda dari satu waktu ke waktu yang lainnya dan tuntutan dunia kerja yang semakin tinggi merupakan alasan pentingnya usaha ini. Pada level institusi, kehadiran kurikulum yang terus diperbaharui dan munculnya kebijakan-kebijakan baru perlu direspons dengan terus meningkatkan kemampuan diri. Kemampuan diri yang harus dimiliki seorang guru lazim dibagi ke dalam 4 jenis kompetensi: kompetensi kepribadian, kompetensi pedagogik, kompetensi keprofesionalan, dan kompetensi profesional. Pengembangan keempat kompetensi ini menjadi mutlak dan harus menjadi perhatian dalam pengembangan profesi guru, termasuk guru mata pelajaran bahasa Inggris.*

*Dalam praktiknya, program ini tidak selalu bisa dilaksanakan dengan baik bahkan sering mengalami banyak kendala. Di antara kendalanya adalah tidak adanya dana khusus yang dimiliki oleh lembaga tempat guru itu bekerja atau tempat mereka mengembangkan karirnya. Faktor lainnya adalah jarak yang jauh ketempat pelatihan, beban pekerjaan dan tanggung yang terus bertambah, dan apresiasi yang kurang dari pimpinan. Hal yang sama terjadi di sekolah-sekolah (madrasah) di lingkungan kementerian agama di Indonesia. Kendalanya bahkan menjadi jauh lebih kompleks, seperti: tuntutan sosial dan kemasyarakatan diluar tugas-tugas kedinasan dan pelayanan keagamaan bagi masyarakat sekitar. Tuntutan ini seringkali melampaui tugas-tugas kedinasannya.*

*Kendala-kendala di atas baik sifatnya internal maupun eksternal tidak bisa menjadi alasan bahan pengembangan profesi guru boleh diabaikan atau dihilangkan. Sebagai sebuah profesi yang secara khusus mendapat imbalan dari pekerjaan yang dilakukannya dan terikat dengan kewajibannya melayani orang (yakni peserta didik), guru-guru harus terus dibina untuk mengembangkan profesinya atau difasilitasi negara untuk terus berkembang secara profesional. Munculnya konsep pengembangan profesi berkelanjutan (sustainable teacher professional development) mengisyaratkan bahwa pengembangan profesi guru harus dilakukan terus menerus dan tidak boleh berhenti karena berbagai kendala yang dihadapi.*

*Seiring dengan hadirnya kendala atau tantangan tersebut, para ahli berusaha mencari berbagai cara untuk mengatasinya. Berbagai pendekatan, strategi, dan metode telah dirumuskan bahkan sebagiannya telah diimplementasikan. Kaitannya dengan pendekatan, misalnya kita mengenal pendekatan A, B, dan C. Pendekatan ini telah diimplementasikan bahkan telah diuji keefektifannya. Dari berbagai pendekatan tersebut, faktor guru yang menjadi obyek pengembangan diri sering terabaikan. Beberapa penelitian/fakta di lapangan menunjukkan bahwa guru seringkali tidak dilibatkan, misalnya dalam perumusan tujuan pembelajaran, pemilihan metode dan materi ajar. Penelitian ini menawarkan model pengembangan profesi guru berbasis kebutuhan, dimana guru selain sebagai obyek juga sebagai subyek yang keinginannya, kendala-kendala yang dihadapinya, serta tujuan-tujuan profesionalnya dijadikan pertimbangan dalam penyusunan konsep pengembangan profesi guru. Penelitian akan dilaksanakan di sekolah-sekolah yang diselenggarakan oleh lingkungan kementerian agama (madrasah). Secara khusus, penelitian dilakukan madrasah-madrasah negeri yang berada di lingkungan Jawa Barat di mana guru bahasa Inggris menjadi partisipan dalam penelitian ini.*

*Penelitian tentang pengembangan profesi guru telah banyak dilakukan dengan tujuan, pendekatan, obyek, dan lembaga yang berbeda baik di dalam maupun luar negeri baik di kementerian agama maupun non kementerian agama. Penelitian tentang pengembangan profesi guru di lingkungan kementerian agama telah dilakukan oleh A, B, dan C. A meneliti tentang X, B meneliti tentang Y, dan C meneliti tentang Z. Penelitian yang diajukan ini berbeda dengan penelitian-penelitian di atas, baik dari tujuan maupun pendekatannya.*

*Penelitian diharapkan dapat memberikan kontribusi secara teoritis maupun praktis. Secara teoritis, penelitian diharapkan dapat membantu para ahli dalam merumuskan model pengembangan profesi guru yang sesuai dengan kebutuhan peserta pelatihan. Secara praktis, penelitian diharapkan dapat memberikan arah dalam menyelenggarakan pengembangan profesi guru bahasa Inggris dalam bentuk informasi bagi para penyelenggara pelatihan, seperti pelatihan, upgrading, penataran, dan workshop. Informasi ini diharapkan dapat bermanfaat bagi berbagai pihak seperti: lembaga pendidikan dan pelatihan (DIKLAT), lembaga pengembangan profesi guru (PPG) dan pembina musyawarah guru mata pelajaran (MGMP) di lingkungan Kementerian Agama Provinsi Jawa Barat.*

*Penelitian akan menggunakan metode descriptive case study yang berbasis pendekatan kualitatif. Pendekatan kualitatif dianggap cocok untuk melakukan penelitian ini karena tidak ada perlakuan (treatment) yang diberikan terhadap obyek penelitian (participant). Dengan kata lain, peneliti melihat apa adanya terhadap fenomena yang sedang terjadi. Adapun menggunakan metode deskriptif dipilih karena kasus (fenomena) akan digambarkan berdasarkan informasi yang didapatkan.*

*Dalam penelitian ini beberapa teknik akan digunakan untuk mengumpulkan data dimana angket akan dijadikan sebagai alat utama dalam pengumpulan data. Teknik lain yang digunakan adalah wawancara dan analisa dokumen. Wawancara akan digunakan untuk mendapatkan informasi yang lebih mendalam dari responden ihwal kasus yang diteliti. Sedangkan analisa dokumen akan dilakukan untuk mengkonfirmasi jawaban yang diberikan oleh responden.*

From the above source text (hereafter referred to as ST), there were 17 passive voices found (hereafter referred to as PV) as presented in the table below.

Table 2: Passive voices found in the source text

No.	PVs found in the ST
1.	<i>Pada level institusi, kehadiran kurikulum yang terus diperbaharui dan munculnya kebijakan-kebijakan baru perlu direspons dengan terus meningkatkan kemampuan diri.</i>
2.	<i>Dalam prakteknya, program ini tidak selalu bisa dilaksanakan dengan baik bahkan sering mengalami banyak kendala.</i>
3.	<i>Sebagai sebuah profesi yang secara khusus mendapat imbalan dari pekerjaan yang dilakukannya dan terikat dengan kewajibannya melayani orang (yakni peserta didik), guru-guru harus terus dibina untuk mengembangkan profesinya atau difasilitasi negara untuk terus berkembang secara profesional.</i>
4.	<i>Berbagai pendekatan, strategi, dan metoda telah dirumuskan, bahkan sebagiannya telah diimplementasikan.</i>
5.	<i>Pendekatan ini telah diimplementasikan bahkan telah diuji keefektifannya.</i>
6.	<i>Dari berbagai pendekatan tersebut, faktor guru yang menjadi obyek pengembangan diri sering terabaikan.</i>
7.	<i>Penelitian akan dilaksanakan di sekolah-sekolah yang diselenggarakan oleh lingkungan kementerian agama (madrasah).</i>
8.	<i>Secara khusus penelitian dilakukan madrasah-madrasah negeri yang berada di lingkungan Jawa Barat di mana guru bahasa Inggris menjadi partisipan dalam penelitian ini.</i>
9.	<i>Penelitian tentang pengembangan profesi guru telah banyak dilakukan dengan tujuan, pendekatan, obyek, dan lembaga yang berbeda baik di dalam maupun luar negeri baik di kementerian agama maupun non kementerian agama.</i>
10.	<i>Penelitian tentang pengembangan profesi guru di lingkungan kementerian agama telah dilakukan oleh A, B, dan C.</i>
11.	<i>Penelitian diharapkan dapat memberikan kontribusi secara teoritis maupun praktis.</i>
12.	<i>Secara praktis, penelitian diharapkan dapat memberikan arah dalam menyelenggarakan pengembangan profesi guru bahasa Inggris dalam</i>

	<i>bentuk informasi bagi para penyelenggara pelatihan, seperti pelatihan, upgrading, penataran, dan workshop.</i>
13.	<i>Pendekatan kualitatif dianggap cocok untuk melakukan penelitian ini karena tidak ada perlakuan (treatment) yang diberikan terhadap obyek penelitian (participant).</i>
14.	<i>Adapun penggunaan metode deskriptif dipilih karena kasus (fenomena) akan digambarkan berdasarkan informasi yang didapatkan.</i>
15.	<i>Dalam penelitian ini beberapa teknik akan digunakan untuk mengumpulkan data di mana angkat akan dijadikan sebagai alat utama dalam pengumpulan data.</i>
16.	<i>Wawancara akan digunakan untuk mendapatkan informasi yang lebih mendalam dari responden ihwal kasus yang diteliti.</i>
17.	<i>Sedangkan analisa dokumen akan dilakukan untuk mengonfirmasi jawaban yang diberikan oleh responden.</i>

The researchers matched the PVs from ST with the translation results from the participants' translation projects, then proceeded to analyze in terms of the kind of voices the participants translated the PVs from ST into. The kind of voices used as the basis of the analysis were taken from passive voice theories by Larsen-Freeman and Celce-Murcia (2016), namely simple passive with *be* (*be* + past participle), complex passive with *be* (*be* + *that*-clause/infinitives), and complex passive with *have* + NP. However, as the analysis carried on, the researchers also found several PVs to be translated into active voice, as well as several errors. Even so, the active voice will not be discussed further and will only be presented in the form of a percentage, along with the kinds of PVs used, as shown in the table below.

Table 3. Percentages of each voice used by participants in their translations

Simple passive with <i>be</i>	Complex passive with <i>be</i>	Complex passive with <i>have</i> + NP	Active voice	Error
16.25%	38.75%	23.75%	18.75%	2.5%

From the five participants' documents, the researchers found that the most common voice applied by participants in their translation project was complex passive with BE, with 38.75% (31 occurrences in total from five documents). This tendency was evident due to the majority of the PVs from ST are also in the form of *kalimat majemuk* or complex sentences in the source language. Referring to the interview with the participants, three out of five participants agreed that translating PVs from the ST to PV of the targeted language (TL) was favorable compared with adapting the PVs from the ST to active voice in the TL. This tendency also showed in their translation project documents. Take a look at PV 13 from the ST below.

*“Pendekatan kualitatif dianggap cocok untuk melakukan penelitian ini karena tidak ada perlakuan (treatment) yang diberikan terhadap obyek penelitian (participant).”* (— passive voice 13, line 53 to 54)

The quoted PV above belongs to *kalimat majemuk bertingkat* (stratified compound sentence), according to its form, in Indonesian. If one preferred to maintain the structure from the ST, then the closest structure to the above PV in English, according to the types of PV stated by Larsen-Freeman and Celce-Murcia (2016), is complex passive with *be*. This is shown by the participants' translations, as shown below.

Participant 1

“A qualitative approach is considered suitable for conducting this research because no treatment is given to the object of the research (participant).”

Participant 2

“A qualitative approach is considered suitable for conducting this research because no treatment is given to the object of the research (participant).”

Participant 3

“A qualitative approach is considered suitable for conducting this research because no treatment is given to the object of the research (participant).”

Participant 4

“A qualitative approach is considered suitable for conducting this research because no treatment is given to the object of the research (participant).”

Participant 5

“A qualitative approach is considered suitable for conducting this research because no treatment is given to the object of the research (participant).”

If we break down the sentence structure, the sentence above is composed of two sentences.

1. A qualitative approach is considered suitable for conducting this research.
2. No treatment is given to the object of the research

Both sentences are in the form of basic passive *subject + be + past participle*, with the addition of an adverb in the first sentence. Then both sentences were connected with a conjunction *because*. Based on the breakdown, the PV used by all of the participants, as cited above, was complex passive with *be*, which indicated that the participants preserved the PV from ST rather than adapting it to other kinds of voice.

Meanwhile, the least used voice applied by participants was simple passive with *be*, with 16.25% (13 occurrences in total from five documents). Similar to the case of complex passive with *be*, the reason behind the least inclination to use simple passive with *be* was due to the majority of the found PVs in ST were in the form of complex sentences, complemented with the tendency of the participants to maintain instead of adapting, as the interview result showed. As an example, take a look at the quoted PV of the ST below.

“*Penelitian akan dilaksanakan di sekolah-sekolah yang diselenggarakan oleh lingkungan kementerian agama (madrasah).*” (—passive voice 7, line 34 to 35)

Based on its form, the above PV belonged to *kalimat majemuk setara* (equal compound sentence) in Indonesian. Now, have a look at the TL translated by participants below.

Participant 1

“The research will be carried out in schools run by the Ministry of Religion (madrasah).”

Participant 2

“The research will be carried out in schools run by the Ministry of Religion (madrasah).”

- Participant 3  
 “The research will be carried out in schools run by the Ministry of Religion (madrasah)”
- Participant 4  
 “The research would be carried out in schools run by the Ministry of Religion (madrasah).”
- Participant 5  
 “The research will be implemented in schools and operated by the Ministry of Religion (Madrasah).”

If we apply the translation above with the PV theory by Larsen-Freeman and Celce-Murcia (2016), we can conclude that the participants used simple passive with *be*. The reason is that the sentence structures of the above translations, in general, are subject (*the reason*) followed by auxiliary passive as predicate (*will be carried out*), and ended with complement (*in schools run by the Ministry of Religion (madrasah)*).

### Interview Results

The interview was conducted with the five participants whose translation projects had been translated previously. There were five questions asked, revolving around their experiences while doing their translation projects, as well as the problems they faced. Based on the interview, there are several difficulties that the participants conveyed, which hindered their progress during the translation project. The most prominent difficulties, one that almost every participant experienced during their translation projects, were trouble in determining proper terms to apply in their translations and a lack of vocabulary mastery. Other difficulties that arose were insufficient grammatical comprehension and a negative perception of the Translating Indonesian-English class. To clearly illustrate, below is the pie chart illustrating the portion for each of the found difficulties.

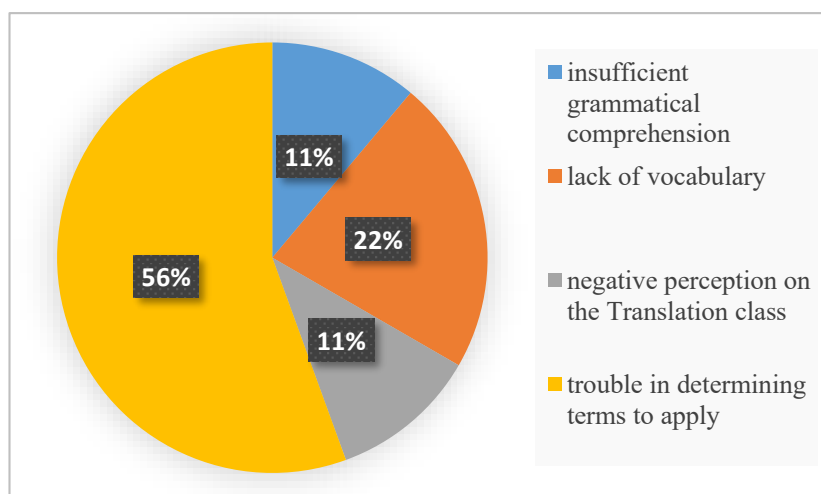


Figure 1. Chart of difficulties the participants encountered during their translation project

Based on the chart above, we can see that most participants agreed that they struggled with choosing the appropriate term to use in their translations. This finding aligns with several previous studies, namely investigations on students' translations by Koman et al. (2019) and Mubarok et al. (2022). All of the mentioned previous studies also discovered that students are struggling to find the appropriate term to use in their translation.

The type of problem mentioned goes hand in hand with the second-most translation problem in this study: lack of vocabulary mastery. To illustrate briefly, Participant 3 conveyed her struggle in choosing the right term, and she realized that this is due to her lack of vocabulary knowledge. In addition, Participants 4 and 5 also voiced similar struggles, telling the researcher that the different types of texts used to translate to English have made them put more effort into choosing the suitable term in their translations. This problem is consistent with the previous studies by Sari et al. (2021), Koman et al. (2019), and Septinasari (2019). The difference between the current study and the outcomes from the two previous studies is that the previous study did not explain whether the participants had made an effort to overcome this problem. Meanwhile, the current study has found that the participants had utilized several tools to aid them through their shortcomings in vocabulary. To reiterate, most of the participants, as conveyed in the interview reports in the findings section, confirmed that they used online tools such as Google Translate and QuillBot to aid them through their translation projects.

Comparing these findings with international contexts provides additional insights. For instance, Liu & Yu (2019) noted similar challenges with vocabulary among novice translators, suggesting that these issues are common among translation students. This implies that translation education should focus on these universal challenges to improve students' outcomes.

Inadequate vocabulary, as highlighted by the participants in this study, is consistent with findings by Roskosa and Rupniece (2019) and Mubarok et al. (2022). These studies suggest that these problems are often related to novice translators' internal issues, such as low experience in translating. The preference for simple passive constructions indicates a need for educational strategies that enhance grammatical comprehension and confidence in using varied grammatical structures.

The use of online tools mentioned previously also contributed to the small sector of "insufficient grammatical comprehension" in the pie chart above. While most of the participants admitted that the use of online tools was mainly to aid them in applying more appropriate terms, this decision also helped them in applying correct grammar in their translations. This outcome contradicts the previous study by Mubarok et al. (2022), where the participants' main issue in translating from Indonesian to English is their understanding of the grammatical aspects of English. A similar case was also discovered in the investigation conducted by Koman et al. (2019), where one of the most prominent factors of the errors found in students' translations is sentence structure.

In addition to the fact that the participants used online aids, the reason behind the unusual pattern in which grammatical aspect becomes less of a hindrance for the participants is tied to the limitations of the current study. The interview has revealed that the complaints about low grammatical understanding came from Participants 1 and 2, who were the participants with low scores in the Translating Indonesian-English class. As stated in Chapter 3, the researcher had only the option to invite three participants with high scores in their Translating Indonesian-English class and only two participants with low scores in the class. The researcher was aware that this decision led to inequality in the results. Thus, this outcome might be less representative of all of the students, meaning that the possibility of grammatical comprehension actually hinders students' translation might be lower or higher than actually discovered in the current study.

If we compared the previous studies, which were in the context of passive voice alone, with the current study that discusses the translation of passive voice, the problems that arose were equal. For example, Loc (2019) found that the students' low grammatical understanding still contributed to the reason behind errors made by students, although with a slight influence, which is in line with the findings in this study, despite the adequate participants in the previous study. Further, the fact that the students' lack of practice has actually become the most

prominent factor contributing to the struggle that the students face. This indicates that there is a possibility that grammatical mastery of the students may not be an influencing factor in the students' difficulties.

Moving on to the least problematic issue that the student encountered, the negative perception of the Translating Indonesian-English class is the unexpected outcome found in this study. Even though this problem has only been conveyed once by Participant 2, it is still worth noting, regardless. The previous study conducted by Sari et al. (2021) has also revealed that low confidence impacts students' translation performance. However, the current study adds a new dimension by identifying the pressure from the learning environment as a significant factor, in addition to low language proficiency. As Participant 2 mentioned, the teaching methods and learning environment negatively affected her perception and, in turn, her confidence in accomplishing her translation project.

Another previous study also investigated the matter of surroundings, particularly important figures such as peers and instructors, which may contribute to the students' perception of translation. Liu & Yu (2019) found that students' confidence in their translation abilities has been influenced mostly by the instructors' competence and their experiences in translation, where the instructors that less experienced in translation lowered their confidence in their own skill and the more experiences instructors boosted their confidence due to the better classroom environment they created compared to the former type. This case is slightly similar to Participant 2, who told the researcher in the interview. Even though the current study did not find any influence from the lecturer's competence, Participant 2 also said that the lecturer created a tense environment during the lesson, forcing herself to perform better in the translation project. While this outcome seems to have a positive impact, it does more harm than good because the anxiety that built up lowered Participant 2's confidence in her own performance.

## CONCLUSION

Overall, between preserving and adapting passive voices, the participants preferred to preserve the passive voice in their translation project. That implies they translate passive voice from the source text to passive voice of the targeted language, in this case, Indonesian passive voice to English passive voice. They preferred to do so because it is easier for them to preserve the meaning from the source text as well as avoid mistranslation.

Regarding the difficulties they encountered, the most hindering factors they found during their translation projects were vocabulary mastery and a lack of grammatical comprehension. To overcome these problems, all participants resort to the help of online machine translation, such as Google Translate.

As this study concludes the manner of participants in translating passive voice in their translation project and the problems that participants encountered, the researchers have compiled several suggestions for academics as follows.

For English grammar teachers, the researchers suggest that they pay attention to the most commonly used grammatical features, such as passive and active voice. While it is important to make the students aware of the various grammatical features in English, it is also important to keep the taught grammatical features as relevant as possible to the students' future subjects. Therefore, the students hopefully attained an adequate level of grammatical understanding before they need to contract the translation subject later on.

For Indonesian-English translation teachers, the researcher suggests that they ascertain the grammatical as well as vocabulary mastery of their students to be adequate before they begin the lesson. As an example, the teachers may carry out a quiz to discover the level of both grammatical and vocabulary mastery of the students at the first meeting.

For future research, the researcher suggests that the next study may focus on quantitative or mixed research to find the most effective method to improve the students' passive voice translation. The future research may also investigate the possible influence of students' perception regarding translation on students' performance in their translation.

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