

**AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING
DESCRIPTIVE TEXT FROM ENGLISH TO INDONESIAN**

BY

FITRIYA SUKMAWATI

NIM: 15120048



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
IKIP PGRI BOJONEGORO**

2019

LEGITIMATION

AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING DESCRIPTIVE TEXT FROM ENGLISH TO INDONESIAN

BY

FITRIYA SUKMAWATI

NIM: 15120048

Has been brought to the Board of Examiners of English Education Department of Language and Art Education Faculty of State IKIP PGRI Bojonegoro on August 06th 2019 and hereby considered to completely fulfill the requirement of the degree of *Sarjana Pendidikan (S.Pd)* in English and Education.

Board of Examiners,

- | | | |
|--------------|----------------------------------------|---------|
| 1. Chief | : Ima Isnaini Taufiqur Rohmah, M.Pd | (.....) |
| 2. Secretary | : Fitri Nurdianingsih, M.Pd | (.....) |
| 3. Member | : 1. Ima Isnaini Taufiqur Rohmah, M.Pd | (.....) |
| | 2. Chyntia Heru Woro P., M.Pd | (.....) |
| | 3. Meiga Ratih T., M.Pd | (.....) |

Approved by
Sector,

Drs. Sutirnan, M.Pd
NIDN.002106302

CHAPTER I

INTRODUCTION

A. Background of the Study

People in the world need to interact each other, and language is the most important aspect in human interaction. Language is an important thing to do the communication. Language is primary source of communication. Without existence of language, of course the people will difficult to communicate with others. Especially in this globalization era where communication is very absolute needed for sharing ideas and getting many kinds of information from others.

Moreover, there are various languages in the world. One of the languages has an important role that is English. English become the international languages that use to communicate worldwide. As a result, mastering English becomes the need for all people who wants to access an updated information and science development in all fields. It is easy to understand, since almost all of the newest publication published in English. Books, magazine, journals, internet site pages, and many other are mostly written in English. For this reason, most of people must learn English.

Some people have problems when they read English, especially for people in a country where English is regarded as the foreign language as in Indonesia. English information becomes one of the problems that cause Indonesian people unable to understand the meaning of information that published in English. In this country, the number of people who are able to understand English even only in written forms is still very low.

English as foreign language in this country and English must be studied by the students in school that become subject of this research. The English teacher often finds the students who feel difficult in English. Some of students consider that English is hard to be learned, the students difficult to understand the meaning of the word, less of the comprehension with the material, and difficult to translate some text in English book becomes problem that the students face, and if the students can not translate each word, sentence, or paragraph in a text, they cannot understand and comprehend the meaning of the text.

Nowadays translating activities continue to be more important practices, especially in Indonesia and in globalization era, translation activity has a large benefit in developing knowledge or science as well as in international exchange of culture. Translation does not only transform one language to another, but also give the right information to convey its content well. In this case, foreign literature influences much toward Indonesian literature because they are closely related to each other scientifically.

Catford (1969, P.20) states that translation is the replacement of textual material in one language (SL) by the equivalent textual material in another language (TL). In other sense, translation involves the process of transferring message from one text into another text, from the source language (SL) into the target language (TL). It is said that an appropriate translation is a translation that produces language equality in the structure of the target language (TL).

According to Newmark (1988, P.5), translation is rendering the meaning of a text into another language in the way the author intended the text. It is different from Newmark, Steiner (1994, P.103) says that translation can be seen as

(co)generation of texts under specific constraints that is relative stability of some situational factors and, therefore, register, and, classically, change of language and (context of) culture. From the statements, there are different opinions about definition of translation. While Savory (1986: 49) says that the truth is that there are no universally accepted principles of translation. Although the students can speak English, they still cannot translate well. It is because the ability of translating is not possessed by students who can speak English.

Tian (2004) gives description about other significance of translation. He states that translation is becoming more and more important in international and intercultural activity, for facilitates the mutual understanding among different and conflicting racial, ethnic, religious, and cultural groups. This is because translation has a function to bridge a communication among different people with different language and culture. For this reason, then he adds that training translation people from different place and background can understand each other. Without existence of translation, people that have differences language and culture will difficult to communicate.

In the process of translating, the students have many difficulties to translate some texts in their books. Especially, as they learned in English lesson there are some kind of texts, such as narrative, descriptive, exposition, and argumentative text. Some of the difficulties that face by the students are the students difficult to understand the meaning of the text, the students difficult to translate new vocabulary, and so on. To understand the text, the students should be able to translate each sentence or each paragraph of the text. Descriptive text becomes one of the texts that researchers focus on.

Descriptive text is written by authors to inform, all forms of writing to create a vivid impression of a person, place, object or event, for example: to describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animal's habitat in your report. In other words, description text is to describe a particular person, place, or thing. Descriptive writing is usually used to help a writer develop an aspect of their work, for example: to create a particular mood, atmosphere or describe a place so that the reader can create vivid picture of characters, places, objects, and more. (<http://rachmatwahidi.wordpress.com>).

According to Nugroho (2012) in Oktarina (2014:2), descriptive text is a kind of texts that describes the figure of someone based on their characteristic or acts. We can also describe something and someplace based on their own characteristic. In descriptive text, one of language features that are always used is simple present tense. In simple present tense, the action is simply mentioned and there is nothing said about its completeness. It is used to talk about action which happens on a regular basis (<http://www.englishleap.com/grammar/simple-present-tense>).

Wardiman (2008:16) states, "Descriptive text is a text that describes the features of someone, something, or a certain places". The purpose of descriptive text is to describe someone's routines or habits. Social function of the descriptive is to describe a particular person, place, or thing.

Through analyzing students' difficulties, we want to know what the difficulties that the students faced are. In line with this, the researcher is inspired

to conduct a research, entitled “An Analysis of Students Difficulties in Translating Descriptive Text from English to Indonesian”

B. Research Problem

Related with the previous explanations above, the research problem of this research was formulated into question as follows:

1. What are the difficulties faced by students in translating descriptive text from English to Indonesian?
2. What are the factors that make the students difficult in translating descriptive text from English to Indonesian?

C. The Objective of The Study

The objective of the research was:

1. To find out the students difficulties in translating descriptive text from English to Indonesian.
2. To identify the factors make students difficult in translating descriptive text from English to Indonesian.

D. Significance of The Study

The significance of the research consisted of three significances:

- a. For the students

The researcher expected the research as an input to the students in order to motivate in learning translation, it expected to be a useful

contribution in translating based meaning so that, the students have a good quality to translate descriptive text.

b. For the teachers

The result of this research expected to be useful information for English teachers who was directly involved the teaching and learning process in order to develop the teachers ability to anticipate those problems in their teaching, the teacher also would get effective way and efficient in teaching translation especially in descriptive text.

c. For the other researchers

The result of this research was hopefully to interest the other researchers for conduct the research about translation. Then from this research, the other researchers can propose to assume some strategies or techniques in teaching translation, especially in translating descriptive text. In addition this research becomes a reference for the other researchers.

E. Definition of Key Terms

There are some needs to explain about the term of the research in order that make the readers easily understand.

A difficulty is something that hard to be done in the situation that causes problems. In this case, the difficulties mean by the researcher is the students difficult in translate descriptive text from English to Indonesian, they do not understand all the sentences in a text, and the students are making errors in their translation.

Translation is a process of finding target language equivalent for second language utterance. In this research, translation means transferring English texts into Indonesian.

Indonesian is the language that Indonesian people use to communicate as a formal language in Indonesia.

Descriptive text is a text that describes something, places or someone to the readers that appeals to the reader's sense of sight, hearing, touch, and smell.

CHAPTER II

LITERATURE REVIEW

A. Translation

1. Definition of translation

Budianto and Fardhani (2010, P.3) state that translation flows naturally as if it is originally written in the target language. The grammar and vocabulary used in the translation are not strange and awkward. Therefore, in doing the translation one should make sure that he or she has taken several considerations to make some adjustments in the context of the target language in order to result in good and natural translation.

Weber (1984, P.3) says translation is the process of transposition of a text which is written in a source language into target language. It can be said that translation product can help people who do not understand English to get information from the English text.

(Nida & Taber:1974) defines that translation consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and second in terms of style. According to them translator should use the closest natural equivalent either in the meaning or the style of the receptor language in other words, the results of translation should not sound as translation without changing the meaning of the source language.

Newmark 1998 in Machali (2002, P.48) stated that translation is not merely transferring in one language to another one, but also a process of rendering

the meaning in the way that the author intended the text. Since translating a text is rendering its meaning into a target language, a translator does not simply transfer the lexical units (surface structure), but she or he is also responsible for maintaining the originality of the meaning as the author intended to.

Definition by (Wills in Choliluddin:2005) said that translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic, and text pragmatic comprehension by the translator of the original text.

Based on some definitions above, it can be concluded that the translation is the process of the transposition or the replacement of textual material in one language/source language by equivalent textual material in another language/target language in which the translation keeps maintaining the originality of the meaning as the author intended to.

2. The Types of Translation

The types of translation can also be found by the rank of translation formulated by Catford (1965) as follows:

a. Word to word translation

This rank translation is done by finding the source language lexical which is equivalent in the target language because has more than one meaning, so that careful and accurate lexical analysis must be done.

b. Group to group translation

The translation is more complete than to word to word translation but it will easier the concept of meaning of English phrase has a fixed,

equivalent in another. So provide we know of have a good command of the phrase meaning there will be no difficulty in translating it.

c. Sentence to sentence translation

In this translation, the first thing that must be conducted is to do lexical (word to word) and grammatical analysis. And then the message content of the sentence on the basic dynamic and closet natural equivalent principle is done. After that restricting of the message is arranged finally a translation of equivalent is obtained.

d. Paragraph to paragraph translation

In doing this, we have to do the first rank until the third one. After doing those steps the transfer to the source language message content into target language equivalent is conducted.

From the explanation above, the researcher conclude in using those kinds of ranks of translation, we can choose them according to the material that we would like to translate or it depends on the material. If it is only a word so that the first rank is used but if it is a passage and all the rank are used of fourth rank only.

3. Meaning Analysis in translation

The translation process, the first thing to do is understand the total meaning of the source text. There are three types of “meaning” that can be determined in the analysis of meaning of the source text (Nida & Taber:1982), namely :

a. Grammatical meaning

Generally grammar is taken for granted since it seems to be merely a set of arbitrary rules about arrangements, rules that must be followed if one wants to understand, but not rules themselves that seem to have any meaning. It is the first word which performs the actions specified by the second word. “Did you go” and “you did go” can be altered with the same pattern of intonation, but the grammatical difference of order provides quite a different meaning.

b. Referential meaning

These refer to words as symbols which refer to object, event, abstract, and relations. For example:

- 1) He bought a **hammer** (dia membeli sebuah **palu**)
- 2) He will **chair** the meeting (dia akan **memimpin** rapat)
- 3) They will **hammer** nail (mereka akan memukul paku dengan **palu**)
- 4) He sat on the **chair** (dia duduk di **kursi**)

The distinct meaning of the terms “hammer” and “chair” are very closely marked by the occurrence of these terms in quite a different contrast with verbs.

c. Connotative meaning

Connotative meaning refers to how the users of the language react, whether positively or negatively, to the words and their combination. Sometimes, the associations surrounding some words become so

strong that people avoid using them at all. This is what is called verbal taboos, feelings of revulsion, or disgust, against words such as those which refer to a certain organ of a body and functions.

4. Translation Process

According (Choliludin: 2005) in translating the text of course there are some processes that the translator has to do to make the translation appropriate with the original text. According to Larson, when translating a text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the SL text into the natural forms of the receptor language. Furthermore he states the translation is concerned with the study of the lexicon, grammatical structure, communication situation, and cultural context of the SL text, which is analyzed in order to determine its meaning.

According (Nababan: 2008) Translation process consists of three steps:

a. Analysis source language text

Each translating activity begins with analyzing of the source language text because the translator always faces the 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.

b. Transfer of message

After the 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 messages are internal process. Those processes 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.

c. 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 need 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 have been completed by a translator, the translator has produced a translation.

5. Types of Difficulties in translation

Nida and Taber (1982) say that many factors are crucial to the process of translating and no explanation of translating can claim to comprehensive if these factors are not systematically considered. Translation is a complex

process, involving linguistic and non linguistic factors. This research seeks to show how these factors constitute the main source of translation difficulties.

a. Linguistic Factors

Linguistic factors exert a direct and crucial influence upon the process of translation. Each of the linguistic factors, lexical, syntactic and textual, can interfere with translation. It can safely be assumed that interlingual differences constitute a main source of translation difficulties. Other problems, include the sheer size of the undertaking, as indicated by the number of rules and dictionary entries that a realistic system will need, and the fact that there are many constructions whose grammar is poorly understood, in the sense that it is not clear how they should be represented, or what rules should be used to describe the meaning in translation process.

b. Non – linguistic Factors

Non – linguistic factor involves the knowledge in ideology, cultural, historical, political-social, chemistry, science, technical, biology, medical, agricultural, and economics. Translating work to bridge the cultural gap between two worlds and make communication possible between different linguistic communities.

(Mukhrizal in fajrin 2012) says that there are linguistics and non-linguistics problems in translation. Those problems appear because there are differences between language and culture. The English attentive on linguistics genre like “he” and “she”. Both of them in Bahasa Indonesia have the same meaning of “dia”. Burdah (2004) says that non linguistic

problem involves social politic, culture, history and ideology. There are four general categories of students difficulties in translation, they are:

1. Difficult to understand the meaning of word that not find in dictionary.
2. Difficult to translate the idiomatic phrases and collide with culture.
3. Difficult to translate the long and complex sentence.
4. Difficult to arrange the text in target language

In addition according to (Opan : 2008) add that the problem in translation can be divided into two problems, they are: linguistic problem and culture problem. Linguistic problem involves grammar, different vocabulary, and the meaning of each word. Culture problem involves related to form of different situation. Culture is the prime problem found by many people.

B. Descriptive Text

1. Definition of descriptive text

Descriptive text is used to create vivid image of person, place or thing. It draws all of the sense, not merely the visual. Wardiman (2008:16) states, "Descriptive text is a text that describes the features of someone, something, or a certain places". The purpose of descriptive text is to describe someone's routines or habits. Social function of the descriptive is to describe a particular person, place, or thing.

According to Nugroho (2012) in Oktarina (2014:2), descriptive text is a kind of texts that describes the figure of someone based on their characteristic or acts. We can also describe something and some place

based on their own characteristic. In descriptive text, one of language features that is always used is simple present tense.

In a broad sense, description, as explained by Kane (2000; 352), is defined like in the following sentence:

Description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kind of perception.

From definitions above, the researcher conclude that descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount, and others.

2. Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures for our writing to be true. The arrangement is:

- a. Identification: contains about the introduction of a person, place, animal, or object will be described.
- b. Description: contains a description of something such as animal, things, place, or person by describing its features, forms, colours, or anything related to what the writer describe.

3. Purpose of Descriptive Text

- a. To describe person, thing, or place in specific.
- b. To describe a particular person, thing or place.

C. Review of Related Studies

There were some researchers that have already reported about translation and descriptive text. Some of those following findings are:

Akib (2015) also had conducted a research under the title “The Analysis of Naturalness and Accuracy of Student’s Translation of Children’s Stories at the Ninth Grade of Junior High School of “Madani Alauddin Pao-Pao”. From the research, the researcher concluded the naturalness and accuracy of students translation of children’s stories was classified as almost completely successful, that was proved by the mean score obtained from the test 6,8.

Mahdi (2012), conducted a research about strategies or procedures applied by students in translating an English text into bahasa Indonesia. He concluded that different students applied different procedures in dealing with the similar unit of the text. This difference comes from the different background of translation competences each student has. The strategies or procedures applied in translation activity are also influenced by the characteristics of both languages. In addition, most of students applied the procedures of reduction because they do not have good competence of linguistic or language in translation.

Sari (2010), in her thesis “An Analysis of Students’ errors in translating English Verbal Idioms Into Bahasa Indonesia (A Study at the Sixth Semester students of the English Study Program in the Academic Year of 2009/2010). This research aimed to investigate the student’s errors and their strategies in translating English Verbal idioms into Bahasa Indonesia. The subject consisted of 25 students. The result showed students difficulties was to find out the suitable term

with the context of the sentences and most of them translating English verbal idioms without concerning the suitable meaning with the idioms without concerned the suitable meaning with the idioms of the target language.

Rahayu (2002), in her research “ Translating Similes (A Study on the sixth Semester Student of English Study Program of 35 Universitas Bengkulu in the Academic Year 2001/2002)”. This researcher used descriptive method and collected the data by using translation test. The population in this research was only 33 students of English Education Study Program UNIB in academic years 2001-2002. The finding shows that 63,6 % students had difficulties in translating simile sentences where he translating simile is categorized as linguistic factors. It happened due to the reason that the student did not know the suitable techniques for translating the idiom especially English simile, and the students do not learn the idiom specifically.

Based on the findings above, the researcher concluded that the students' ability in translating English was still low. The students need a lot of exercises and interesting strategies to increase their translation. The students face many problems in translating which was made the students low in translating the text. From the previous research about translation , this research have some differences between the previous research, one of the differences was the researcher focuses on finding the students difficulties in translating , the researcher analyzed the difficulties in translating especially in description texts.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Since the teacher-researcher has a purpose to find out and describe translation difficulties in the 7th grade students of SMP N 5 CEPU, so approach and kind of the research is qualitative. Qualitative research is an approach used to systematically gather data, but the data are purely descriptive and therefore not numerical, Sirois, Schmutte, and Sprinthall, 1991:100. Then they continue saying,

The data in qualitative research are made up of written descriptions of people, events, opinions, attitudes, and environments, or combinations of these. The data may be derived from direct observations of an individual's behaviour, from interviews, from written opinions, or from public documents.

According to (sugiyono: 2014) descriptive research is research that describe a phenomenon, events either using quantitative and qualitative data. It aimed to give the description about students' difficulties in translating description text from English to Indonesian.

B. Setting of the Research

1. Place of the research

This research will be conducted in SMP N 5 CEPU especially at the 7th grade students. SMP N 5 CEPU is located on Jl. Pemuda, Cepu, Blora.

2. Time of the research

The time of research is during English lesson in 7th grade students of SMP N 5 CEPU on March 2019.

C. Data and Data Sources

1. Data of the research

Data means the materials which are used by the researcher. According to Lofland (Moleong, 2004) that the main data source in qualitative research is words and actions, the rest is additional data such as documents and others. The data of this research is document in the classroom activities. The researcher obtained the data from the activities of English lesson in classroom by the 7th grade students in SMP N 5 CEPU.

2. Data Sources

The data source of this research will be taken from the 7th grade students of SMP N 5 CEPU in academic year 2018/2019. In addition, Source of the data of this research from English teacher is the transcript of score on English lesson classroom to compare the difficulties that students faced in translating descriptive text. In addition, the data sources also take from books and content that related with the theory.

D. The Technique of Collecting Data

In qualitative research, the instruments used by the researcher will be interview, observation, and documentation. The explanation about the instrument that was used in this research as follows:

1. Interview

According to Moleong (2012: 186), interview is a conversation with a certain intension. The conversation is committed by two people, they are, interviewer who submits some questions and interviewee who gives the answers for the questions. So, interview is used to gain information by asking some questions to the interviewee. The researcher records the interviewees' responses then transcribes the responses from the recorder.

2. Observation

Observation used to notes and some important activities in the teaching English lesson. The note (field notes) was done by the researcher. Related with the problem statements of this research, this observation was to analysis the difficulties of students in translating descriptive text and the factors that make students difficulties in translating descriptive text. The observation was done when their teacher taught the students.

3. Documentation

According Moleong (2004:161) documentation has long been used in research. Documentation is used as a source of data that can be used to examine, interpret and even to assess the validity of the data. Document is written information about something observed.

The activity is to collect the document purposed to find the data and answer what the difficulties that students faced in translating descriptive text and the factors that make students difficulties at SMP N 5 CEPU. The researcher takes documents such as attendance list, lesson plan and syllabus to synchronize the teacher activity in teaching English lesson.

E. Data Analysis Technique

(Sugiyono: 2014: 244), data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. So the researcher will analyze the data based on the following processes.

a. Collecting and reducing data

In this study, the researcher garners the data from interview, questionnaire, and documentation. As there are a lot of data collected, the researcher focuses on some students who have good translating skill and the opposite.

b. Categorizing the data

After the data collected and reduced are complete, the researcher learns and comprehends them to be categorized into the theories and explain the responses of each student in term of translation.

c. Triangulation

It is used to combine the research data in one form in order to make the researcher easy to conclude the data.

d. Concluding

It is the last step of analyzing the data that researcher will conclude all the research data.

F. The Trustworthiness of the Data

The qualitative research needs the validity of the data. Actually the validation of data analysis designates the quality of the researcher result. In this research, the researcher uses triangulation to develop the trustworthiness of data.

Heigham and Croker (2009:108) explained that triangulation is important to validate claims and to discover inconsistencies throughout the research process. Meanwhile, Patton quoted by Sutopo (2006:92) distinguished triangulation technique into four, namely: data triangulation (source triangulation), research triangulation, method triangulation, and theory triangulation.

1. Data Triangulation

Data triangulation is also called as source triangulation. Data triangulation is a kind of triangulation that directs the researcher to obtain data by getting the information from one certain source such as from the document that contains the data which has closely relationship with the problem which is needed by the researcher.

2. Triangulation Researcher

Triangulation researcher techniques is the result of research, whether data can be valid or not by the other researches.

3. Triangulation Method

Triangulation method is done by the researcher to collect the similar data by using different methods or techniques of data collection. In this study, the triangulation methods are done by using observation, documentation, and interview.

4. Triangulation Theory

Triangulation of this type carried out by using more than a theory. For example, an event that occurs in a community, not only examined by the perspective of social theory, but also used the perspective of other theories, such as theory of cultural, political, or economic.

In this study, the researcher uses triangulation method namely observation, documentation, and interview. It aims to know what the difficulties that students faced in translating descriptive text and the factors that make students difficulties at SMP N 5 CEPU by interviewing with the English teacher and the students in the 7th grade.