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AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH TO INDONESIAN

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ABSTRACT

This research aimed to describe the students' difficulties in translating English into Indonesian in the academic year (2021/2022) at Universitas Tanjungpura. This study used a descriptive qualitative approach. Students from the sixth semester participated in this study. The researcher conducted a telephone interview to collect the data. The findings showed that the majority of students face difficulties due to a lack of vocabulary. Other students struggle with different language patterns, text culture, and grammatical meaning. Furthermore, because they did not practice frequently, the majority of the students struggled to translate. Students created their own strategy to overcome the difficulties of translating from English to Indonesian. Most students use a dictionary to solve their problems. Other students solve their translation problems by using cultural understanding, word-for-word translation, and paraphrasing sentences. Finally, students encountered difficulties as a result of the limited time they spent practicing translation from English into Indonesian.

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INTRODUCTION

Translation is one of the most important aspects of English. Translation is used to increase knowledge and understanding of a foreign language, particularly English. As a student studying a foreign language, translating is difficult. Translating can be difficult for a student learning a foreign language. Students struggle to translate language appropriately due to a lack of vocabulary. The same issue affects English education students: a limited vocabulary, a lack of comprehension of linguistic patterns, and linguistic and cultural differences.

Before conducting the research, the researcher gathered information by interviewing and observing students from the English Education Study program who had prior experience in translation during the academic year 2021/2022 and had encountered a variety of difficulties when translating from English to Indonesian. The result from the observation, both a lack of vocabulary and a lack of translation practice were mentioned by the students. The meaning of some vocabulary seems to be difficult for them to understand, and they seem to struggle with translating it.

To translate, the student must understand the language rules, and even the most experienced student faces difficulties. Even though students have learned about translation, they are still having difficulty. Students must be able to understand the meaning of words or sentences when translating a language. It means that whoever wishes to translate the text (translator) must understand and apply proper grammar in order to construct a complete sentence.

These studies can provide evidence for this research and serve as a foundation for future research. In the first previous study, Arono and Nadrah (2019) discovered that idioms, ellipses, and textual meaning adjustments are the three types of errors made by students when translating English texts. Most students struggle with translation because they lack vocabulary. The goal of Arono and Nadrah's research was to identify types of translation errors, students' difficulties in translating text, and factors that influence students' translation errors in the English department of the State Institute for Islamic Studies Bengkulu. This study focused on student translation difficulties from English to Indonesian and how students solved translation problems.

The following previous study, conducted by Syukrina (2021), a study about Investigating the Difficulties and Strategies of the EFL Students in Translating Indonesian English, discovered that the participants encountered several difficulties as a result of their text translation errors, such as vocabulary related to religious terms, grammar, and equivalences, which caused some of them to fail. The participants used translation strategies such as adaptation, literal translation, and natural borrowing. While Syukira's research focused on student difficulties in translating religious texts from Indonesian to English, as well as strategies for overcoming translation difficulties, this research focused on student difficulties in translating English to Indonesian and how students solved translation difficulties.

Muhammed (2013) discovered that the majority of EFL students struggle with both linguistic and non-linguistic issues in his previous study, *Difficulties Faced by EFL Students in Translating Written Texts at the University Level*. Students struggle with translation, particularly in the lexical category. This outcome is the result of poor word choice and interference from the mother tongue. Mohamed's research focused on the difficulties that EFL students face when translating written texts, as well as techniques for overcoming these difficulties. The research focused on student difficulties in translating English to Indonesian and how students solved translation difficulties.

This research was highly valued because many students still have problems and difficulties with their ability to translate, particularly their lack of vocabulary and motivation to practice translating. Hopefully, knowing and understanding students' translation difficulties can help students' motivation and translation skills. However, the study focused on sixth-semester

English Education students at Universitas Tanjungpura's difficulties in translating English to Indonesian. That is one of the primary reasons why the researcher investigates these phenomena.

METHOD

This research was carried out using a qualitative study. This study used a descriptive study to uncover students' difficulties translating English to Indonesian. The data was presented descriptively based on interviews. According to Creswell (2014, p. 32), "qualitative research is a method for exploring and comprehending the meaning that individuals or groups ascribe to a social or human problem." This study's data collection technique was an interview with the participants, and the data was collected online via phone.

Technique of Data Collection

In collecting the data, the researcher used interviews. According to Creswell (2014, p. 269), "data collection for qualitative data is to locate and obtain information from a small sample but to gather extensive information from this sample." The researcher collected the data through a telephone interview. The outcome of data collection through interviews will be transcribed. After transcribing the data, the data was analyzed and described in word and sentence form. The data would be present in descriptive qualitative based on the students' difficulties in translating English to Indonesian and how they solve translation difficulties.

The Tool of Data Collection

The researcher used an interview as a tool of data collection. It means gaining the data from the participants in this research. According to Creswell (2014, p. 238), "data collection steps include setting the boundaries for the study; collecting information through unstructured or semi-structured observations and interviews; documents; and visual materials; as well as establishing the protocol for recording information." In this research, the researcher conducted the data through a telephone interview. According to Creswell (2014, p. 239), "the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group." The data for this study was gathered through semi-structured interviews. According to Creswell (2014, p. 242), qualitative approach, there were semi-structured interviews and unstructured interviews.

Data Analysis

The researcher used qualitative data to analyze the data collected. The information was analyzed descriptively. The data was analyzed qualitatively, which included data reduction, data visualization, content analysis, and drawing conclusions. Students are having difficulty translating. The researcher posed several translation difficulty questions to the participants. The data was used to identify students' translation difficulties from English to Indonesian as well as how students solved translation problems. The researcher codes the data and generates a description of the students based on categorization. Over the phone, the researcher described the findings of the interview. Member checking was used to analyze the students' responses. It was used after the transcript was completed to double-check it for member verification. Members were checked to ensure that the data gathered was correct. According to students, translation is both interesting and complicated. Finally, both vocabulary and motivation to translate were lacking among the students.

RESEARCH FINDINGS AND DISCUSSION

Finding

Based on information gathered from research findings, a study was conducted to determine the problems sixth-semester English education students at Universitas Tanjungpura had translating from English to Indonesian. Interview the students about difficulties in translation and how they solve translation difficulties.

The Interviews Result of The difficulties in translating English into Indonesia

Limited Vocabulary

According to the findings of the interviews, there are some difficulties in translating text. The students explained that dealing with unfamiliar words is the most difficult aspect of translating the text. The majority of the students still have a limited vocabulary. As one of the nine aspects of translator reliability, distinct context and collocation, according to Robinson (2019), should be given careful consideration. The chosen vocabulary must be perfectly compatible with the background knowledge in order to produce a good translation. It means that the student needs to expand their vocabulary in order to do better translation. According to student interviews, the majority of students struggle due to a lack of vocabulary.

Table 1 Limited Vocabulary

| Limited Vocabulary | |
|--------------------|---|
| P4-P7 | P4 answered: The difficulties when translating English text to Indonesian are a lack of vocabulary. When I read a new scientific book, I found it difficult to remember verbs or vocabulary. (P4) |
| | P5 answered: The difficulties that I face are not far from the new vocabulary that I didn't know. (P5) |
| | P6 answered: I think it's very difficult to make the translation sound natural and communicative because sometimes English words are really hard to find in the Indonesian language. I think it's because of a lack of vocabulary in both languages as well, and it really often happens in my case. (P6) |
| | P7 answered: I believe the main issue is a lack of vocabulary, which I frequently encounter. (P7) |

The difficulties were found in translating an English text into Indonesian, where most of the students have the same difficulty of limited vocabulary. It can be seen from (P7) that "the main source of translation difficulty is a lack of vocabulary." To make it easier to translate, the students must have vocabulary mastery. If the students have a limited vocabulary, it is difficult for them to understand the meaning of the sentence to be translated. The student was unsure of the meaning of the target language due to translation difficulties. It can be difficult to translate at the same time for all of the students.

Different Pattern of Source Language

According to Ghazala (2008), another translation issue is the text style in both languages. As a student, translating from the source language to the target language is difficult. Based on the student interviews, the difficulty in translation is due to pattern differences in both languages. It can be seen from (P6) that the difficulties are faced because the patterns of the sentences are different. Due to linguistic differences, this challenge exists. Students who do not

comprehend and understand the grammatical structure of the target language will find the task more challenging as a result of this difference.

Table 2 The Different Pattern Of Source Language

| The different patterns of the source language | |
|---|--|
| P6 | P6 answered: I think it is difficult because the patterns of the sentences in both languages are different, so I cannot follow the original pattern from English to Indonesian to translate it. I also think it is because the Indonesian language is my first language, so I don't really learn the structure of Indonesian. (P6) |

The Culture of the Text

Translation is a tool for learning a foreign language by transferring it from one language to another. Based on Imami (2021), cultural issues in translation arise as a result of differences in how the two languages express identity and lifestyle. Newmark (2001) stated there are four issues related to cultural differences that may cause difficulties during the translation process, such as ecological problems, material culture, social culture, and religious culture. Student P3 said the difficulty occurs because of the cultural difference from an English-speaking country. Student P7 also stated that the difficulties arise as a result of differences in manner and culture.

Table 3 Culture Of The Text

| Culture of the text | |
|---------------------|--|
| P3, P7, P9 | P3 answered: Material Culture I think what makes translating difficult is the cultural difference that we have with the English-speaking countries, because when we don't have any understanding of the country, it makes it difficult to do so. (P3) |
| | P7 answered: Social Culture I find the difficulties because of different manners and culture make it hard to translate the words. (P7) |
| | P3 & P9 answered: Ecological Problem When it comes to translating English to Indonesian, it's pretty tricky, especially when it comes to implicit meaning and sentences, because not all the sentences have explicit meaning. (P3) |
| | The terms and rules in different cultures make it difficult to translate English text to Indonesian. (P9) |

Grammatical Meaning

Grammar is a concept that aids in the study of the English language by providing specific rules for expressing the comprehended word in a sentence. Grammar, according to Richards and Schmidt (2010, p. 251), is the way words and phrases in a language system are bounded into sentences. It means that grammar adds meaning to sentences. It can be seen below that student P2's difficulty in translating is caused by their ability to use grammar; sometimes we need to know the order of the sentences; and student P3's misunderstanding of the structure and grammar of the source language.

Table 4 Grammatical Meaning

| Grammatical Meaning | |
|---------------------|--|
| P2&P3 | P2 answered: The cause of the difficulty in translating is the ability to use grammar. Sometimes we have to know the order of the sentences. |
| | P3 answered: In my personal opinion, I think it can be a misunderstanding of the structure or grammar and a lack of knowledge when it comes to the context or the field that we are trying to translate, especially when we are talking about English for a specific purpose. (P3) |

Different Terminology

A translation is a tool for understanding a foreign language by translating it from one language to another. As an EFL student, you must learn translation. Students must be able to comprehend terminology or the meaning of a word in order to translate sentences. According to the interview, student P2 stated that the difficulties encountered when translating other major contexts are due to terminology differences. P9 also stated that translating idioms and sarcasm from their native language is difficult. This happens because the meaning in the target language may differ from the meaning in the original language. For some people, it is challenging to comprehend the text's true meaning due to the differences in terminology.

Table 5 Different Terminology

| Different Terminology | |
|-----------------------|--|
| P2&P9 | P2 answered: I find it's difficult because there are some terms in other fields and it's not in my field because my field is English Education. Sometimes when I meet my friend and she comes from the Biology Department, I try to help translate the journal. For example, I have to look up on the internet to find out some terminologies in English that are Indonesian. After making sure of the Indonesian version, I have to make sure the definition is not wrong. (P2) |
| | P9 answered: In my opinion, English has special structures and also tenses, while Indonesian tenses do not apply and the next difficulties in translating idioms. Sometimes, it is challenging to find the translation of an idiom. The last is about sarcasm in English. For native speakers, it is usually hard to understand their sarcasm because in sarcasm, people usually joke or get angry at something with sarcasm and |

encounter these difficulties I usually watch movies to understand their culture and find new idioms. (P9)

To overcome the difficulty in translation

Using Dictionary

Students who are learning translation frequently practice translating, especially if they are learning a foreign language. Some students solve translation problems by rereading books or dictionaries. It can be seen that student P1 used Google Translate or other language translation websites on the internet. It is quick and simple to use, but students do not remember every word and its meaning. Four out of nine students use a dictionary to solve their problems. According to Kovacheva (2015), a dictionary can be an adapted interpretation of words, with appropriately presented meanings not only of briefly defined concepts but also of new information that allows you to understand the meaning and different applications of a certain concept as well as how it relates to the entire spectrum of knowledge. In this digital age, students use applications to make translation easier. Using a dictionary is one method for overcoming obstacles in the translation process for students. In this digital age, students use apps to help them translate. For students, one method for overcoming obstacles in the translation process is to use a dictionary.

Table 6 Using Dictionary

| Using Dictionary | |
|------------------|--|
| P1,P2,P7,P9 | P1 answered: I usually use Google translate or other language translation sites on the internet. (P1) |
| | P2 also answered: I have to re-open my books immediately. When I don't know the word, I have to open the dictionary. When I don't know a term, I look it up again on the internet to make sure the definition is correct. (P2) |
| | P7 answered: I usually use an online dictionary to translate the words. (P7) |
| | P9 also answered: Sometimes I search and use Google to help me translate some words or idioms that I do not know. I try to connect the words and idioms to the text and translate them. (P9) |

Cultural Understanding

When a translator has difficulty understanding or communicating with a specific culture, this is referred to as a cultural barrier. According to Aziz and Lataiwish (2000, p.85), culture can be defined broadly as a set of beliefs that govern a society's behavior patterns. According to student P3, having a better understanding of the culture makes things easier for students. Understanding culture requires the translator to deal with the difficulties of dealing with implicit cultural aspects in the source language and determining the best method for successfully conveying these elements into the target language.

Table 7 Cultural Understanding

| Cultural Understanding | |
|------------------------|--|
| P3 | P3 answered: I think by having a better understanding of the culture and the field that we are trying to translate the facts from context before. (P3) |

Word-for-word Translation

According to Newmark (2001), a word-for-word translation translates a sentence from the source language into the target language using only the word most common meaning, which may be irrelevant to the sentence's context. It means that word-for-word translation is the process of translating a text word-by-word.

Table 8 Word for Word Translation

| Word-for word Translation | |
|---------------------------|--|
| P1,P3&P5 | P1 answered: I usually translate word by word because it can make it easier for me to translate. (P1) |
| | P3 answered: Usually I translate the sentences word by word, which helps me get the meaning of the context. (P3) |
| | P5 answered: I usually translate word by word. (P5) |

According to the interview results, student P1 usually translates word for word. Using word-for-word translation can assist students in gaining an understanding of the context. P3 and P5 students used word-by-word translation to help with sentence translation.

Paraphrase

A paraphrase is a restatement of the meaning of a text or passage in new words. It can also be beneficial to the student because it makes it easier to understand what a phrase means.

Table 9 Paraphrase

| Paraphrase | |
|-------------|---|
| P2, P8 & P9 | P2 answered: I think when translating, I translate the whole sentences and paraphrase them. (P2) |
| | P4 answered: When I do the translation, I usually paraphrase the word in the sentence. (P4) |
| | P8 answered: I translated by paraphrasing using related words. (P8) |
| | P9 answered: I usually translate the context more generally and paraphrase it because not everyone can understand a specific language. (P9) |

Due to the fact that not everyone can understand a particular language, student P9 used the interview result above to translate the context into something more general and to paraphrase it. Students in P2 and P4 frequently translate and paraphrase complete sentences. To better understand the meaning of the sentences, students translate and paraphrase them.

Discussion

The findings revealed that English education students encountered numerous problems and difficulties when translating. There are certain actions that students must take in the process of translating a language. Certain actions must be taken by students while translating a language. The action is determined by the students' enjoyment and their habit of practicing translating or adding vocabulary. Students must develop their own strategy during the translation process in order to understand the meaning of each sentence. It is essential for students to be able to translate languages.

There are some differences between this study and previous research conducted by Syukrina (2021) found the participants encountered several difficulties as a result of their text translation errors, such as vocabulary related to religious terms, grammar, and equivalences, which caused some of them to fail. While in research, students have many difficulties due to a

lack of vocabulary. Another difficulty is in the culture of the text, grammatical meaning, and different patterns of the text. Students' have different problem

This research also revealed information about how students approach translation problems. According to the interview, each student has their own strategy for overcoming the difficulties of translating from English to Indonesian. The majority of students use a dictionary to solve their problems. Dictionaries can assist students in understanding difficult words by simplifying and expanding their knowledge. It is supported by Gorgis and Kharabsheh (2009) that using a dictionary requires problem-solving and decision-making abilities that must be taught and tested. Other students solve translation problems by using cultural understanding, word-for-word translation, and paraphrasing sentences.

Based on the findings and data presented above, the researcher concluded that the difficulty in translating English into Indonesian is due to a lack of vocabulary. Students who lacked vocabulary found it difficult to translate each word in context. Students who translate must comprehend the meaning and content of the target context. The majority of students based on dictionaries to solve their problems. A dictionary can help students understand unfamiliar vocabulary.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the previous chapter's research findings and discussion, the researcher presents the findings regarding students' translation difficulties. According to the findings of the interview, the majority of the students face difficulties as a result of their limited vocabulary. Other students have difficulty with various language patterns, text culture, and grammatical meaning. Furthermore, most students have difficulty translating because they have not practiced enough. Furthermore, it can be shown that the students face difficulties as a result of a lack of vocabulary and motivation to translate. They encountered translation difficulties in their daily lives as students. Students have created their own strategies for overcoming the difficulties of translating from English to Indonesian. Most students solve their problems by using a dictionary. Other students also solve their problems by using cultural understanding, word-for-word translation, and paraphrasing sentences.

Suggestion

Some suggestions are made to English lecturers, students, and other researchers in relation to the research's conclusions and implications. The following is a description of the suggestion: 1) the researcher suggests that the lecture provides students in the translation class with a variety of practices and activities. By searching the internet for translation-related books. It is hoped that knowing the students' translation difficulties will make the lecture and learning activity more effective. 2) To the students, the researcher advises students to learn and practice translating English more in order to make it easier to translate. In order to expand their vocabulary, they must also read more frequently; and 3) this study can be used as a reference by other researchers who are interested in conducting research. More research into how to complete this technique is hoped to be conducted in the future.

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