

An Integrated Investigation of Proficiency and Obstacles in Mother Tongue to English Translation: A Mixed-Method Study

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Dedication

This study is dedicated wholeheartedly to our beloved parents: Mercedita Batoy, Samuel Batoy, Marilyn Blanca, Ronilo Blanca, Tessie Rebarbas, and Ruben Rebarbas. Their unending love, constant support, and numerous sacrifices served as the foundation for our academic journey. Their encouragement and belief in our ability had spurred our will to succeed.

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Abstract

This study explores the proficiency and obstacles encountered by the Grade 10 students in Mother Tongue to English translation. Utilizing a sequential explanatory design, 30 respondents were randomly selected via simple random sampling and given a translation proficiency test. By using total population sampling, their outputs were analyzed through content analysis. The quantitative results revealed the mean score of 48.9% with a “D” distinction and a “Third” remark, reflecting qualities of being novice to beginners in translation and difficulties in achieving equivalency. Qualitative data highlighted the prevalence of errors, specifically in third-person pronouns’ usage, vocabulary, punctuations, pragmatics, lexical-semantics, spellings, capitalization, prepositional usage, spacing, pluralization, and subject-verb agreement. The overall translation score (48.9%) supported with detail analysis of specific error patterns in mechanics, grammar and syntax, semantics, and pragmatics highlights significant gaps in students’ English language skills. These gaps indicate that the current K-12 curriculum may not be adequately addressing the complexities of language learning and translation skills necessary for higher education and professional settings. Consequently, language educators should improve and strengthen the language teaching practices and seek strategies to adapt to the evolving curriculum and address the weaknesses observed in English language instruction especially in translation.

Keywords: Translation, Mother Tongue-to-English Translation, Mixed Method Study, Sequential Explanatory, Junior High School

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Chapter - 1

Introduction

Language, the cornerstone of our civilization, is an adaptable tool that weaves through every aspect of existence. It encompasses communication, complex cognition, the preservation of our cultural heritage, and the limitless realms of creativity and innovation. English has been used as a means to communicate in every aspect of a situation among people who do not share the same first language, and it is a global language (Rao, 2019). On the other hand, mother tongue is the first language learned from birth (Lang-ay & Sannadan, 2021). These two languages were mainly used in the educational setting (Makoni, 2016). However, in the study of Bukhari (2021), students face the challenges of the sudden switch from mother-tongue instruction to English as a medium of instruction. In addition, Bukhari revealed that students reported difficulties in lecture comprehension, taking notes while listening, and classroom communication because they were exposed to their mother tongue language. However, in the study by Xu (2018), the results show that the mother tongue has a positive impact on learning, and it could be used in English classrooms to some extent when explaining new words, grammar, and text.

Translation, as described by Napu and Hasan (2019), is the process of conveying the precise meaning of a particular text. The primary purpose of translation is to achieve equivalence between the source text and the target text. In other words, as the recipient of the source message and the sender of the target message, the translator should try his best to transfer all the contents of the source text into the target text; otherwise, the communication through translation would be unsuccessful (Yinhua, 2011).

Furthermore, in a community with diverse languages, achieving communication process and hindering progress across various standards. Therefore, a need for a solution, namely translation, becomes essential to facilitate effective conversation and foster mutual understanding despite differences in language (Langga & Alico, 2020).

Moreover, translation is crucial in intercultural communication, business, diplomacy, and academia. In a globalized world, translation serves

as a bridge between languages, enabling people from diverse linguistic backgrounds to understand and exchange information effectively. Therefore, it is imperative to ensure that translators possess the necessary proficiency to produce accurate and meaningful translations (Pym, 2023).

With these, translation plays a significant role in transferring ideas and communication. It implies a correct and clear rendering of what is expressed in one language using another (Salih & Dweik, 2021). The study by McDonald (2020) revealed that the overall students' translation stayed at level two for their accuracy, acceptability, and readability. Moreover, according to Sermsook *et al.* (2017), the common errors visible in translation were mostly linguistic, specifically in grammar.

In Langga and Alico's study (2020), there are gaps in students' language skills. The results indicated that these gaps are particular to writing skills, language accuracy, and reading comprehension skills. In fact, in the study of Graff (2021), one issue is the reliance on first language (L1) when writing from L1 to L2, which can create incoherent sentences due to the tendency to translate word-for-word instead of translating according to the meaning and thought of a specific text.

In addition, there is a lack of research concerning the effect of translation from L1 to L2 on the linguistic accuracy of students (Ghaiyoomian & Zarei, 2015). Furthermore, one of the gaps in students' writing skills and language accuracy is a lack of vocabulary knowledge and difficulties in finding equivalent words (Loan *et al.*, 2022). Additionally, reading comprehension skills are a critical factor in translation performance since the first step of translation is to understand the content of the source text (Vasheghani Farahani *et al.*, 2019). Pan and Pan (2012) also pointed out that translation can effectively facilitate reading comprehension and develop students' proficiency in primary and secondary languages.

Countries worldwide are experiencing academic difficulty because of the higher usage of their mother tongue. One of the reasons why students struggle to acquire a second language like English is because of their mother tongue. In fact, in Nepal, Oluwale (2008) claimed that pupils' low performance in a second language is actually influenced by their mother tongue. In addition, in the study of Delbio *et al.* (2018), the effect of students' mother tongue is challenging to eradicate. Due to the mother tongue effect, students also experience inferiority complex. Instead of learning and acquiring the target language, the learners translate it into their mother tongue and speak only in the patent language. Thus, it impedes the learning

and acquisition of learners in the second language, contributing to students' low proficiency level in translation.

Mother Tongue-Based Multilingual Education (MTB-MLE). MTB-MLE is an approach in education that promotes the use of students' mother tongue(s) as a medium of instruction in the early years of schooling, alongside the gradual introduction of a second or third language, such as English. The role of MTB-MLE in this study is likely to be significant, as it affects the translation process in which competence in the mother tongue is essential for accurate and effective translation into English. Idami *et al.* (2022) revealed that students face obstacles translating from their mother tongue to English due to differences in linguistic structures, idiomatic expressions, and language proficiency.

Another study by Soang (2016) found that students who are not proficient in English may struggle with translating from their mother tongue to English because they may not understand English grammar, vocabulary, or syntax well. A report by the British Council states that students may struggle with translating idiomatic expressions because they often have no equivalent in other languages. While MTB-MLE does not directly address translation from one language to another, it can help students develop the language skills necessary for translation. By learning in their mother tongue, students can develop a strong foundation in their first language, which can help them learn additional languages more effectively.

In the Philippines, where 181 languages are spoken, translation fills in the gaps in Inter-Filipino communication, fostering cross-cultural communication (Gordon, 2005). Nevertheless, it is reasonable to anticipate the existence of obstacles to communication. As previously mentioned, the greater the variety of languages spoken, the greater the communication difficulties.

A study by Langga and Alico (2020) at the Philippine Engineering and Agro-Industrial College explored the proficiency and challenges of senior high school students in translating from Filipino to English. The participants spoke Maranao as their mother tongue, and Filipino and English as their second language. The study found that students' translation quality was poor, mainly due to grammatical challenges, highlighting their limited proficiency in both languages. These results reflect the shortcomings of the language curriculum in the Philippines despite efforts to improve education through the K-12 curriculum. The study suggests further research to understand better and address these translation proficiency issues.

Therefore, these factors affect students' proficiency and competence in translation and communication regarding how they grasp the target language, English. In addition, the challenges posed by the previously mentioned studies focus on the issue of attaining equivalence in translating from mother tongue to English. Furthermore, a low foundation of knowledge and use of the basics of mother tongue and English can impact the translation performance of students and even their communicative competence in the long run if these obstacles are not given any attention.

Hence, there is a need to study translation. In fact, translation strategies and skills are essential for writing skills, language accuracy, and reading comprehension skills. The results from the study of Graff (2021) have shown that introducing translation strategies to students has positive effects in improving their writing skills and making their sentences more natural and well-formed in the target language. Furthermore, the findings in the study of Ghaiyoomian and Zarei (2015) indicated that translation from the first language (L1) to the second language (L2) of Iranian junior high school students has improved, particularly the experimental group which received treatment in the form of translation compared to the control group. As for reading comprehension skills, Vasheghani Farahani *et al.* (2019) stated that reading comprehension skills should be taught explicitly and implicitly to enhance the capability of students in translating, as the first step of translation is to understand the content of the source text before translating it to the target language.

Researchers like Widenfelt *et al.* (2005) and Faiq (2008) have underscored the persistent challenge of cultural nuances in translation, emphasizing that inadequate understanding of cultural subtleties can lead to misinterpretations. This highlights the need to understand and explore cultural contexts and cultural sensitivity during translation (Nagodawithana, 2020; Yang *et al.*, 2023). In addition, research has shown that a successful translation process requires a dynamic interaction among multiple factors, such as language experience, cognitive ability, and linguistic input (Chen, 2023). These findings highlighted the impact of socio-linguistic factors on translation accuracy, indicating that language proficiency may not suffice for successful communication. Furthermore, these findings suggest a need for a comprehensive exploration of both linguistic and socio-cultural aspects, forming the theoretical basis for the current study. By integrating insights from cognitive science, translation theories, and sociolinguistics, the research aims to unravel the complex web of factors influencing proficiency and obstacles in mother tongue to English translation.

The importance of studying proficiency and obstacles in the mother tongue to English translation lies in its profound implications for effective cross-cultural communication. Recent contributions by Malyuga *et al.* (2018) and Yu (2013) have emphasized that translation proficiency is crucial for conveying accurate meanings and maintaining the richness of cultural expressions. The existing body of literature, represented by works from Kim and Matthiessen (2015) and Meister (2017), has made significant strides in identifying challenges and proposing solutions in translation studies. These contributions serve as a foundation for the current study, which aims to contribute further by adopting a mixed-method approach. The implications of these previous works suggest that a holistic investigation, incorporating both qualitative and quantitative methodologies, is necessary to capture the multifaceted nature of translation proficiency. Through this integrated approach, the study aims to provide nuanced insights into the complexities of mother tongue to English translation, informing language educators, translators, and policymakers about effective strategies for enhancing language proficiency and overcoming obstacles in this critical domain.

Investigating the translation competence of Grade 10 students in the Philippines offers several significant advantages. First, developing translation competence helps students improve their Language Proficiency, both in their native language Filipino and in English, which is often a medium of instruction in higher education and various professional fields (Wang *et al.*, 2020). Second, the Philippines is a multilingual country with numerous regional languages and dialects. Translation competence enables students to bridge linguistic gaps, facilitating communication and understanding among speakers of different languages within the country (Cruz & Mahboob, 2018).

Third, exploring translation competence supports cultural understanding and cross-cultural communication. Translation is not solely about language; it involves grasping cultural nuances and effectively conveying cultural differences. Assessing students' translation skills can foster cross-cultural understanding by revealing their ability to navigate and represent cultural diversity (Malyuga *et al.*, 2018). Fourth, Grade 10 students in the Philippines select academic tracks or strands based on their career interests. Translation proficiency can benefit these tracks, as it helps students understand and interpret content in various subjects (World Bank Group, 2016).

Furthermore, assessing students' translation skills provides educators and institutions feedback on improving their curriculum, teaching methods, and assessment strategies. It helps identify areas where additional support or

resources may be needed. This claim was supported in the study by Mei and Chen (2022) entitled *Assessing Students' Translation Competence: Integrating China's Standards of English with Cognitive Diagnostic Assessment Approaches*, in which the findings provide insights for translation teaching, learning, and assessment. In addition, as students transition to Senior High School (SHS), they may encounter educational materials in different languages. Translation skills can assist them in comprehending and engaging with these materials effectively (Pierce, 2018).

Fifth, in an increasingly globalized world, translation proficiency equips students to engage in international communication, whether for further education, career opportunities, or participation in global issues (Антонова *et al.*, 2023). Sixth, focusing on translation proficiency aligns with the Philippines' national language policy, which promotes the use and appreciation of Filipino as the national language while acknowledging and preserving linguistic diversity (Doplon, 2018). Lastly, proficiency in translation can open up career opportunities, including roles in translation, interpretation, and international relations. By identifying and nurturing translation competence early, students can be better prepared for future career paths (Isroilovna, 2021).

This research is based on the theories of formal equivalence and functional equivalence by Eugene Nida (Nida, 1964, as cited in Langga & Alico, 2020). Formal equivalence, also known as "literal" or "word-for-word" translation proposed by Jerome and The King James Version KJV Translators, aims to reproduce the source text's form and structure as closely as possible in the target language. It prioritizes fidelity to the original words and sentence structures, even if it results in a less natural or fluent translation (Dong-yu, 2009).

Functional equivalence, also known as "dynamic equivalence" or "thought-for-thought" translation, proposed by Eugene A. Nida in 1969, prioritizes conveying the meaning, intent, and function of the source text in a way that is easily understood and culturally relevant to the target language (Chen, 2023). It allows for more word choice and sentence structure flexibility to achieve clarity and naturalness. Formal equivalence emphasizes preserving the source text's linguistic form; meanwhile, functional equivalence prioritizes effectively communicating the source text's meaning in the target language.

This research study consists of an independent variable which is the proficiency levels of students in mother tongue to English translation.

Several translation studies have revealed that factors such as proper mechanics in writing, culture, grammar, and equivalence are highlighted as the areas where the research participants had difficulties in translating (Siumarlata *et al.*, 2018; Arono & Nadrah, 2019; Dişlen Dağgöl, 2021). Through this variable, the researchers verified whether students' proficiency levels and competence in mother tongue to English translation affect their performance, hence determining the obstacles they will experience during the translation process.

Despite the existing research studies about proficiency and obstacles in Mother Tongue to English Translation, there are a few research gaps relating to this topic. First, the researchers found a population gap in earlier studies. The respondents in the study of Langga & Alico (2020) were Senior High School students in a class from the Science, Technology, Engineering, and Mathematics strand. In addition, common respondents of studies related to translation are elementary year-level learners (De Guzman & De Vera, 2018; Kultti & Pramling, 2019; Robinson, 2010). Also, in the study of Arono and Nadrah (2019), students from an English study program were their participants. Thus, it is highly recommended that high school students, particularly Grade 10 students, be studied for proficiency levels and obstacles in translation, as they are one of the populations that are under-observed in terms of language studies, particularly in translation studies.

In addition, since Grade 10 is the last year of Junior High School, it is crucial to investigate their translating skills and proficiency to determine their errors, explore their challenges, and realize the areas that need further improvement before proceeding to a higher year level. This is because they need to have communicative competence (pg. 6 of Curriculum Guide) and the ability to interpret and evaluate information between texts to equip themselves for the new academic levels (pg. 16) (DepEd, 2016 - Curriculum Guide). Therefore, there is a greater need to tackle this gap.

Second, the researchers have observed methodological gaps in terms of sampling method used, sample size, and research design from previous studies. In the studies of Langga & Alico (2020) and Arono & Nadrah (2019), the sampling method used was not specified as they had only selected their research participants in just one class or program. Clearly, this is a gap as it only caters to insights from a unified population. Hence, the researchers addressed this gap by using simple random sampling and total population sampling to cater to random students out of all the sections of Grade 10.

Another factor is the sample size, which is particularly highlighted in the studies of Arono and Nadrah (2019) and Langga and Alico (2020). Both studies only had 24 and 27 respondents, respectively. This suggests a notion supported by Dişlen Dağgöl (2021) to increase the sample size of respondents for a richer discussion and insights. Third, translation studies have only used quantitative and qualitative research designs (Alaboud, 2022; Dişlen Dağgöl, 2021; Arono & Nadrah, 2019), yet few have delved into the mixed-method design. Thus, the researchers aim to address this gap by adopting a mixed-method research design. This approach is seen to be better than either qualitative or quantitative approaches alone since they offer a more profound comprehension of study topics (Palinkas *et al.*, 2011).

Lastly, translation studies are only a few here in the local scene. In particular, no study has been conducted in Island Garden City of Samal yet. Therefore, the researchers want to address this gap by investigating students' translation competence and proficiency in the local context. This indicates a greater need to undertake this study to increase the awareness of learners, teachers, and the educational community as a whole.

For this study's objectives, the general objective is to investigate the proficiency level, competence, and obstacles in the mother tongue to English translation of Grade 10 students. Specifically, this research study aims to identify the student's current proficiency level in their mother tongue in English translation and to identify and categorize the challenges they face when translating from their mother tongue to English.

Investigating the proficiency and errors in terms of mother tongue-to-English translation of Grade 10 students can have several significant implications. Furthermore, the results of this study could be beneficial and significant to the following beneficiaries.

Determining and exploring the obstacles of learners in mother tongue-to-English translation is valuable, especially to the Bisaya-speaking communities, as the results can aid in preserving and revitalizing the language while learning English. The results can also foster the cultural identity of the individuals in Bisaya-speaking communities and contribute to preserving their heritage. Moreover, they can also learn English progressively while maintaining the use of their mother tongue.

Another beneficiary is the educational institutions. The findings of this study can benefit educational institutions by aiding students in overcoming obstacles when it comes to mother tongue-to-English translation through revisions, improvement, and creation of new policies that revolve around

language education preservation. This can potentially lead to structured, eagerly planned, and more effective language programs that will be implemented by the Department of Education and government in the future. Moreover, the findings can support strengthening bilingual education in several parts of the country.

Thirdly are the English language teachers. Teachers play a vital role in students' learning. English language teachers can benefit from this study because the results may help them create new teaching methods to address the identified problems and improve the effectiveness of their instruction. Additionally, the research findings can be employed to create a more structured and customized curriculum that suits learners' needs, especially in improving their mother tongue-to-English translation.

This study is primarily beneficial for the students. The students are the primary target of this study. This study's results contribute to students' development in terms of their translating skills from their mother tongue to English. Given that their strengths and weaknesses in translating will be investigated in this study, there is a high chance of creating developmental programs for students further to enhance their translation competency and their second language acquisition.

Lastly, the future researchers. This research study can contribute to the field of translation. In addition, this can enrich future researchers' knowledge of learning and language translation. This will serve as a reference for future researchers studying another set of variables related to this issue.

Chapter - 2

Method

This section includes the research respondents, research design, research instrument, data collection, statistical tools, and ethical considerations.

Research Respondents. The respondents of this study are Grade 10 students of Nieves Villarica National High School. The relevance of selecting Grade 10 as research respondents is in accordance with the key stage standard given in the English Curriculum Guide of the Department of Education that Grade 10 students should be able to interpret, evaluate, and represent information within and between learning area texts and discourses (Curriculum Guide - DepEd, 2016). In addition, the participation of Grade 10 students in this translation study may help them develop communicative competence and critical literacy, build on the language, experiences, knowledge, and interests that students bring to school, and assess and reflect on their ability to interpret and communicate in the target language (Curriculum Guide - DepEd, 2016).

The 30 respondents of the study were selected through the use of simple random sampling and total population sampling techniques. Simple random sampling is the most basic way of selecting a sample of n units out of N units. This method involves selecting units individually, either with or without replacement, ensuring that each unit has an equal chance of being chosen (Latpate *et al.*, 2021). In this selection method, all the individuals have an equal opportunity to participate in the study where the selection process is entirely based on luck (Noor *et al.*, 2022). Initially, the sample size must be determined first. There are 551 Grade 10 students in Nieves Villarica National High School. For the sample size, this study utilized 30 respondents out of 551 Grade 10 students through a virtual spinning wheel of student's names (<https://wheelofnames.com/>).

The researchers should have used a computation for their study's sample size 30. However, they considered three reasons for selecting this small sample size. Firstly, Creswell and Plano Clark (2011, as cited in Walker & Baxter, 2019) claimed that mixed-method studies often prioritize qualitative components or in-depth exploration. In fact, in the paper of Archibald *et al.*

(2015, as cited in Walker & Baxter, 2019), qualitative results were prioritized in 86% of mixed methods papers. With this, the sample size of 30 is sufficient and is more about representativeness and depth than strict statistical generalizability since this research prioritized qualitative data collection and analysis. (Plano Clark & Ivankova, 2016, as cited in Dawadi *et al.*, 2021).

Secondly, since this study focuses more on the qualitative aspect, a manageable sample size of 30 can still provide rich insights (Creswell & Plano Clark, 2018, as cited in Dawadi *et al.*, 2021). Lastly, the researchers also considered time and resource constraints wherein a smaller sample size, like 30, can be more feasible within the limitations of their time and budget (Lakens, 2022).

Moreover, Bacala *et al.* (2024) mentioned that several researchers suggest 30-500 subjects intended for parametric tests. This notion is also supported by Albiso *et al.* (2022) since they used 30 respondents, particularly from Junior High School and Grade 10 level. In addition, this determined sample size was supported by the study of Riazi and Candlin (2014), which allowed for the utilization of data collected from a sample size of 5 to 35 participants. The sample size of 30 is further supported by Subedi (2021), who states that researchers are autonomous in selecting the study participants within the bounds of the depth of information needed.

For the qualitative aspect of the students' outputs, total population sampling was used. It was utilized after the translation test, where the respondents' translations had many errors in terms of grammar and syntax, vocabulary and expression, register, translation technique, and spelling and translation. All of the 30 respondents were subjected to content analysis. This process ensured the achievement of quality representativeness in compiling samples of translations for analysis (Zehnalová & Kubátová, 2019). This sampling technique contributed to the researchers' decision to find respondents and outputs, which can provide information for attaining the study's objectives (Etikan *et al.*, 2016).

The inclusion criteria ensured the selection of respondents. The respondents were bona fide Grade 10 students of Nieves Villarica National High School. They have bilingual or multilingual competence or proficiency in their mother tongue and English. The student-respondents had ensured their informed consent and assent to participate in the research and allowed the utilization of their translation outputs for analysis.

For the criteria of exclusion, students from year levels 7 to 9 and Senior

High School were not catered. In addition, students who are monolinguals and show a lack of competence or proficiency in their mother tongue and English, and who have no informed consent for using their outputs for the analysis were excluded from the study.

The study was conducted in Nieves Villarica National High School during the school year 2023-2024. The school is located in Zone 7, Brgy. Villarica, Babak District, Island Garden City of Samal. The researchers selected Nieves Villarica National High School since it is one of the progressive high schools on the island.

As claimed by E. A. Lacorte (personal communication, October 16, 2023), the school principal of the academic institution, Nieves Villarica National High School, is a progressive school due to its different curricular programs such as the Special Science Program (SSP), Special Program in Journalism (SPJ), Special Program in Sports (SPS), Special Program in the Arts (SPA), and Special Program in Foreign Language (SPFL). These programs aim to develop students from their first year until the tenth grade. The school, which resides in the center of the island, is accessible to students and is reputable with its ten (10) master teachers, seven (7) head teachers, and active stakeholders that work hand-in-hand to provide quality education and service as well as to contribute to the progress of the school.

According to L. J. Villarmino (personal communication, October 17, 2023), a Grade 10 English teacher from NVNHS, most of the Grade 10 students clearly have difficulties in learning, specifically in translating students' ideas from Mother tongue to English. Even simple reading activities can be arduous since they need help comprehending English words. Mrs. Villarmino also added that when it comes to writing, specifically in translating, students still need help with spelling and understanding the general idea of a particular text. This factor can contribute to the difficulty of translating a Visayan text into English.

Materials and Instrument. The respondents were given a translation test to examine their level of proficiency or competence in translating the paragraphs from their mother tongue to English. The translation test consists of a Visayan folktale entitled '*Si Haring Wati*' (King Worm) with its corresponding translation in English collected from Danao Association USA, Inc. website (<https://www.dausa.org/>). This folktale is in their 'Lindog Bisaya' page's compilation of Cebuano literatures from the University of San Carlos' Cebuano Studies (Barriga, 2006). In addition, this Visayan folktale was used in the study of Enriquez (2019), wherein the researcher

used both the Visayan folktale and its translation for analysis intended to identify the translation strategies used.

The researchers evaluated their translation outputs using an analytic rubric adapted from King's College London (2016). After, it was validated by experts in language and language teachers at UM Peñaplata College to ensure the validity and reliability of the results. The analytic rubric was also used in the study of Langga and Alico (2020), wherein they utilized the rubric to check the translations of their respondents.

The analytical rubric was adapted from King's College London.

Criteria for Marking Translations from the Target Language into English		
A++ First (90-100)	... an excellent translation, which shows an exceptionally high degree of understanding and stylistic precision.	
	Grammar and syntax	Extremely high degree of accuracy in translating an extensive range of grammatical and syntactical constructions. One or two minor errors at most.
	Vocabulary and expression	Excellent/Outstanding choice of vocabulary and idiom. Translation reads like idiomatic English-no word errors.
	Register	Excellent/Outstanding manipulation of the register to convey many of the ambiguities and subtleties contained in the original passage.
	Translation technique	Excellent/Outstanding translation, which is faithful to the original without being too literal. No omissions or additions which would change the sense of the original text.
	Spelling and punctuation	Exceptionally high degree of accuracy in spelling and punctuation. Only one or two minor errors, if any
A+ First (80-89)	... an excellent translation, which shows an exceptionally high degree of understanding and stylistic precision.	
	Grammar and syntax	Very high degree of accuracy in translating a wide range of grammatical and syntactical constructions. Only a few errors.
	Vocabulary and expression	Excellent choice of vocabulary and idiom. Translation reads like idiomatic English.
	Register	Excellent manipulation of the register to convey many of the ambiguities and subtleties contained in the original passage.
	Translation technique	Excellent translation, possibly of outstanding quality, which is generally faithful to the original without being too literal. Virtually no omissions or additions which would change the sense of the original text.
	Spelling and punctuation	Very high degree of accuracy in spelling and punctuation. Only a few errors at most.

A First (70-79)	... a very good translation which shows a high degree of understanding and stylistic precision.	
	Grammar and syntax	High degree of accuracy in translating a wide range of grammatical and syntactical constructions. There may be a few minor errors and/or some problems with the accurate rendering of very complex structures, but these are largely resolved by credible paraphrases.
	Vocabulary and expression	Very good choice of vocabulary and idiom. Specialized vocabulary may present some problems, but these are largely resolved by credible paraphrases. Translation often reads like idiomatic English. There may be a few minor word errors.
	Register	Very good manipulation of the register to convey many of the key stylistic features of the original passage.
	Translation technique	Comprehensive translation, which is generally faithful to the original without being too literal. Very few omissions or additions which would change the sense of the original text.
	Spelling and punctuation	High degree of accuracy in spelling and punctuation. Very few errors.
B Upper second (60-69)	... a good translation which shows a good degree of understanding and stylistic precision.	
	Grammar and syntax	Good degree of accuracy in translating a wide range of grammatical and syntactical constructions. There may be some errors and/or problems with the accurate rendering of complex structures, but the overall meaning remains, for the most part, clear.
	Vocabulary and expression	Good choice of vocabulary and idiom. Specialized vocabulary presents some problems, but there should be clear and plausible attempts to overcome these. There may be a few word errors.
	Register	Good manipulation of register to convey some of the stylistic features of the original passage.
	Translation technique	Good translation, which is generally faithful to much of the original text without being too literal. There may one or two omissions or additions which would change the sense of the original text.
	Spelling and punctuation	Good degree of accuracy in spelling and punctuation, although there may be some errors.
C Lower second (50-59)	... a sound translation which shows an appropriate degree of understanding and stylistic awareness.	
	Grammar and syntax	Appropriate degree of accuracy in translating key grammatical and syntactical structures. There are some basic errors and/or problems with the accurate rendering of more complex structures, but the overall meaning generally remains clear.

	Vocabulary and expression	Generally sound choice of vocabulary and idiom. There are occasional gaps or inappropriate lexical choices. There should be clear attempts to overcome gaps in knowledge, but these are not always convincing. Some basic word errors.
	Register	Some general awareness of register, but this may be inconsistent and may not always match the register of the original text.
	Translation technique	Sound translation in parts, which is generally faithful towards the original text but tends towards being too literal. There are omissions or additions which change the sense of the original text.
	Spelling and punctuation	Appropriate degree of accuracy in spelling and punctuation, although there may be recurrent errors.
D Third (40-49)	... an adequate translation which shows a basic degree of understanding and stylistic awareness.	
	Grammar and syntax	Basic level of accuracy in translating key grammatical and syntactical constructions. There are many basic errors and/or frequent problems with the accurate rendering of simple and more complex structures. Several errors may be serious enough to impede the meaning of the text.
	Vocabulary and expression	Limited and/or inaccurate choice of vocabulary. Contains frequent gaps, inappropriate lexical choices, and/or incorrect paraphrase. Shows some basic attempts to work around gaps in knowledge, but these are usually unconvincing, and/or there may be many word errors that hamper understanding.
	Register	Fairly adequate choice of register overall but frequently inappropriate or highly inconsistent.
	Translation technique	Basic translation, which is often unfaithful and/or overly literal in its rendering of the original text. There are frequent omissions and/or additions which change the sense of the original text.
	Spelling and punctuation	Basic level of accuracy in spelling and punctuation. There are many errors.
F+ Fail (33-39)	... an incomplete or inaccurate translation, which shows a limited degree of understanding and stylistic awareness.	
	Grammar and syntax	Limited level of accuracy in translating key grammatical and syntactical constructions. Due to difficulty in rendering even basic linguistic structures and/or many (basic) errors, several passages of the translation may be unintelligible.
	Vocabulary and expression	Limited and often inaccurate choice of vocabulary. Translation contains many serious gaps and/or inappropriate lexical choices and/or word errors so that several passages of the translation may be unintelligible.

		There are few attempts to work around gaps in knowledge.
	Register	Limited sense of register.
	Translation technique	Inadequate translation, which is often unfaithful and/or overly literal in its rendering of the text. There are many serious omissions and/or additions which impede the sense of the original text.
	Spelling and punctuation	Limited level of accuracy in spelling and punctuation. There are frequent (basic) errors.
F Fail (20-32)	... a mostly incomplete or inaccurate translation, which shows a very limited degree of understanding and stylistic awareness.	
	Grammar and syntax	Very limited accuracy in translating key grammatical and syntactical constructions. Due to an extreme difficulty in rendering even basic linguistic structures and/or a very high number of errors the translation is largely unintelligible and/or contains such erratic grammar that long passages are incorrect.
	Vocabulary and expression	Very limited and mostly inadequate level of vocabulary. Translation contains a high number of serious gaps and/or inappropriate lexical choices and/or word errors that meaning is often unintelligible. There are very few attempts to work around gaps in knowledge.
	Register	Very limited sense of register.
	Translation technique	Very inadequate translation, which is mostly unfaithful and/or overly literal in its rendering of the text. There are many serious omissions and/or additions which render the sense of the original text almost unintelligible.
	Spelling and punctuation	Very limited level of accuracy in spelling and punctuation. There are very frequent basic errors throughout.
FF Fail (0-19)	... an (almost) entirely incomplete or inaccurate translation, which shows no or hardly any degree of understanding and stylistic awareness.	
	Grammar and syntax	Extremely limited or no accuracy in translating key grammar and syntactical constructions. Due to the inability to render even basic linguistic structures and/or an extremely high number of basic errors the translation is mostly unintelligible or contains such erratic grammar that hardly anything is correct.
	Vocabulary and expression	Inadequate level of vocabulary overall. Translation contains numerous gaps and/or inappropriate lexical choices and/or such a high number of word errors that the meaning is almost unintelligible. There is no or hardly any attempt to work around gaps in knowledge.
	Register	Extremely limited or no sense of register.
	Translation	Extremely inadequate translation, which is entirely

	technique	unfaithful and/or literal in its rendering of the text. The work displays no or hardly any knowledge and understanding of translation processes. There are numerous omissions and/or additions which render the sense of the original text unintelligible.
	Spelling and punctuation	Extremely limited level of accuracy in spelling and punctuation. Dominated by errors.

Design and Procedure. This study used a mixed-method approach combining both quantitative and qualitative research designs. Mixed method research design involves quantitative and qualitative findings through three basic designs: explanatory sequential, exploratory sequential, and convergent (Fetters *et al.*, 2013). It is used to collect, analyze, and mix research designs to explain and explore specific research questions (Stentz *et al.*, 2012).

A sequential explanatory mixed method design was utilized in this research. Boivin (2021) defines sequential explanatory or explanatory sequential mixed method research design as a type of MMR that uses qualitative data to substantiate the quantitative data. The process involves collecting the quantitative data, and the quantitative data results were further explained and supported by the qualitative data (Creswell *et al.*, 2011; Langga & Alico, 2020).

In the quantitative approach of the study, the researchers utilized descriptive survey research design. This design aims to gather quantifiable information describing a population's characteristics through surveys and questionnaires. Best and Kahn (2006) stated that descriptive research involves describing, recording, analyzing, and interpreting existing conditions. It attempts to discover relationships between existing variables but without implying causation. According to Creswell (2014), descriptive research often utilizes measures of central tendency and variability to summarize data, aligning with this study's frequency, percentage, and mean. Ary *et al.* (2010) highlighted that descriptive survey research provides valuable baseline data that can inform further studies and interventions, offering insights into the population's current status.

Using the context of this study, this quantitative research design was utilized to measure students' proficiency in a translation test using frequency, percentage, and mean. The translation test and analytic rubric were tools for collecting quantitative data on students' proficiency levels in translation. The quantitative measure used in the study, the mean, is used to provide the average score of the respondents' translation outputs. This design provided a comprehensive understanding of students' current proficiency levels in

translation.

For the study's qualitative approach, the researchers used the qualitative descriptive research design. When content analysis is used as a method in linguistics, it is often classified under this research design. Schreier (2012) also highlights that qualitative content analysis fits within the qualitative descriptive design, as it involves a systematic, replicable technique for condensing many words of text into fewer content categories based on explicit coding rules. This method ensures the analysis remains grounded in the data, providing clear and direct descriptions of the linguistic phenomena under study.

A descriptive research design was realized through content analysis. The researchers conducted it by systematically coding and categorizing linguistic data, which led to identifying errors that the participants had committed. This method allowed the researchers to describe how language is used and understood in various contexts, providing insights into why the participants committed such errors. In addition, it further analyzed and elaborated on which part of their English skills they are having obstacles with.

In this study, the respondents completed an orientation that included providing informed consent and assent forms and submitting their background information. Afterward, they completed a translation test based on a story written in Visayan. Under the quantitative method, the researchers evaluated the translations using an analytic rubric and obtained the individual and overall scores of the respondents. Then, the researchers utilized content analysis to identify the errors, quantified them by utilizing the frequency of errors, and classified those errors thematically using the qualitative method. This mixed method approach provided a comprehensive analysis and understanding of participants' translation skills and the types of errors they commit.

Data collection: Before the conduct of the study, the researchers asked permission from the school, UM Peñaplata College, to ensure the study's operation. Then, the researchers submitted a permission letter to the School Division Superintendent of the Department of Education (DepEd) within the Division of Island Garden City of Samal. In addition, the researchers submitted a letter of permission to the school principal and English coordinator of Nieves Villarica National High School to guarantee the conduct of the study at the institution. During the actual study, the researchers conducted an orientation about the study to inform the respondents what the study was all about. The study was conducted in a classroom in Nieves Villarica National High School.

After the translation test, the researchers checked the respondents' translations using an analytic rubric and proceeded to the content analysis to analyze their translations and errors. The researchers used content analysis to gather necessary data from the participants' translation outputs. Deliberate reading and checking were also conducted to ensure accurate data collection and error identification. The researchers listed and encoded errors found in the outputs and created a tally wherein the frequency of errors was encoded. Afterward, the researchers identified and classified errors into concepts or themes, the eleven main errors commonly found among the translation outputs.

Statistical Tools: The mean was used as the statistical tool for the statistical treatments for this study. The formula for the mean was used to determine the overall mean scores of the respondents' translations.

Data Analysis: The mean formula was used to compute the overall score of the respondents' translation tests, whereas content analysis was used to explain the quantitative results. Content analysis is a research tool used to determine the presence of certain words or concepts within texts, making inferences about messages, writers, audiences, and cultural contexts (Zavyalova, 2022). It is a research method used to analyze communication through various media systematically. It is employed in qualitative research to interpret the presence and relationships of certain words, themes, or concepts within texts (Hsieh & Shannon, 2005).

Through the use of this type of analysis, the researchers can quantify and analyze the presence, meanings, and relationship of certain words, themes, or concepts (Columbia University, 2023), which is relevant in supplying further explanations to the respondents' translation test results, specifically, the errors found in the results (Langga & Alico, 2020). Content analysis was realized in this study when respondents' identified errors and results during the translation process were grouped through identified concepts.

Furthermore, content analysis identified the main errors commonly found in the participants' translation outputs. The researchers examined the results deliberately through continuous checking and reading of the translation outputs to finalize data gathering or errors. In addition, the researchers listed the errors and created a tally presenting the frequency of errors. Subsequently, the errors were identified and classified into concepts or themes, the eleven main errors.

Ethical considerations: The researchers consistently followed the guidelines throughout the study. Moreover, the researchers ensured

adherence to the study's protocols, which included assessments and standardized criteria for population management and data handling. The following procedures and guidelines established the ethical considerations.

Recruitment: In this study, respondents' selection was conducted through simple random sampling. The researchers collaborated with the faculty of Nieves Villarica National High School, seeking their guidance to identify an appropriate pool of students for our research. Upon identifying 30 respondents, a translation test was administered to assess their proficiency in translating from Mother Tongue to English.

Permission from the Organization: A formal communication was sent to the School Division Superintendent of the Department of Education (DepEd) within the Division of Island Garden City of Samal. This letter requested permission to undertake the study within the organization, providing a comprehensive exposition of the study's objectives and underlying rationale. Subsequently, the researchers exercised patience, awaiting the formal approval of the Schools Division Superintendent before commencing with the study.

Respondents: The researchers conducted an orientation with the selected 30 respondents to explain the research study and its method fully. In this part, the researchers highly encouraged asking questions about the study or questionnaire. In addition, the researchers did not force the respondents to answer the translation test and were free to withdraw from the study at any time.

Informed Consent: The researchers obtained permission from the respondents by providing them with consent and assent forms to ensure that they are willing to participate in the research and fully understand the relevant information. The researchers provided parent consents to student-respondents to inform their parents or guardians about their children's participation in the study. The researchers conducted an orientation to explain the research study and its method fully. In addition, the researchers did not force the participants to answer the questionnaire, and they were free to withdraw from the study at any time. Rest assured that any gathered data will follow data protection regulations and be used only for the intended purpose. The identities of the student-respondents were kept securely and confidentially for their rights and privacy under Republic Act No. 10173, also known as the Data Privacy Act. The researchers conducted an orientation to thoroughly explain the study, its method, the rules for answering the questionnaire, and how long it will take to complete it. During

this time, asking questions regarding the study or the questionnaire is highly encouraged. Rest assured that any gathered data will follow data protection regulations and be used only for the intended purpose.

Voluntary Participation: The researchers ensured that respondents had the freedom to choose whether or not to participate in the study. People must not be forced, manipulated, or misled into joining. Respondents are well-informed about the study's objectives, possible risks, and benefits. The respondents made their decision without any repercussions or undue pressure.

Voluntary Withdrawal: The respondents in the study had the freedom to opt-out at any point. The researchers fully respected the respondents' choice to withdraw, guaranteeing they would face no penalties or harm due to the decision.

Privacy and Confidentiality: The researchers prioritized the protection of the respondents' privacy and confidentiality, particularly when it comes to information. Personal and sensitive data provided by respondents were stored securely under Republic Act No. 10173, also known as the Data Privacy Act. To safeguard respondents' identities, researchers took precautions such as giving them ID codes to prevent their disclosure in research outputs.

Authorship: The researchers had set guidelines for determining authorship at the beginning of a project. Contributions to the research's conceptualization, design, implementation, analysis, and interpretation determine authorship. They made sure to avoid including authors who did not make contributions.

Conflict of Interest: The researchers disclosed any potential conflicts of interest that could influence the research. Conflicts of interest, whether financial, personal, or institutional, were transparently disclosed to ensure the integrity and credibility of the research. This disclosure allowed others to assess the potential impact of these conflicts on the research findings.

Risk: The researchers assessed and minimized any risks that respondents may face during the research. Researchers took measures to protect participants from such risks, including anonymizing data and ensuring confidentiality and provided appropriate support and debriefing to help respondents cope with any emotional distress that may arise.

Benefits: This research has the potential to benefit both translators and educators by providing insights into the challenges and strengths in

translating from mother-tongue languages to English. This knowledge can inform the development of better teaching methods and resources for translation students and practitioners, thereby advancing the quality of translation education.

Plagiarism: The researchers gave proper credit to the work and ideas of others through citations and references. Further, Turnitin software was used as a plagiarism detector, ensuring originality and authenticity of work.

Fabrication and Falsification: Fabrication and falsification are severe breaches of research ethics. The researchers reported their findings honestly and accurately, and any errors or discrepancies were acknowledged and corrected transparently.

Deceit: In this study, there was no deceit. The researchers ensured that everything written was true and went over validation by checking with experts in the field of research.

Chapter - 3

Results and Discussion

Table 1 shows the respondents' scores and performance in the translation test. Based on Figure 2, 11 out of 30 respondents have failed the translation tests. The respondents' translation outputs were marked with "F+" (scores 33-39), "F" (scores 20-32), and "FF" (scores 0-19) distinctions with "Fail" remarks. These distinctions have reflected the description of an incomplete and inaccurate to an almost entirely incomplete or inaccurate translation, which shows a limited degree to no or hardly any degree of understanding and stylistic awareness.

Table 1: *Respondents' Translation Test Scores and Performance*

Respondent Code/Number	Score	Distinction	Remarks
R1	50	C	Lower Second
R2	16	FF	Fail
R3	15	FF	Fail
R4	13	FF	Fail
R5	16	FF	Fail
R6	40	D	Third
R7	79	A	First
R8	89	A+	First
R9	83	A+	First
R10	69	B	Upper Second
R11	40	D	Third
R12	81	A+	First
R13	59	C	Lower Second
R14	85	A+	First
R15	85	A+	First
R16	80	A+	First
R17	69	B	Upper Second
R18	89	A+	First
R19	79	A	First
R20	21	F	Fail

R21	12	FF	Fail
R22	41	D	Third
R23	38	F+	Fail
R24	42	D	Third
R25	35	F+	Fail
R26	57	C	Lower Second
R27	50	C	Lower Second
R28	11	FF	Fail
R29	13	FF	Fail
R30	10	FF	Fail
$\bar{x}$	48.9%	D	Third

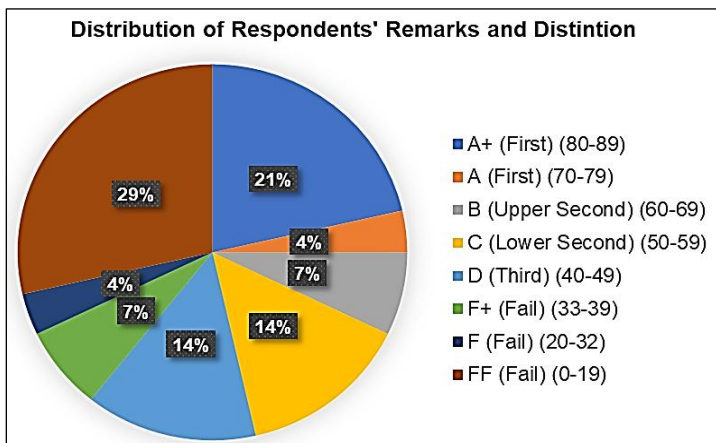


Fig 1: Distribution of Respondents' Remarks and Distinctions

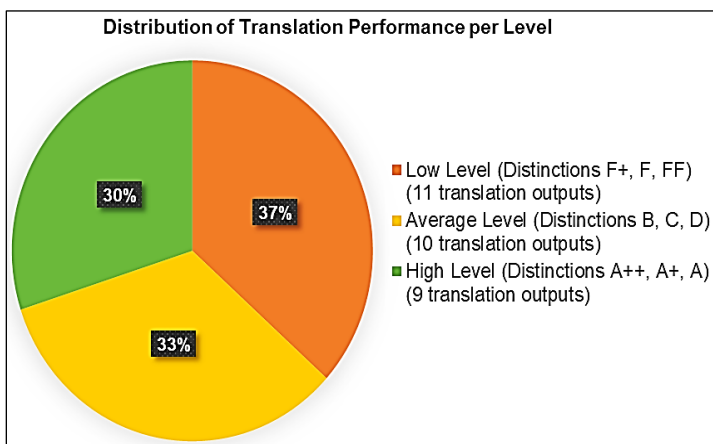


Fig 2: Distribution of Translation Performance per Level

As for the grammar and syntax, the respondents have limited level of accuracy in translating key grammatical and syntactical constructions. They have limited and often inaccurate choice of vocabulary. Furthermore, their translation technique is inadequate, which is often unfaithful or overall literal. In addition, for the spelling and punctuation, they have limited level of accuracy in spelling and punctuation, from frequent to many errors.

Lastly, the overall mean score of the respondents’ translation is 48.9% giving a ‘D’ distinction and a “Third” remark. This means that their outputs reflected an adequate translation with a basic degree of understanding and stylistic awareness.

The translation outputs have basic errors and frequent problems with the accurate rendering of the simple and complex structures that impeded the meaning of the text. In addition, their outputs had limited or inaccurate choice of vocabulary. Some outputs have committed unfaithful or overly literal translation such as addition and omission of thoughts which changed the sense and meaning of the original text. Lastly, the translation outputs had many errors when it comes to spelling and punctuation.

Thus, having limited knowledge about the words written in mother tongue and their equivalents in the English language and committing many errors in spelling, punctuation, grammar, and syntax affect the accuracy, fluency, and meaning of the translation outputs (Rohim & Putra, 2022; Campello, 2021; Jian-tao, 2011).

Students’ Challenges in Mother Tongue to English Translation

Hao (2017) pointed out that insufficient understanding of grammatical functions and inconsistencies in parts of speech result in translation that is not effective. Upon the intensive evaluation of the participants’ outputs, several grammatical challenges were repeatedly found shown in Table 2: third-person pronouns, vocabulary, punctuation, pragmatics, lexical-semantics, spelling, preposition, improper spacing, pluralization, subject-verb agreement, and capitalization.

Table 2: Identification and Frequency of Errors

Identified Errors	Frequency
Third- Person Pronouns	5
Vocabulary	17
Punctuations	34
Pragmatics	7
Lexical Semantics	8

Spelling	3
Capitalization	10
Prepositions	47
Spacing	13
Pluralization	14
Subject-Verb Agreement	24

Legends:

ST: *Source Text*

TT: *Target Text or Translated Text*

Third-Person Pronoun Challenges. Third-person pronouns are words such as “she,” “him,” “it”, and “they” that are used to refer to other people and things that are not being directly addressed, without naming them specifically with a noun (Caulfield, 2023). In connection to this, there are quite a lot of third-person pronouns, as they differ based on the gender (or lack thereof) and number of the person or thing or being referred to. For instance, masculine singular pronouns are he, him, his, and himself. These words are used to refer to individual men and boys—and sometimes to male animals. On the other hand, the feminine singular pronouns are she, her, hers, and herself. These words are used to refer to individual women and girls-and sometimes to female animals.

ST: “... let’s go see King Worm and find out if he still knows us.”

TT: (P4) “... let’s go see King Worm if **she** still remembers us.”

ST: “Our Lord immediately took off his coat, his trousers and shoes.”

TT: (P21) “The Lord removes **her** suit and places it near the table.”

(P11) “She left and changed into beautiful shoes.”

ST: “King Worm called his servant...”

TT: “King Worm called **her** servant...”

In the first example translation above, the subject or the speaker, Lord, is referring to King Worm, who is clearly a man. In the sample translation, the participant uses the feminine singular pronoun “*she*” instead of saying “*he*” which therefore correctly refers to King Worm which is a man. In the second, third, and fourth translation texts, the participants used the feminine singular pronouns “*her*” and “*she*” to refer to a man, specifically “*The Lord*” and “*King Worm*.” Moreover, Webster and Pitler (2020) states that, in the context of translation, ensuring the accurate representation of gender

through pronouns is crucial to maintain the intended meaning of the source text. When examining translations where the subject is clearly a male, but feminine pronouns are used, it highlights a potential issue in maintaining gender accuracy during the translation process. This discrepancy can be particularly significant in cases where the gender of the subject is essential for understanding the text.

Vocabulary Challenges. Vocabulary is a set of familiar words within a person's language. It is the backbone of communication in any language. It helps us express our thoughts and ideas and understand what we read and hear. It also allows us to connect with others and participate in social, academic, and even professional activities (Osmond, 2023).

ST: “... *Unya mao usab ang iyang gihimo sa iyang **karsones** of sapatos.*”

TT: (P9) “... *He took off his **socks** and shoes...*”

(P1), (P23) “... *The same as what he did to his **scarf** and shoes.*”

In the first example sentence, the correct translation of the word “*karsones*” is trousers or pants. The participants translated it as “*socks*” which are garments worn on the feet, and as “*scarf*” which is a piece of fabric worn around the neck, head, or waist for warmth, fashion, or religious reasons. These two words are far from the intended meaning of the original text.

ST: “*Gitawag ni Haring Wati ang iyang **sulugoon** ug nagkanayon...*”

TT: (P6) “*King Worm called his **yaya** and said...*”

(P13) “...*Haring Wati said to his **villager**.*”

(P19), (P23) “...*King Worm called his **slave**...*”

(P18) “...*King Worm called his **subjects**...*”

“*Sulugoon*” in English can be translated as ‘servant.’ The translation “*yaya*” is a term commonly used in some cultures to refer to a nanny or a caregiver for children, rather than specifically a servant. It is a colloquial term that might carry a more nurturing connotation compared to the broader concept of a servant, which encompasses various roles and duties within a household. On the other hand, a “*villager*” is a person who lives in a village, typically a small settlement in a rural area. Meanwhile, a “*subject*” typically refers to a person who is under the authority or rule of a monarch or government. Furthermore, the translation “*slave*” for the word “*sulugoon*” is also inappropriate although servant and slave both involve working for

someone else, they have distinct connotations.

A servant typically receives wages and has some degree of autonomy, while a slave is considered the property of their owner and is forced to work without pay, often under harsh conditions. So, while they both involve serving others, the nature of the relationship and the level of freedom differ significantly. Similarly, in the study of Satori (2023), the references discuss various aspects related to monarchy, governance, and power dynamics that can be linked to the statement. They delve into topics such as the relationship between rulers and subjects, the role of monarchy in society, and the nuances of power structures. Understanding the distinctions between terms like servant, subject, and villager is crucial in analyzing the dynamics of authority and hierarchy within different contexts.

ST: *“Maayong udto, ‘Nyor.”*

TT: (P11) *“Good afternoon, ‘Mayor.”*

(P16), (P18), (P20), (P21), *“Good afternoon, ‘Nyor.”*

Instead of using its word equivalent in English which is “Sir”, the participant used “Mayor” which means elected head of a municipal government, such as a city or town and is far from the intended meaning of the word. In addition, a lot of participants remained to use “Nyor” instead of using “Sir”. The reason for this, the participants are not familiar with the bisaya term and therefore are not familiar with its English term. The term "Nyor" is part of the Visayan or Bisaya language spoken in the Visayas and Mindanao regions of the Philippines (Dulay *et al.*, 2022). The study by emphasizes the importance of understanding the distinctions and similarities between English and Bisayan languages, indicating that unfamiliarity with certain terms can lead to misinterpretations (Canoy, 2023).

The persistence of using "Nyor" instead of "Sir" could be attributed to the participants' lack of familiarity with the Bisaya language and its cultural nuances (Suhailin & Sujud, 2020). This lack of understanding may have influenced their choice of words during the interaction, resulting in the unintended use of "Mayor" instead of "Sir" (Dulay *et al.*, 2022). In conclusion, the misinterpretation of "Nyor" as "Mayor" instead of "Sir" in the context of the statement "Maayong udto, 'Nyor" underscores the importance of linguistic and cultural awareness in communication to avoid misunderstandings and ensure accurate interpretation of language cues.

ST: *“... Gitawag sa atong Ginoo si San Pedro...”*

TT: (P16), (P13), (P10), (P6) *“... God called **San Pedro**...”*

The correct translation of the name San Pedro is Saint Peter. Almost all of the participants answered San Pedro instead of its correct translation Saint Peter. The statement "Gitawag sa atong Ginoo si San Pedro" translates to "God called Saint Peter." However, it was observed that most participants provided "San Pedro" instead of the correct translation "Saint Peter." This vocabulary issue can have several implications. Firstly, vocabulary accuracy is crucial in conveying precise meanings and interpretations (Boustani, 2018).

The use of incorrect vocabulary, as seen in this case, can lead to misunderstandings and misinterpretations of religious texts or any form of communication (Boustani, 2018). Secondly, vocabulary accuracy is linked to language proficiency and learning outcomes (Dakhi & Fitria, 2019). Using incorrect vocabulary may hinder language learners' progress and comprehension (Dakhi & Fitria, 2019). Thirdly, the choice of vocabulary can impact the depth of cognitive processing and retention of information (Emelyanova, 2023). Inaccurate vocabulary usage may affect how well individuals remember and understand the content (Emelyanova, 2023).

Punctuation Challenges. Punctuation is a set of symbols used primarily to link or separate words, phrases, and clauses in order to organize texts and make their meanings clear (Nordquist, 2020). Examples of punctuation marks include period, question mark, exclamation point, comma, semicolon, colon, dashes, hyphen, parentheses, brackets, apostrophe, quotation marks, ellipsis, and slash. Punctuation marks are important in writing to capture the meaning and flow of spoken language. They help you communicate your thoughts and ideas clearly and create an easy reading experience (Bachchhav, 2024). Thus, incorrect punctuation usage, including incorrect mark placement, can drastically alter the meaning of a sentence and sometimes turn the sentence into complete nonsense (Singh, 2019). Here are the punctuation challenges that the participants committed:

1.1 Period

ST: *"Please let me drink some water."*

"...and then once he became a man, he became rich."

TT: (P7), (P11), (P9), (P23) *"Please let me drink some water"*

(P23), (P10) *"...and then once he became a man, he became rich"*

The punctuation challenge in these statements lies in the absence of period at the end of the statements. Adding a period at the end of each statement would make them complete sentences and improve readability.

The absence of a period at the end of statements poses a punctuation challenge that affects the completeness and readability of the sentences. By adding a period at the end of each statement, the sentences would become grammatically correct and enhance their readability. This issue is significant as research indicates that punctuation errors, including the lack of proper punctuation practice, teaching within context, checking errors, and providing corrective feedback, can lead to differences in the frequency of punctuation errors in writing (Ivanova *et al.*, 2022). Moreover, inappropriate use of punctuation marks, such as omitting periods, can reflect deviant prosodic marking and pragmatic deficits, impacting the overall quality of written work (Peristeri & Tsimpli, 2022).

1.2 Comma

ST: *"Long ago, King Worm..."*

"Good afternoon, Sir,"

TT: (P5), (P30) *"Long ago King Worm..."*

(P22), (P10), (P14), (P25) *"Good afternoon Sir,"*

Commas are used to break up or separate different parts of a sentence. The punctuation in *"Long ago King Worm..."* presents a challenge because it's unclear whether *"King Worm"* is a title or a name. Adding a comma after *"ago"* can help clarify the meaning *"Long ago, King Worm..."* This suggests that *"King Worm"* is a title or a descriptor, rather than part of a name. On the other hand, the punctuation challenge in *"Good afternoon Sir"* lies in whether to use a comma after *"afternoon."* While it's common to use a comma in direct address, it's also acceptable to omit it in certain contexts, especially when the address is brief and straightforward. Both *"Good afternoon, Sir"* and *"Good afternoon Sir"* are grammatically correct, with the former being slightly more formal.

The implications of punctuation challenges, such as deciding where to place commas in sentences, can impact the clarity, interpretation, and segmentation of written text. Proper punctuation, including the strategic use of commas, plays a vital role in guiding readers through sentences and ensuring that the intended meaning is effectively communicated (Gilbert, *et al.*, 2021).

1.3 Question Mark

ST: *"Can I have some water?"*

TT: (P3), (P7), (P13), (P28, (P30) *"Can I have some water to drink"*

The absence of a question mark in the sentence *'Can I have some water*

to drink' presents a punctuation challenge. Given its interrogative nature, proper punctuation dictates that it should be punctuated as 'Can I have some water to drink?' to convey its questioning intent or interrogative nature of the sentence.

1.4 Quotation Mark

ST: *"Good afternoon, sir," they greeted him.*

God called Peter, and he asked, "'Dro, we will go to King Worm and let see if he still knows us."

TT: (P28) *Good afternoon, 'Nyor they said*

(P28), (P18) *God called Peter, and he asked, 'Dro, we will go to King Worm and let see if he still knows us.*

(P30) *Our God said, Can I have some water?*

The punctuation challenges in the phrases above are the lack of quotation marks around the dialogue. Including quotation marks around the spoken words helps to clearly indicate that it is dialogue being spoken by a character. Adding quotation marks would enhance readability and make it easier for readers to distinguish between the narrative and the spoken words.

The implications of the punctuation challenge presented by the absence of a question mark in an interrogative sentence can affect various aspects of communication and language understanding. In the context of grammar and writing skills, the correct use of punctuation, including question marks, is vital for clarity and coherence in written expression (Ritchey, 2023). Students learning to write sentences must understand the conventions of punctuation to effectively convey their ideas (Ritchey, 2023).

1.5 Closing Quotation Mark

ST: *"... Come on, Peter, let's go back home because King Worm doesn't recognize us."*

"... Can I drink some water?"

"... I shall send you back to the ground."

TT: (P5), (P9), (P13) *"... Come on, Peter, let's go back home because King Worm doesn't recognize us.*

(P2) *"...Can I drink some water?*

(P10), (P22) *"...I shall send you back to the ground.*

The example translation above illustrates the absence of closing

quotation marks which is significant because they signal the end of a quotation or dialogue. They help to clearly demarcate where the quoted material ends and the surrounding text resumes. This aids in readability and comprehension, making it easier for readers to understand the structure of the text and distinguish between quoted material and the narrator's voice or other content.

The presence of closing quotation marks in text is crucial for readability and comprehension. Quotation marks serve to distinguish quoted material from the surrounding text, aiding readers in understanding the text's structure and differentiating between quoted content and the narrator's voice or other information (Cepollaro *et al.*, 2023; Schlechtweg, 2022). When closing quotation marks are omitted, it becomes challenging for readers to discern where the quoted material ends and the narrative continues, potentially causing confusion and impeding comprehension (Cepollaro *et al.*, 2023; Schlechtweg, 2022).

1.6 Interchanged Period and Closing Quotation Mark

ST: *"Please give me some water."*

"Give me a cup of water please."

TT: (P10) *"Please give me some water".*

(P6) *"Give me a cup of water please".*

The punctuation challenge in both phrases is the incorrect placement of the period outside of the closing quotation mark. In American English punctuation conventions, periods (and commas) typically go inside the closing quotation marks, even if the punctuation is not part of the quoted material. The correct placement of the period inside the closing quotation mark is essential in American English punctuation conventions (AlTameemy & Daradkeh, 2019). This adherence to the norm is crucial for maintaining clarity and coherence in written text, as it helps readers distinguish between quoted material and the surrounding text (Alam *et al.*, 2020).

Punctuation errors, such as misplacement of periods, can significantly impact the readability and quality of the text (Schlechtweg, 2022). Proper punctuation is vital for effectively conveying the intended message and ensuring a smooth flow of writing. Incorrect punctuation usage can disrupt the natural rhythm of the text and impede comprehension (Casey, 2022).

1.7. Colon and Comma

ST: *"Our God said: "Please let me satisfy my thirst."*

“Our God said, “Please let me satisfy my thirst.”

TT: (P19 *“Our God said; “Please let me satisfy my thirst.”*

(P11), (P17), (P20), (P23) *“Our God said “Please let me satisfy my thirst.”*

The punctuation challenge is the use of a semicolon after *“said”* in both statements. Typically, semicolons are used to connect independent clauses or to separate items in a list. However, in the sentence context, a comma or a colon would be more appropriate after *“said”*.

In academic writing, the correct use of punctuation is crucial for effective communication (Alharthi, 2021). Teachers are advised to focus on more global issues such as subject, evidence, and organization, while also addressing surface problems like punctuation to enhance the quality of students' writing (Demir, 2021). Research has shown that punctuation errors are a common issue in students' writing, and efforts to reduce these errors can significantly improve writing quality (Demir, 2021).

Pragmatic Challenges. Pragmatics is a linguistic field that delves into the intricate interplay among language, context, and meaning. It entails examining the ways in which writers and speakers employ language to communicate not just literal information but also social, cultural, and emotional cues that influence how people communicate (Dey, 2023). In this sense, according to Napu and Hasan (2019), difficulties arise in this area when the intended meaning is not conveyed or understood correctly due to word meaning ambiguity and the communicative environment.

ST: *“... Tagai na siyag imnonon sa manok.”*

“... Give him some of the water for the chicken.”

TT: (P5), (P22), (P25), (P27) *“... give him some water from chicken.”*

(P14), (P19), (P23) *“... give some water to the chicken.”*

The original text suggests that ‘to give someone a drink but instead of a clean water he ordered to give water for the chicken’. The translation of the participants of the statement is far from the original text’s meaning. The first statement “... give him some water from chicken.” means to give someone a drink that is from the chicken or the water is from the chicken. On the other hand, the statement “... give some water to the chicken.” signifies to give water to the chicken which opposes the original text that the water should be given to a person. Effective communication and the development of strong relationships depend on pragmatic skills. People can become better at

reading social cues, having meaningful conversations, and deciphering metaphorical language by learning and applying pragmatic skills (Everyday Speech, 2023).

Lexical-Semantic Challenges. Pustejovsky (2006) defines lexical semantics as how a word in a source language can be expressed in multiple ways or does not have an accurate equivalent to fully comprehend its meaning. However, the challenge of accurately translating word meanings across languages persists, as some concepts lack direct equivalents in other languages (Olimjonovna & Azodovna, 2020). Furthermore, lexical semantics plays an important role in translation difficulties. Words can have different meanings and nuances in different languages, resulting in misunderstandings or inaccuracies during translation. Qani (2023) stated that when translators attempt to find the closest equivalent in English, they encounter difficulties because English may lack a precise equivalent term. Notice the example below:

ST: *“Dugay nang nagpuyo si Haring Wati sa **ilalom sa yuta**.”*

TT: (P1) *“King Worm lived **under the earth** for a long time...”*

(P20) *“King Worm lives **under the crust** for a long time”*

(P19) *“It’s been so long since King Worm lives **under the soil**.”*

(P11) *“King Worm lived **under the land**.”*

The mother tongue phrase “*ilalom sa yuta*” is translated into English as “*under the ground*”. However, the participants’ translations of the word “*yuta*” do not correspond to its original meaning in the context. The phrase “*under the land*” is understandable, but it is rarely used to describe something below the Earth’s surface. “Land” usually refers to the surface itself, rather than what lies beneath it. As a result, it is less precise than “under the ground.” The phrase “*under the soil*” is more specific than “under the land.” “Soil” refers to the uppermost layer of the Earth’s crust, where plants thrive. However, it does not capture the full depth of “under the ground,” which includes layers other than the soil. The phrase “*under the crust*” refers to a layer beneath the surface, but it is not synonymous with “under the ground.” The crust is only one part of what makes up the ground. Using “under the crust” implies a focus on a specific layer rather than the entire depth. Lastly, the term “*under the Earth*” refers to the entire planet, including the layers beneath the surface. When we say something is beneath the Earth, we are referring to deeper layers of the planet.

In this case, there seems to be a discrepancy between the literal translation of the phrase “*ilalom sa yuta*” and its intended meaning in

English, highlighting the complexities of translating words across languages and capturing their nuances accurately.

ST: *“ug nag-ilis ug **maanindot na sapot.**”*

TT: (P9)..... *“then they change a **nice dress.**”*

(P8)..... *“and changed to a **nice and elegant clothes.**”*

(P2)..... *“they changes into a **good looking clothes.**”*

(P10)..... *“and change into a **decent clothes.**”*

In English translation, the Mother Tongue phrase “*maanindot na sapot*” means “*handsome clothes*,” referring to well-made, stylish clothing with an appealing appearance. The word “handsome” is most frequently used to characterize a man's appealing physical attributes, frequently in a strong, masculine way. But one's attire can also be described as “handsome.” It's frequently used to imply that the clothing is stylish, well-made, or appealing. It frequently carries connotations of masculinity and formality.

When comparing the following phrases: The phrase “nice dress” refers to a dress and does not encompass the broader category of “clothes.” It may not fully match the implied quality of “handsome.” The phrase “*nice and elegant clothes*” comes closest to “handsome clothes” in terms of suggesting quality and style. The addition of “elegant” aligns with the formality commonly associated with “handsome,” but it does not specifically refer to the formality of handsome clothing.

“*Good looking clothes*” is a broader term that can be used interchangeably with “handsome clothes” to some degree. However, it lacks specificity and formality. Finally, the phrase “*decent clothes*” refers to clothing that is appropriate and satisfactory but may not convey the same level of style or attractiveness as “handsome clothes.” These comparisons highlight the challenge of finding exact equivalents for culturally specific concepts in translation and the importance of understanding the subtle connotations and contexts of words and phrases in different languages.

The findings show that students struggle to identify appropriate words in English, especially when taking the translation test. This is because finding an equivalent vocabulary suitable for the source language is highly challenging (Buana et al, 2019). This was confirmed by Arono and Nadrah (2019) since they stated that students frequently struggle with a limited vocabulary, therefore impairs their ability to select the appropriate terms during translation.

Spelling challenges: Spelling is a critical component of language learning that extends beyond mere rote memorization. Limpo *et al.* (2017) stated that, spelling accuracy is crucial in translation because even small spelling errors can alter the meaning of a word or sentence, leading to misunderstandings or confusion. Inaccurate spelling can undermine the credibility and professionalism of the translation, affecting the overall quality of communication. Therefore, paying attention to spelling in translation ensures clarity, consistency, and accuracy in conveying the intended message to the target audience. However, some students commit spelling errors that create misunderstanding for the intended meaning of the word. See examples below:

ST: “.....nag ilis ug maanindot na **sapot**.”

TT: (P17) “they dressed into beautiful **cloths**”

(P14) “they changed into handsome **cloth**”

(P6) “they wear a nice **cloths**”

The correct translation for the mother tongue word “*sapot*” is “*clothes*” (plural form). In this context, “*clothes*” refers to a collection of garments or attire, rather than a single piece of fabric. The participants’ translation “*cloth*” does not correspond to the meaning of “*clothes*,” as “*cloth*” typically refers to fabric or material used for making garments or other items. So “*cloth*” is the material, and “*clothes*” are the finished products made from it.

The results indicate that students have difficulties spelling the correct word. Several research have identified the causes in this case. Miressa and Dumessa (2011) found that the discrepancy between how words are pronounced and written in English is another key element in misspelling. Many English words do not follow phonetic spelling standards, which can confuse students and cause spelling problems. Furthermore, disparities in writing systems between a student's first language and English, as well as interference from the mother tongue, contribute to spelling errors (Zhang *et al.*, 2021).

Capitalization Challenges. Capitalization is a standardized practice in writing that helps to identify proper nouns, indicate the start of sentences, and clarify sentence structure. Capitalization rules dictate that proper nouns, which name specific people, places, or things, should always be capitalized (Groarke, 2007). However, some students did not follow such as rule as shown in the examples below:

ST: “...ibalik **tika** sa yuta.”

TT: (P14) “**i** shall send you back under the ground.”

(P15) “**i** shall bring you back where you belong.”

ST: “Paimna intawn **ko** og tubig.”

TT: (P11) “Please can **i** drink some water.”

(P25) “Please, **i** need water.”

In English, the pronoun “I,” which denotes oneself, follows a distinct grammatical convention in which it is consistently capitalized, regardless of its position within a sentence. This capitalization highlights the pronoun’s uniqueness and self-awareness, distinguishing it from other pronouns and emphasizing the importance of the speaker’s identity in the context of communication. See examples below:

ST: “**Miingon ang atong Ginoo.....**”

ST: “.....mihangyo siya sa atong **Ginoo....**”

TT: (P2) “And **god** said...”

“he ask our **god**...”

(P6) “Then **god** said....”

“he pray to **god** ...”

(P13) “Our **god** asked him..”

“he said to our **god**...”

The reference in the context is the “one and only” deity in a monotheistic context, then “**God**” should indeed be capitalized. This is because in such contexts, “**God**” is treated as a proper noun, referring to the singular Supreme Being. Capitalizing “**God**” in these cases shows reverence and acknowledges the deity’s singular importance.

The results reveal that students struggle with capitalization. A number of studies have found that students struggle with capitalization, particularly when using proper noun like “I” (Challay & Jones, 2019; Pathan, 2021; Bimarestu, 2017; Megaib, 2014). These errors are frequently linked to a lack of comprehension of capitalization rules, overgeneralization, and the impact of the pupils’ native tongue (Challay & Jones, 2019; Megaib, 2014). The usage of capital/small letters with particular words linked with the Internet, names of general academic fields, family related words, and extraordinary proper nouns are examples of common errors (Pathan, 2021).

Prepositional challenges: Prepositions are essential in making meaning

in English sentences, especially by pointing out indicating temporal and spatial relationships. It is also used in indicating abstract relations involving cause, purpose, agent, instrument, manner, accompaniment, support, and many more (Fera, 2019). In fact, Huang (2023) claimed that prepositions play an important role in translation by expressing relationships between words and sentences which can affect how the target language readers understand the original text. Here are the examples of translated texts showing challenges in using prepositions:

ST: *“Dugay nang nagpuyo si Haring Wati sa ilalom sa yuta...”*

TT: *“King Worm had lived **under the ground** for a long time...”*

(P3): *“The king of all worm lived **on the deepest part in the earth.**”*

(P7): *“The King Worm was living **in the under land**...”*

(P9): *“The King of Worm lives **in the under land** for a long time.”*

(P17): *“King Worm is live **in the bottom of the dirt.**”*

(P20): *“King Wati lives **in the crust** for how many years...”*

(P24): *“King Worm is living **in underground** for a long time...”*

The translated sentences have stated the location where King Worm lived. However, some uses of the prepositions are incorrect. Particularly, the preposition “on” since it indicates a contradiction with the word “deepest” because it is used when something touches the surface. In addition, the preposition “in” (TT-P3) means within the earth, however it must be replaced with “of” since it indicates the relationship of the “deepest part” and earth.

As for the preposition “in” (TT-P7, P9, P20, P24) is used inappropriately. The preposition “in” is used to express location or position, yet it was used in the translated sentences together with the preposition “under,” thus, it is redundant. To correct the sentences, “in” must be omitted or use the determiner “the” between “under” and “land.” For TT-P24, in can be retained by the determiner “the” must be used or simply omit the preposition “in.”

The preposition “in” in TT-P17 is used incorrectly because it indicated that King Worm lived within the dirt, contradicting the original English translation’s meaning. Thus, it must be corrected with “at” since it emphasizes the specific location of King Worm being situated at the bottom of the dirt.

ST: *“...apan usa ka adlaw niana mihangyo siya sa atong Ginoo nga*

unta mahimo siyang tawo...”

TT: “...but one day he begged our Lord to make him into a man...”

(P20): “...but one day, he asked **from our god**...”

(P23): “...then, one day he beg **on our God**...”

(P24): “...one day he wished **on the above** that one day he will be a human.”

(P25): “...he asked a permission **to God**.”

The prepositions “from” (TT-P20) and “on” (TT-P23, TT-P24) were included unnecessarily in the translated sentences. Hence, they must be omitted. Nevertheless, in TT-P23, the preposition can be replaced with “to” to indicate the recipient of the request. In addition, in TT-P25, the preposition “from” must be used instead of “to” since the sentence implies that Haring Wati is seeking permission from someone.

ST: “Hoy, tagai na siyag imnonon sa manok.”

TT: “...Give him some of the water **for the chicken**.”

(P5): “Hey, give him some water **from chicken**.”

(P22): “Hey, give him water came **from of chicken’s water**.”

(P25): “...get the drink **from chickens waters**.”

(P27): “Hey, give him some water **from the chicken**.”

(P28): “Hey” you give her a **drink of chicken**.”

(P30): “Hey, Give there a **water of chicken**...”

Using the preposition “from” in TT-PR5 can be misleading since it means that the water came from the chicken itself when the original target text stated that the water is intended for the chicken. However, it can also be correct since the water came from the drink (water) given to the chicken. This is similar to TT-P22, TT-P25, and P27. For TT-P28, the “of” indicates that the drink is the possession of the chicken, showing ownership, which is also indicated in TT-P30. Overall, the correct preposition to use is “for” added with the determiner “the” to indicate the purpose of the drink or water, which is originally intended for the chicken.

ST: “Dali, Dro, mamauli na lang ta, kay si Haring Wati wa na gyod makaila nato.”

TT: “Let’s go home, for King Worm doesn’t remember us anymore.”

(P25): “Come, Dro let’s go **to home** because King Worm had never remember us.”

In this statement, the preposition “to” is unnecessarily used. The word “home” functions as an adverb of place in the sentence, hence it does not require the use of the preposition “to.”

ST: “*Tingpaniudto na pagkwabalik nila sa ka Haring Wati.*”

TT: “*It was lunchtime when they got back at King Worm’s place.*”

(P20): “*It’s **time to lunch** when they came back where King Wati lives.*”

The preposition “to” is used incorrectly. It must be replaced with “for” to indicate the appropriate time to eat lunch.

ST: “*Tingpaniudto na pagkabalik nila sa ka Haring Wati.*”

TT: “*It was lunchtime when they got back **at King Worm’s place.***”

(P21): “*Afternoon, he back **the place to Haring Wati.***”

(P26): “*And **in afternoon**, they went back again.*”

The sentence from TT-P21 lacks the use of the preposition “in” which precedes “afternoon,” and the sentence TT-P26 lacks the use of “the” to accompany the preposition “in” and the word “afternoon.”

ST: “*Pagkakita ni Haring Wati sa maanindot nilang sapot...*”

TT: “*Seeing their handsome clothes...*”

(P6): “*When King Worm saw them **at they’re nice shirt...***”

By definition, the preposition “at” indicates the specific location or position. However, in this sentence from TT-PR6, it is used inappropriately. Considering the context of the translated sentences, the proper prepositions to be used are “with” and “on” (...with their nice shirt on...) to indicate that God and Saint Peter were wearing their nice shirts at the time King Worm saw them.

ST: “*...iya dayon silang gipasaka ug gipalingkod.*”

TT: “*...King Worm immediately asked them to come up and sit down.*”

(P11): “*...he automatically **welcome to her place...***”

(P26): “*he suddenly want them to walk **at the stairs...***”

For TT-P, the preposition must be accompanied with the pronoun “them”, indicating that King Worm welcome God and Saint Peter in his place. As for TT-P26, the preposition “at” must be replaced with “up” to

specify the direction of the movement.

ST: “*Giingnan ni Haring Wati ang iyang mga sulugoon sa pag-andam sa lamesa...*”

TT: “*He told his servants to prepare the table...*”

(P22): “*Then, Haring Wati told to his servant to prepare the table...*”

The preposition “to” in the TT-P22 sentence must be crossed out for clarity.

ST: “*Gihukas dayon sa atong Ginoo ang iyang amerikana ug gibutang duol sa kan-anan.*”

TT: “*Our Lord immediately took off his coat, his trousers and shoes. He placed them on the floor near the table.*”

(P1): “*God then take off his amerikana and put it in the table.*”

(P7): “*Our God take off his suit and place it to the table.*”

(P17): “*Our god remove the coat and put it in the table.*”

(P27): “*Then, jesus put his clothes/scarf on the table...*”

In the original English translation of the story, the sentence indicates that God took off his coat and placed it on the floor near the table. Thus, proving the use of the prepositions “in,” “to,” and “on” in the translated sentences incorrect.

ST: “*Unya mao usab ang iyang gihimo sa iyang karsones ug sapatos...*”

TT: “*Our Lord immediately took off his coat, his trousers and shoes. He placed them on the floor near the table.*”

(P1): “*...The same as what he did on his karsones (scarf?) and shoes...*”

(P7): “*And that’s also what he did to his karsones and shoes...*”

(P26): “*he also put his clothes and shoes besides the table.*”

Translated texts from P1 and P7 have used the incorrect prepositions “on” and “to”. The correct preposition to use is “with” since it indicated the action done in relation to the trousers (karsones) and shoes. As for TT-P26, “besides” means “apart from” or “in addition to, but in the sentence’s context, it intends to mean “next to” or “alongside.” Therefore, the proper word to use is “beside” to indicate the position of the trousers and shoes in relation to the table.

ST: “Unya, giatubang sa atong Ginoo si Haring Wati...”

TT: “Then our Lord faced King Worm...”

(P25): “Then, God faces **at King Worm**...”

The statement from P25 used the preposition “at” improperly. It must be omitted so that the statement will mean that God directed His attention to King Worm.

ST: “Haring Wati, mihangyo ka kanako nga unta mahimo kang tawo aron ikaw maoy magbuhi sa mga kabos.”

TT: “King Worm, you begged me to make you a into a man so you could take care of the poor.”

(P16): “...you **asked for me** to make you a human to help those in needs.”

The preposition “for” must be crossed out to make the statement more direct.

ST: “Apan tataw na kaayo nga dili gayud ikaw mohimo niana.”

TT: “But it’s clear that you aren’t doing what you promised me.”

(P10): “...but i’ve noticed that you are not **worthy enough to the wish** i gave.”

In the fragment from TT-P10, “to” must be changed with “of” because the phrase “worthy of” is used to indicate someone’s suitability or qualification for something. Hence, “worthy enough of the wish I gave” is the appropriate phrasing in this fragment.

ST: “Nan karon, balik ka sa yuta.”

TT: “So I shall send you back to the ground.”

(P16): “...So from now on you will be back **under ground**.”

(P19): “You’re about to be sent **below the soil**.”

The prepositions “under” and “below” implied ambiguity. Thus, their use must be refined or the prepositions must be change. For TT-P16, “under” must be accompanied with “the” to make the statement clearer and it indicates the act of going back under the ground. As for TT-P19, the preposition “below” in the sentence is used correctly. However, to make the sentence more direct, “beneath” can be used. By definition, “below” signifies a lower position and implied a physical location that is lower in elevation or depth while “beneath” generally indicates being directly under

something else and conveys a sense of being enclosed by something.

ST: “*Si Haring Wati miluhod sa atubangan sa atong Ginoo ug nangayog pasaylo.*”

TT: “*King Worm knelt before our God and asked for forgiveness.*”

(P2): “*... the king worm luhod **on** god...*”

(P7): “*King Worm kneeled **in front to our God.***”

(P20): “*King Wati down hes knees **to our God.***”

(P24): “*King Worm, then, kneeled **on God.***”

(P25): “*King Worm kneeled **at front of God** to say sorry.*”

(P26): “*King Worm bend his knee **at the front of our God...***”

Translated texts from P2 and P24 uses the preposition “on” which is incorrect because it suggests an idea of a physical action of kneeling on top of God, which can be perceived as misleading and disrespectful. Thus, the correct preposition to use are “before” and “to”. The correct prepositions can also be used in TT-P20. As for P7, “to” must be changed with “of” to indicate the position of King Worm relative to God. For translated texts from P25 and P26, the preposition “at” must be replaced with “in”. Additionally, the “the” in TT-P26 must be crossed out to make the statement understandable.

ST: “*Mao nga karon ang Wati nahibalik sa iyang gigikanaan...*”

TT: “*That is why the Earthworm is back where he came from...*”

(P25): “*Then, now worm came back **at the land.***”

The preposition “at” should be replaced with “to” to make it more understandable that King Worm came back to his origins.

ST: “*...ug usahay gani ginatumban ra siya sa mga lumalabay nga gadanghag lang.*”

TT: “*...sometimes to be trampled upon by careless passers-by.*”

(P12): “*...and sometimes, they even receive stomps **at those who don't see them.***”

(P22): “*Sometimes, Haring Wati stepped **to those stupid men.***”

(P23): “*...and sometimes, a lot of people just stepping **unto him.***”

(P27): “*...sometimes, other people just step **unto him.***”

The prepositions “at” and “to” used in TT-P12 and TT-P22 exudes

ambiguity. The correct preposition is “by” indicating who are the agent of the stomping and stepping. For P23 and P27, the use of the word “unto” is incorrect. The preposition “unto” is the archaic term for to and until, thus it is incorrect to use this in the translated texts given the original context given by the original English translation. The proper preposition to use is “on” to indicate where the stomping and stepping are directed to, and it is on King Worm.

In summary, the prepositional challenges committed by the respondents have dictated that the use of English prepositions can be polysemic. This means that one preposition can be used in different contexts to convey different meanings (Song *et al.*, 2015). Moreover, in the study of Elaagip (2021), students answered most of the questions about the proper use of prepositions incorrectly with percentages 83.8% for the first question, 80.9% for the second, and 85.2% for the third question. In addition, Tulabut *et al.* (2018) revealed that the cause of errors and difficulties in using prepositions was because of the students’ confusion with the functions of prepositions. Furthermore, problems regarding the use of prepositions occur due to the interference of the mother tongue and the lack of linguistic competence (Harara, 2022; Budiharto *et al.*, 2022; Mustafa & Alnuaimi, 2020; Thyab, 2020).

Spacing. Lee *et al.* (2007) defined spacing as correct boundaries between words in a sentence, which increases readability and communicates the accurate meaning of a text. Here are some examples of translated texts with improper spacing between words:

ST: “...*apan usa ka adlaw niana mihangyo siya sa atong Ginoo nga unta mahimo siyang tawo...*”

TT: “...*but one day, he begged our Lord to make him into a man.*”

(P25): “...*but oneday he asked a permission to God...*”

ST: “*Unya, pagkahimo na niyang tawo, nadato siya.*”

TT: “*When King Worm became a man, he became rich.*”

(P14): “*When King Worm became aman, he became rich.*”

ST: “...*gitawag sa atong Ginoo si San Pedro ug miingon...*”

TT: “...*our Lord called St. Peter and said...*”

(P2): “...*god call sanpedro and said...*”

ST: “...*apan wala na siya makaila kanila.*”

TT: “...*but he didn’t recognize them.*”

(P6): “but he didn’t remember who’s **infront** of him.”

ST: “Hoy, tagai na siyag imnonon sa manok.”

TT: “Give him some of the water for the chicken.”

(P22): “Hey give him a water **camefrom** of chicken’s.”

ST: “Miinom lang usab ang atong Ginoo sa tubig.”

TT: “Our Lord humbly drank the water.”

(P13): “Our god drink this water afterall...”

ST: “Dali, Dro, mamauli na lang ta, kay si Haring Wati wa na gyod makaila nato.”

TT: “Let’s go home, for King Worm doesn’t remember us anymore.”

(P18): “Dro, Let’s go home now. King Worm does not recognize us **any more**.”

ST: “Tingpaniudto na pagkabalik nila sa ka Haring Wati.”

TT: “It was lunchtime when they got back at King Worm’s house.”

(P17): “it’s **launch time** when they go back to King Worm.”

ST: “Maayong udto, ‘Nyor.”

TT: “Good noon to you, Sir.”

(P5): “**Goodafternoon** Nyor...”

ST: “Si Haring Wati miluhod sa atubangan sa atong Ginoo ug nangayog pasaylo.”

TT: “King Worm knelt before our God and asked for forgiveness.”

(P1): “King Worm kneeled **infront** our God and apologized.”

(P8): “King Worm kneeled **infront** of our God and asked for His forgiveness.”

(P9): “King Worm kneels down **infront** of our Father God and asked for forgiveness.”

(P22): “Haring Wati knelled **infront** of God...”

The translated texts shown above presented some errors in terms of spacing. Two words that are meant to be separated are mistakenly joined together. In addition, a translated text from P18 mistakenly split “anymore”

into two words, emphasizing the improper spacing between the two words when these two words must not be apart.

Overall, proper spacing between and within words is needed for the target readers to identify the words effectively, preventing confusions in meaning of the texts and word identification (Zang *et al.*, 2013).

Pluralization Challenges. Plurality is defined as the grammatical number of determining either the noun or pronoun is singular or plural (Napu & Hasan, 2019). The following translated texts presents the problems involving pluralization.

ST: “...si Haring Wati...”

TT: “King Worm...”

(P3): “The **king of all worm**...”

(P9): “The **King of worm**...”

The translated texts from P3 and P9 indicate that there is only one worm when the context of the fragments indicates that there are more worms. Through following pluralization, adding -s in “worm” is necessary to make the fragments correct.

ST: “...aron makaalagad sa mga kabos.”

TT: “...he would like to take care of the poor.”

(P23): “...so that he can help the **poors**.”

The -s in poors is unnecessary. “Mga kabos” literally translates into “the poor” thus, adding -s is not needed. In addition, the word poor is an uncountable noun. Uncountable nouns only stay in its singular form and do not have plural form.

ST: “Unya, pagkahimo na niyang tawo, nadato siya.”

TT: “When King Worm became a man, he became rich.”

(P22): “Then he became **a rich men**.”

In this part, the word “men” was mistakenly written and do not correlate with the form of the subject. Since the subject is in singular form, the correct word to use is “man.”

ST: “Paglabay sa panahon...”

TT: “After a time...”

(P28): “**Few day**...”

The context of the translated text is that a few days have passed by, thus,

adding -s to the word “day” is appropriate.

ST: “*Namauli tuod sila ug nag-ilis ug maanindot nga sapot.*”

TT: “*They went home and changed into handsome clothes.*”

(P6): “*They go home and wear **a nice and shinny shirt**...*”

(P9): “*So they go back home then change **a nice dress**.*”

(P17): “*They go home and they dressed **a beautiful cloths**...*”

(P18): “*God and San Pedro went home and change their **poorly dressed clothing into a more extravagant type**.*”

(P21): “*She leave and he change **a beautiful cloth and shoes**.*”

(P22): “*They went home and they wear **a nice suit**.*”

In the source text and original translated text, there are two people who are wearing handsome clothes. However, in the translated texts, the “shirt”, “dress”, and suit (P6, P9, and P22) are in singular form. Thus, adding -s to “shirt” and “suit” and adding -es to “dress” must be done for correction.

In TT-P17 and TT-P21, “cloth” is in singular form but it refers to a fabric and not the clothes that people wear. Thus, the spelling must be corrected from cloth to clothes. “Clothes” is an uncountable noun and it only has a plural form.

ST: “*...iya dayon silang gipasaka ug gipalingkod.*”

TT: “*...King Worm immediately asked them to come up and sit down.*”

(P27): “*Haring pedro told them to go inside and offer **a seat**...*”

Considering the context of the translated text from P27, King Worm invited God and Saint Peter to come inside his house, thus, leading him to offer them seats. Hence, the “seat” must be added with -s and the article “a” must be crossed out.

ST: “*Si Haring Wati miluhod...*”

TT: “*King Worm knelt...*”

(P26): “*King Worm bend his **knee**...*”

The word knee may not be pluralized but it can also be pluralized depending on the context of the word “miluhod.” King Worm possibly did bend only one knee or both. If he bent both, then “knee” must be added with -s.

ST: “*...ug usahay gani ginatumban ra siya sa mga lumalabay nga*

gadanghag lang.”

TT: “...sometimes to be trampled upon by careless passers-by.”

(P1): “...sometimes **some passer by** stamped over him.”

“*Mga lumalabay*” indicates a plural form. Nonetheless, in the translated text by P1, “passerby” is in singular form. To make it equivalent, adding -s is a necessity. Thus, it creates the plural form “passersby.”

The results above are supported by Al-Jarf (2022) who claimed that EFL college students struggle on forming English plurals, often overgeneralizing regular morphemes, and making errors in pluralizing non-count nouns and nouns with no singular form. Another study (Yunanda & Husda, 2021) supports this since the participants did not know accurately the rules of pluralizing nouns, especially irregular nouns, and they feel confused with the process of pluralizing irregular nouns dealing with some exceptions. To put it briefly, overgeneralization and limited knowledge of L2 are the common reasons respondents committed errors in pluralization (Ermanda & Hendar, 2022).

Challenges in Subject-Verb Agreement. Subject-verb agreement in English grammar refers to the subject agreeing the verb in person and number (Ping, 2012). It follows the rule that if the subject is singular, then the verb must be in its singular form, and if the subject is plural, then the verb must be plural. In the translation process, the participants often commit mistakes in choosing the right verb or the right form of the verb that agrees to the subject, thus, determining their grammatical ability (Pandapatan, 2020).

ST: “...apan usa ka adlaw niana mihangyo siya sa atong Ginoo...”

TT: “...but one day he begged our Lord....”

(R11): “...but one day, the King Worm **was want to have** a favor of our lord...”

To maintain the agreement between the singular subject which is King Worm and the verb which is “was want,” the verb must be in singular form as well. Thus, adding -s like “wants” or adding -ed like “wanted” is needed. Since the original English translation follows the past tense form of the verb, it must be “wanted” but the verb is still in singular form even though the tense of the verb is in the past tense.

ST: “Unya, pagkahimo na niyang tawo, nadato siya.”

TT: “When King Worm became a man, he became rich.”

(P1): “And then, when he became a human, he **have** gotten rich.”

The subject-verb agreement error lies in “he have gotten rich.” In the translated text, the pronoun “he” is in singular form, therefore, the verb must be in plural form, too. “Have gotten” must be changed into “has gotten” to maintain the alignment between the subject and verb.

ST: “...Dro, adtoon ta si Haring Wati ug tan-awon nato kun makaila pa ba siya nato.”

TT: “...Peter, let’s go see King Worm and find out if he still knows us.”

(P2): “Pedro, let’s go to see king wati and let’s see if he **remember** us.”

(P4): “Dro, Find for Haring Worm and if she **remember** all of us.”

(P5): “Dro, let’s go to King Worm and watch him if he still **know** us.”

(P6): “Dro, we will go to king worm and let see if he still **remember** us.”

(P9): “Dro, let’s go and watch King of Worm if he still **recognize** us”

(P10): “Dro, lets visit King Worm if he can still **remembred** us...”

(P11): “Dro, we’re gonna go to king worm and let’s see if he still **remember** us.”

(P13): “Dro, we have to go to Haring Wati and ask him if he know about us.”

(P14): “...letse if he still **know** us”

(P22): “Dro, go to Haring Wati let see if he still **remember** us.”

(P23): “Dro, let’s visit Haring Wati and let’s see if he still **remember** us.”

(P24): “Pedro, let’s go to King Worm if he still **recognize** the both of us.”

(P25): “Dro, we need to go king worm let’s see if he **remember** us.”

(P26): “Dro, let’s go to King Worm and let’s see if he still **know** us”

(P27): “Dro, let’s visit Haring wati and lets see if he **remember** us.”

(P30): “...Our god asked san pedro to find king worm, and if we know that he **know** us...”

The verbs “remember,” “know,” and “recognize” are in plural forms. These verbs do not align with the singular subject which is King Worm.

Thus, the verbs must be added with -s to make the verbs congruent with the subject.

ST: “...*apan wala na siya makaila kanila.*”

TT: “...*but he didn’t recognize them.*”

(P3): “*But the king worm **don’t remember** them.*”

(P5): “...*King Worm **don’t know** them.*”

(P23): “*They visit Haring Wati but Haring Wati **don’t remember** them.*”

The negations “don’t remember” and “don’t know” are in plural form. Since the subject is King Worm which is in singular form, the correct form for the negation must be “know” and “remember” are “doesn’t know” and doesn’t remember.

ST: “*Dali, Dro, mamauli na lang ta, kay si Haring Wati wa na gyod makaila nato.*”

TT: “*Let’s go home, for King Worm doesn’t remember us anymore.*”

(P5): “*Dro, Let’s go home, because King Worm really **don’t remember** us.*”

(P8): “...*because King Worm really **don’t recognize** us.*”

(P27): “*lets go, Dro, because Haring Wati **don’t remember** us.*”

The negations of “remember” and “recognize” are in plural form. Thus, it must be aligned with the subject which is King Worm. Since King Worm is a singular subject, then the negations of the verbs must be in singular form such as “doesn’t remember” and “doesn’t recognize.”

ST: “...*ug usahay gani ginatumban ra siya sa mga lumalabay nga gadanghag lang.*”

TT: “...*sometimes to be trampled upon by careless passers-by.*”

(P8): “...*and sometimes he get stomped on by the people who passed by and is being reckless.*”

The verb “get” is in plural form. The subject, pronoun “he,” is in singular form, thus, the verb “get” should have an -s. For the phrase “is being reckless,” this refers to the people who passed by. Since “people” is in plural form, then the linking verb must be changed into plural form. Therefore, it should be “are being reckless.”

The results mentioned above are supported by the findings in the study

of Sirait (2022) wherein students' writings committed 49 subject-verb agreement errors. In particular, 35 errors were committed with subject-verb agreement rule: *A singular subject takes a singular verb*. Rule 2: *A plural subject takes a plural verb* has six (6) errors. Rule 4: *Sometimes phrases come between a subject and a verb. These phrases do not affect the agreement of the subject and verb* has three (3) errors. Lastly, Rule 7: *People is a plural noun and takes a plural verb (collective noun)* has 2 errors.

Moreover, Sirait (2022) posited further that students have problems in subject-verb agreement rules and their application due to not having and practicing these rules in their L1. Additionally, they had difficulties in memorizing the different rules of subject-verb agreement. They could not differentiate the subject-verb agreement rules since they were too many for them to learn. Based on the study's findings, the students have committed errors as they are not learning and there is lack of practical application of the rules of subject-verb agreement. Based on a literature review, students commit mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions, and basic structures, and these difficulties can be eliminated through reading and grammar-related activities (Fareed *et al.*, 2016, as cited in Moses & Mohamad, 2019).

Ultimately, the lack of understanding, seldom use, and lack of practice of using subject-verb agreement rules are common reasons of students on committing errors in SVA (Mahdalena, 2021). Furthermore, the students' mother tongue influenced their understanding in using subject-verb agreement, leading to difficulties in translating L1 to L2 due to the languages' different structures. Moreover, students often do overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false hypothesis when writing, specifically in applying subject-verb agreement rules (Richards, 1974, as cited in Manurung *et al.*, 2022). Students' ignorance and lack of knowledge leads to incorrect usage of the rules of SVA, determining their grammatical ability and their chances of committing mistakes in their writing.

Discussion of Theories for Quantitative and Qualitative Results

The quantitative and qualitative results of the study further expound the anchored theories which are literal translation and functional translation. Both theories are relevant on analyzing the translation tests of Grade 10 students. By definition, formal equivalence focuses on maintaining the structure, grammar, and lexical accuracy of the source text while functional equivalence focuses on conveying the meaning, context, and readability of the source text in the target language. As for the quantitative results of the

study, their overreliance on either the two theories affected their scores. Students who have high scores deemed to have balanced the use of literal and functional translations in their outputs, whereas, those who scored lower have over-relied on one of the theories, thus, leading to frequent errors.

The quantified frequency of errors gathered from the qualitative data through content analysis also showed the capability of the respondents on translating. For instance, themes or errors found such as third-person pronouns (5 errors of usage), punctuation (34 errors of usage), spelling (3 errors or misspellings), capitalization (10 errors), prepositions (47 errors of usage), spacing (13 errors), pluralization (14 errors), spacing (13 errors), and subject-verb agreement (24 errors). These themes or errors are primarily concerned with maintaining the grammatical structure and the exact word choices of the source text to the target text. These errors impacted formal equivalence since it proved that the respondents still have issues in maintaining the grammatical structure, accuracy, alignment, and readability of the source text to the target text.

Whereas, functional equivalence is related to themes or errors such as vocabulary (17 errors), pragmatics (7 errors), and lexical semantics (8 errors). These themes or errors are concerned on meaning, readability, and adaptation of context in the target language. These errors are linked to functional equivalence since it proved that the respondents had challenges in ensuring that the intended meaning of the source text is stated in the target text. In addition, the respondents had issues in balancing fidelity of meaning and context to the source text and utilizing effective communication in the target language.

Chapter - 4

Conclusion

This research study investigated the proficiency and obstacles of grade 10 students in mother tongue to English translation. The findings revealed that the respondents' proficiency, who translated a Visayan story into English, stayed in the *D THIRD* according to the criteria for checking translation outputs by King's College London. The *D Third* distinction illustrates that the students' overall remarks is 40-49. The respondents' overall average scores which is 48.9% indicated that the respondents had an adequate translation which shows a basic degree of understanding and stylistic awareness.

The translation errors that they have committed identify their obstacles in translating the text from the target language. The following obstacles are punctuation, pragmatics, pronouns, vocabulary, lexical-semantics, spelling, preposition, improper spacing, pluralization, subject-verb agreement, and capitalization. The students' average score 48.9% in a translation test signifies that they possess the qualities of being novice to beginners in translation. The students have committed errors in grammar, syntax, and vocabulary. Their outputs also exhibit noticeable flaws and lack of fluency. With this average score, the students' translation outputs and skills exhibit difficulties in achieving equivalency.

Although, the respondents likely have a foundational grasp of the language, they may struggle with more complex concepts and nuances. It suggests they understand basic vocabulary and grammar structures but may need further development in comprehension and expression. This could impact their ability to engage deeply with texts, communicate effectively, and analyze literature or other materials.

Despite the government's initiatives to enhance the education system through the implementation of an improved K-12 curriculum, significant shortcomings remain, particularly in the area of student language proficiency. This is particularly concerning since possessing proficient language skills is an essential aspect of education, as students must prepare for the transition from junior to senior High school education, as well as beyond this, through employment.

Recommendations

Upon the findings of this study, the researchers suggest that the Department of Education administrators should pay close attention to students and develop programs to help them enhance their proficiency in the English language especially in writing. In addition, they should implement tailored instruction methods such as personalized learning strategies and targeted language development programs. This includes integrating language learning across subjects, providing teachers with trainings and seminars to ensure their capacity and ability to teach the language, utilizing educational technology, engaging the community, and implementing formative assessments.

Teachers should assist in enhancing students' English proficiency by incorporating their native language into instruction. This approach aids in scaffolding language learning and fosters a deeper understanding of English language. Parents can support their children in improving their language proficiency through cooperating with the teachers and monitoring their child's performance and progress. Furthermore, children may participate in an English language tutorial session to improve their skill in the language.

Moreover, to adequately prepare Grade 10 students for the linguistic demands of senior high school and higher education, it is imperative to prioritize the enhancement and fortification of translation programs within the curriculum. Integrate translation training seamlessly into the language curriculum to provide students with consistent exposure to translation principles and practices. This ensures that translation skills are developed alongside other language competencies, fostering a well-rounded linguistic proficiency.

Lastly, for future researchers interested in language proficiency, the researchers propose investigating the proficiency level of teachers in translation. This area of research holds significant potential for advancing our understanding of the role of teachers in facilitating effective translation instruction and improving student outcomes in language learning.

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