



Students' Difficulties and Strategies on Translation Process at English Education Department

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Abstract

This research investigated to know the student's difficulties and strategies on translating religious story from English into Indonesian in English Department. The research method used in conducting this research is descriptive qualitative. This is intended so that readers can find out what errors often occur when students translate. This study found that there were three difficulties in the translation results of students. Namely social culture difficulties, religious cultures difficulties, and material culture difficulties. After analyzing the results of the students translation the researcher can see several factors causing mistakes made by students such as most students make some words into the target language (addition words), students lack of words choice and most students during translation process mistranslated of the word (omission), In addition, students also lack understanding of context and their lack of understanding of words related to cultural aspects. To overcome these difficulties in the translation process, there are only 3 strategies that are most widely used by the participants in the translation process. The three strategies are as follows: translation by more general, translation by paraphrase using related words and translation by more natural words. It was easy to understand the content of the text when they used these three translation strategies

Keywords: *Higher Education, Short Story, Translation Studies.*

Introduction

English is commonly regarded as an international language because in addition to being used in the traditional English-Speaking countries, it is also used in many other countries as a second or foreign language (Takagaki, 2022). Basnett (2002) explains that Translation is very important to understand very different worlds. People in different parts of the world can communicate easily through translation. The communication can be either oral or written. Learners of English as a Foreign Language (EFL) generally feel that translating, particularly translating Indonesian to English, is a very difficult task. This understandable, considering that translating is a very complex task demanding some integrated competencies. Masyhady and Noura (2012) determined that one of the difficulties in translation is the difficulty of translators in translating poetry. Sometimes, translation difficulties become one of the obstacles students face during the learning process. If they find difficulties during the learning process, students will use various strategies.

Internationally, this problem of difficulties and translation strategies is very important to study, in various countries the same thing is also investigated, one of which is in Thailand. Many students experience difficulties during the translation process and they still misinterpret a sentence (Duklim.B, 2022). In Indonesia, a similar problem exists (Pasaribu,B. Herman& David, 2020) students have difficulties in translating narrative text from English into Indonesian is tense, sentence, phrase, clause, attribute, and indefinite article. Including at one of the Campuses in North Sumatra there are students still struggle to translate English into Indonesian, as they often fail to understand the intended meaning of a sentence and their confused during translation process.

Previously there were several related previous studies which based their research on students' difficulties in translating texts. Novianti F (2020) observed in her research that the majority of sixth semester English study program students at ikip PGRI university Bojonegoro experienced two difficulties in translating, namely linguistic and non-linguistic problems. Then, according to Nanang Sharifudin (2019), students have a lot of difficulties translating some long and complicated sentences, as well as applying writing norms in the target language. Then, study by Nurlaila (2019) discusses translation difficulties, especially in translating English news reports into Indonesian and finds 4 difficulties students face in translating English news reports. Furthermore, the study by Lucito, M (2018) Analysis the students' difficulties and strategies used in translation process. The difficulties they got from religious culture were vocabularies and terminologies. Finally, Sari S.M (2018) discovered that grammatical structure is the most prevalent translation issue in his research.

Although many researchers have examined students' difficulties in the translation

process, only little have discussed the difficulties and strategies that students used in English translation process. The similarity of the research studied with previous studies is taking the same topic about translating. The difference in the research studied with previous research is found in the research focus namely difficulty and strategy in translating. The purpose of this study is to investigate the difficulties and strategies used by students' abilities during the translation process. It is expected that after conducting this research, students' translation ability will improve. But in reality, however, there are still some students who find it difficult to translate English texts precisely and accurately.

Theoretical Review

Definition of Translation

Lucito.M (2020) Translation is a complex skill that requires a translator to comprehend the source text to be translated into the target language, maintain style when translating, and be proficient in both foreign and native languages. Budianto and Fardhani (2010) A good translation should sound like the original text. Budianto and Fardhani state that translation flows naturally as if it is originally written in the target language. Murtisari, E.T (2019) Using translation in EFL teaching and learning has benefits. Cancino (2021) states Translation in language teaching- and its focus on form- is still being implemented in secondary schools around the world, since "it is one of few confidences and attainment.

According to Newmark (1988), translation is the process of translating the meaning of a text (SLA) into another language (TLA) in conformity with the author's intention. Newmark expands on his earlier statement, stating that translation entails not only translating the language but also transferring the meaning of the text so that the reader understands the author's goal.

According to Catford (1965), translation is the substitution of textual content from one language (SL) with textual material from another language. This definition focuses on two essential translation terms. These are literary materials and their equivalents (where text may be expected). These phrases refer to the notion that translation converts the grammar (clauses and groups) of the source language into equivalents in the target language and translates lexical units into their proper and correct meanings within the context of the sentence.

Translation Process

According to Nababan translation process consist of three steps:

1. Analysis Source Language Text

Each translation activity begins with analyzing of the source language text because of translator always faced on source language text first. Analysis of the source language text

is being in reading activity. Next the reading activity of source language text intended to understand the content of the text. It is impossible, a translator can understand the content of the text if he or she does not read the text first.

2. Transfer of Message

After translator can understand the meaning and structure of the source language, the translator will be able to get the message in it. The next step is to transfer the content, meaning, and the message from the source language into the target language. In this step, translator required to find the equivalent of source language word into target language. This process to transfer, the contents, meanings and the message are internal process. That process take place in the mind of the translator. After the content, meaning and the message already exist in the translators' mind then they express in target language orally or in writing. To obtain a better translation in accordance with the translation purpose itself, so the translation should be restructured.

3. Restructing

Restructing is changing of the transfer process be stylistic form that match with target language, that the reader or listener. Thus, at the restructuring step, a translator needs to pay attention variety of language to determine style of language according to the type of text to be translated. A translator also needs to pay attention for whom its translation. If the steps of the analysis comprehension of the source language into the target language and the restructuring has been completed by a translator, the translator has produced a translation.

Difficulties in Translation

Reviewing the explanation above, it can be concluded that translation process is an not easy thing to do. I realized that there should be an accurate, accepted, readable translation of it. Translators do not work without difficulty during the translation process. Some meanings are simple to translate, while others are extremely difficult or even untranslatable. Meanings that are difficult to translate are usually socio-cultural in nature. (Hartono, 2013) find in addition to meaning-related difficulties, translators may encounter difficulties related to the material being translated, such as difficulties in translating jokes, proverbs, and some figurative language related to certain socio-cultures, so that the value and sense of beauty in Tsas are often lost, or at least a feeling of stiffness and blandness appears in the translation. According to Newmark (1988), cultural differences can cause four problems in the translation process, among others:

1) Ecological problems

There are differences between the source language and the target language, such as the names of places, animals, and plants, as well as the existence of creatures that exist only in the source language. For instance, the animal's name in Indonesia is "orangutan."

In other regions, they are referred to as monkeys or large/big monkeys.

2) Material culture

Material culture is the study of culturally produced objects. Each culture has distinctive qualities that are reflected in its materials. This category includes materials such as food, clothing, houses, cities, transportation, etc. For instance, the name of a popular food, "lemang." It is still translated into English as "lemang," and being able to illustrate its meaning helps the intended audience understand it better. Lemang, like bamboo rice, is glutinous rice cooked with coconut milk and salt in a bamboo tube.

3) Social culture

Terms pertaining to social culture, such as kinship, marriage, employment, entertainment, games, and sports, are difficult to translate, for example: midodareni (Javanese). The term midodareni refers to a cultural event in Javanese traditions, specifically a marriage ritual. The bride is adorned and separated from the groom on this occasion. In reality, such a cultural event does not exist in British society, and consequently, the English language lacks the vocabulary to describe it.

4) Religious culture

Religious culture relates to the belief in every God in a particular region. Clearly, each belief employs a unique set of terms in their practice. These terms may be difficult to transfer or translate from the source language to the target language due to the fact that target readers of different religions may have different interpretations of the source language's beliefs. This issue may make it difficult for the target audience to comprehend the meaning of religious terms if the translator is unable to locate the correct target language meaning. In Islamic terms, for instance, a "haji" ritual is currently being performed. The "haji" activity of "throwing jumroh" is difficult for the majority of Christian English speakers to comprehend. This term can be translated as the act of three times throwing stones at other stones. However, this translation still leaves the intended audience uncertain about the term's precise meaning. Consequently, the term "lempar jumroh" should be clarified further to demonstrate its true meaning.

Strategies in Translation

To reduce the difficulties faced by translators, some theory suggests some strategies to apply in the translation process. According to Molina and Albir (2002), translation strategies are procedures employed by translators to solve problems that arise during translation activities with particular objectives. Consequently, translation strategies begin with the translator's recognition of challenges and problem-solving. Baker (1992) suggests that translators can employ eight strategies during the translation process:

1) Translation by a more general word (superordinate)

Translation using words that are more general is done by replacing specific words with words that have a broader or general meaning, for example:

SL: *"she has a siamese cat"*

TL: *"dia memiliki seekor kucing."*

2) Translation by a more neutral/ less expressive word

Translation using more neutral words is done to reduce the level of expression or emotion in the original text, for example:

SL: *"he's absolutely forious!"*

TL: *"dia sangat marah."*

3) Translation by cultural substitution

Translation using cultural substitution is done to replace cultural elements that may be unknown or difficult for the target reader to understand with elements that are more familiar, Example:

SL: *"Tomorrow will behalloween party."* TL: *"Besok akan diadakanpesta topeng."*

4) Translation using loanword or loanword plus explanation

Translation using loan words involves taking words from the original language and adopting them into the target language. Sometimes, these loanwords are also explained to ensure better understanding. Example:

SL: *kyai*

TL: *kyai (the teacher of koran(al-Quran))*

5) Translation by paraphrase using a related word

Translation by paraphrasing using related words is done by expressing the same meaning using different words but still related to the context. Example:

SL: *"the concert was mind- blowing."*

TL: *" konsernya luar biasa."*

6) Translation by pharapruse using unrelated words

Translation by means of paraphrasing using words that are not related is done by expressing the same meaning as words that do not have a direct relationship with the words in the original text, for example:

SL: *"she's over the moon about her promotion."*

TL: *"dia sangat senang dengan promosi yang di terimanya."*

7) Translation through omission or deletion of words

This strategy of omitting certain words in translation can be necessary to make it easier to convey meaning. Example:

SL: *come on man, what you got from me?*

TL: *kau punya apa untukku?*

8) Translation by Illustration

This strategy is employed when the SL has no word equivalent that can be illustrated, especially when space is limited, such as on product packaging. Example

SL: *Batik*

TL: A cloth that has been drawn using wax and canting as a material and a tool

Method

In conducting this research, the researcher used a qualitative method. The research employed a qualitative method because the aim was to analyze student difficulties and strategies during the translation process. The researchers utilized a qualitative case study research design for this study. The case study design enables researchers to investigate an issue or problem in-depth. Because its focus is only on one or a few cases, researchers can delve into rich and profound details about the situation being studied.

The research data consist of documentation the result of translation texts and interviews with students at the State Islamic University of North Sumatra Medan. The researchers collected data through documentation and interviews, and the data source was the subjects from which the data could be collected. This research focused on students' difficulties and strategies during the translation process. The place of this research was in UINSU Medan, 7 TBI students in the 8th semester as the participants in this research.

Before the researcher carried out the research process, the first step the researcher took was to meet with the university administrator to arrange a research permit on the campus, with support from the university to grant research permits to 8th semester English education students. Researchers asked participants to contribute to research voluntarily, voluntarily and without coercion of any kind. Previously the researcher had informed the participants about their right to choose not to be part of the research if they did not want or objected to the research they were about to undergo. The researcher must keep the identity of the participant confidential. This is explained by (Banegas & Castro: 2015) which says that confidentiality and anonymity which means not having identifying characteristics such as names or descriptions of physical appearance are disclosed so that participants remain unidentifiable to anyone outside the permitted person who was promised at the time informed permission. Then, the data from this research were analyzed based on the theory by Miles Huberman in 1994 namely: Data Reduction, Data Display, and Drawing Conclusions or Verification.

Result and Discussion

1. Students Difficulties on Translation

a. Students' Difficulties on sosial culture

The following table shows where students made mistakes and the number of each mistakes in their translations.

Table 4.2 Students' Difficulties on Social Cultures

No	Mistakes Places	Amount
1.	Addition words	6
2.	Words choice	10
3.	Omission	2

According to the data analysis of the students' translation, some words were found that mistranslated, such as " *dari*" and " *para*". And some words were found of students mistaked to words choice, such as *saya, ambillah, kamu , jadi, melawan, anda semua, ide, oleh, jadi ayat, ingatlah*, etc. and then students translation by addition words such as, *dengan dia, berbuat baiklah, serta, memasuki istri, selain kamu, setelah kamu*, etc. Those mistakes categorized into social culture difficulties, this mistake occurred because students' lack of vocabulary and founded unfamiliar words.

In reality, such a cultural event does not exist in British society, and consequently, the English language lacks the vocabulary to describe it (Newmark 1988). This is also supported by the first students interview answer by saying " *Ya, kesulitan karna ada kata yang engga familiar yang tidak saya ketahui*".

b. Students' Difficulties on Religious Culture

The following table shows where students made mistakes and the number of each mistakes in their translations.

Table 4.3 Students' Difficulties on Religious Culture

No	Mistakes Places	Amount
1.	Addition words	4
2.	Words Choice	11
3.	Omission	-

According to the data analysis of the students translation, some words was found of mistake to words choice such as, *Ya, mengambil statium, doa, kata-kata, mengungkapkan, pemberi pesan Allah, bersabda, utusan Allah, kedudukan, beribadah, menyatakan*, etc. and some words were found that mistakes in addition words such as, *damai besertanya, berkata, mewahyukan, tempat berkumpul*, etc. those mistakes categorized into religious culture difficulties, this is because the original text comes from hadith and the Quran so it is difficult to find the right and accurate words into the target language.

These terms may be difficult to transfer or translate from the source language to the target language due to the fact that target readers of different religions may have different interpretations of the source language's beliefs. This issue may make it difficult for the target audience to comprehend the meaning of religious terms if the translator is unable to locate the correct target language meaning (Newmark 1988). This is also supported by

the second students interview answer by saying “*Ya, terdapat beberapa kata agama yang sulit saya terjemahkan, Ketika teks tersebut menggunakan tingkat kosakata tingkat tinggi, menjadi sulit bagi saya untuk menerjemahkannya*”.

c. Students' Difficulties on Material Culture

The following table shows where students made mistakes and the number of each mistakes in their translations.

Table 4.4 Students' difficulties on Material Culture

No	Mistakes Places	Amount
1.	Addition words	-
2.	Words choice	2
3.	Omission	-

According to the data analysis of the student's translation, some words was found of mistakes to words choice such as “*kerudung*” and “*cadar*”. Those mistakes categorized into material culture difficulties, this mistake occurred because students had difficulty choosing the appropriate words to make it easier for students when translating the text, they were prone to using words that they often used daily so that when translating the text, they felt very difficult.

Material culture is the study of culturally produced objects. Each culture has distinctive qualities that are reflected in its materials. This category includes materials such as food, clothing, houses, cities, transportation, etc. material culute is about the objects produced in a particular culture. It is because each culture has its spesifik characteristics of vocabularies (Newmark 1988). This is also supported by the third students interview answer by saying “*Benar sekali, saya mengalami kesulitan dalam menerjemahkan aspek budaya juga gaya bahasa teks*”.

2. Students' Strategies on Translation

The researcher obtained data results by interviewing students regarding what strategies were used when they translated the text. This table is divided into two parts: strategies used and those not used.

Table 4.5 Students' Strategies on Translation

No	Translation Strategies	Using	Not Using
1.	Using general words	5	2

2.	Using natural words	5	2
3.	Cultural substitution	-	7
4.	Using loan words	1	6
5.	Paraphrase using related words	7	-
6.	Paraphrase using unrelated words	-	7
7.	Omission	3	4
8.	Illustration	-	7

Based on the table above, the most widely used strategy of the seven students is translation by paraphrase using related words, translation by a more general words, and translation by more natural words.

1. Translation by paraphrasing using related words

Translation by paraphrasing using related words is used to explain the meaning of the source language into the target language. Its function is to overcome the lack of equivalence in the target language (Baker 1992). Based on the data collected, all seven students stated translating by paraphrase using related word. This strategy is very helpful for students and esier to understand for readers, such as "as a place of player" to "*sebagai tempat sholat*" in the translation, the word "sholat" is used as a word related to the meaning of "prayer" in the context of Islam. Both words have a close relationship in meaning, where "prayer" in English refers to spiritual activity or worship, and "sholat" in Indonesian has a similar meaning as a form of worship in Islam.

2. Translation by a more General words

Translation by a more general word refers to the use of the common word (Superordinate) to overcome the lack of specificity in the target language to compare the source language. Based on the data collected, five students stated that they translated using a more general word. One of the examples is the change of "the wives of the prophet" to "*istri- istri Nabi*" is an example of more general word usage. In the translation, "istri-istri Nabi" uses more general words ("istri" and "Nabi") than the specific words in English. This helps maintain the general meaning of the source text and makes it easier to understand in the target language without using highly specialized terms.

3. Translation by more natural words.

This strategy is used if a word has no direct similarity in the target language, or the target language has no meaning of the word. This is also used when the translator feels that expressive word translation will be heard impolite to the target reader. Based on the data collected, five students stated that they translated using a more neutral word. The change of "wives better than you" to "*istri-istri yang lebih baik dari kalian*" is an example of more natural words. In this translation, the words used are more in line with the everyday way of speaking in Indonesian, so the translation sounds more natural and easier to understand. The translation flows better and is suitable for informal or formal

communication in Indonesian.

Conclusion

The researcher concluded that most students experienced difficulties when translating the text of an Islamic short story entitled Umar's opinion in the Qur-an. Researchers found these difficulties due to a lack of mastery of students' vocabulary related to religious, social, and material culture. This finding is supported by the results of data from interviews and the results of documentation tests. Some factors are as follows: most students make some words into the target language (addition words), students lack of words choice and most students during translatio process mistranslated of the word (omission), In addition, students also lack understanding of context and their lack of understanding of words related to cultural aspects.

Therefore, researchers can also find out what strategies' students use while translating of Islamic story. The researcher knows that most strategies are translation by paraphrasing using related words, translation by a more general words and translation by more natural words. Students feel that using this strategy can make it easier for them to translating the texts and make the reader easier to understand the text.

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