AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH TO INDONESIAN AT SIXTH SEMESTER OF IKIP PGRI BOJONEGORO 2019/2020

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Abstract

Noviyanti, F. 2020. "an analysis of the students' difficulties in translating English to Indonesian at the sixth semester of IKIP PGRI BOJONEGORO 2019/2020". Skripsi, English Education Department, Faculty of Language and Art Education IKIP PGRI Bojonegoro. Advisor (1) Meiga Ratih Tirtanawati, M.Pd. Advisor (2) Yuniarta Ita Purnama, M.Pd.

The objectives of the study were to know the difficulties of 6th students of English Education Department of IKIP PGRI BOJONEGORO. The subjects of this research consisted of 15 students on the 6th. The method used in this research was descriptive qualitative research. The instrument of collecting data used by the researcher was a questionnaire and interview. the students' difficulties were analyzed by referring to Djajanegara (in mukhrizal, 2008: 392) and Burdah (1984 :107).

The result of the study showed that there are 2 difficulties students faced, in linguistic and non-linguistic problems. In the linguistic factor, the students were difficult in translating long sentences 86,7%. And the student's difficulty in understanding the meaning of source language into the target language 80%. In non-linguistic factors the students' difficulty in translating words related to physical value 60%. Then the students' difficulty in translating words that related to cultural, historical, and political-social values 53,3%. The percentage of the difficulties is: The highest percentage of students difficulties was in linguistic factor with percentage 86,7% and the next student's difficulties were in the Non-linguistic factor with percentage of 60%.

Based on the result of students' difficulties above, the writer found that the percentage of the difficulties is: The highest percentage of students' difficulties was in linguistic factor with percentage 86,7% and the next student's difficulties were in Non-linguistic factor with percentage 60%.

Keywords: Analysis, Students' Difficulties, Translating.

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Tujuan penelitian ini adalah untuk mengetahui kesulitan siswa semester 6 Jurusan Pendidikan Bahasa Inggris IKIP PGRI BOJONEGORO. Subjek penelitian ini terdiri dari 15 siswa semester 6. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif kualitatif. Instrumen pengumpulan data yang digunakan oleh peneliti adalah kuesioner dan wawancara. kesulitan siswa dianalisis dengan merujuk pada Djajanegara (dalam mukhrizal, 2008: 392) dan Burdah (1984: 107). Hasil penelitian menunjukkan bahwa ada 2 kesulitan yang

dihadapi siswa, yaitu masalah linguistik dan non-linguistik. Dalam faktor linguistik, siswa sulit menerjemahkan kalimat panjang 86,7%. Dan siswa kesulitan dalam memahami makna bahasa sumber ke dalam bahasa target 80%. Dalam faktor non-linguistik siswa kesulitan dalam menerjemahkan kata-kata yang berkaitan dengan nilai fisik 60%. Kemudian siswa kesulitan dalam menerjemahkan kata-kata yang berkaitan dengan nilai-nilai budaya, sejarah, dan sosial-politik 53,3%. Persentase kesulitannya yaitu: Persentase kesulitan siswa tertinggi adalah faktor linguistik dengan persentase 86,7% dan Kesulitan siswa berikutnya adalah dalam faktor Non-linguistik dengan persentase 60%.

Berdasarkan hasil kesulitan siswa di atas, penulis menemukan bahwa persentase kesulitannya yaitu:: Persentase kesulitan siswa tertinggi adalah dalam faktor linguistik dengan persentase 86,7% dan kesulitan siswa berikutnya berada di faktor Non-linguistik dengan persentase 60.

Kata kunci: Analisis, Kesulitan Siswa, Menerjemahkan.

INTRODUCTION

Learning is a complex process that occurs in every person throughout his life. The learning process occurs because of a person's interaction with the environment. Therefore, learning can happen anytime and anywhere. One sign that a person has learned is a change in behavior in that person that might be caused by changes in the level of knowledge, skills, or attitudes. The development of science and technology is increasingly encouraging renewal efforts in the use of technological outcomes in the learning process. Teachers are required to be able to use the tools that have been provided and do not rule out the possibility that the tools are following the development and demands of the times.

In a learning process does not always run easily and smoothly. There will be obstacles, so a solution in the form of strategies and methods must exist. In English, the most common obstacle is the lack of knowledge about English vocabulary. Vocabulary mastery is important so that all four language skills can be mastered well. Thus it is clear that the mastery of vocabulary is important in mastering a language. Lack of mastery of English vocabulary in students will cause difficulties in the form of difficulty understanding the meaning contained in a written or oral text.

Based on the difficulties above, an effort is needed to switch a language from one language to another in this context from English to Indonesian. The translated text is called the Source Text (ST) and the language is called Source Language (SL), while the text is compiled by translators called the Target Text (TT) and the language is called the Target Language (TL). Larson (1998: 3) states "Translation consists of transferring meaning from the source language into receptor languages. This is done by going from the first form of language to form second languages using semantic structures. That is the meaning which is being transferred and must be kept constant. Only the form has changed. "

Translating is not an easy thing that can be done by anyone, even if for those who are learning translation or who have the educational background from the English Education Department. Some people may assume that translation just needs the mastery of grammar; whereas, good translation not only requires good grammar but also requires vocabulary enrichment and cultural knowledge from SL (Source Language) and TL (Target Language). One at least needs to master those aspects to be able to translate well, because they are the main things in translation.

Diverting and transferring meanings and choosing word equivalents is not an easy thing for a student. For that, a student must be able to use translation strategies in transferring and transferring meaning as well choose the equivalent word from SL to TL. Shifts and changes in structure from one form to another is a common thing in translation. Larson (1998:3) states: "in translation, the form of the source language

(SL) is replaced by the form of the target language (TL). This replacement of form necessarily consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it to determine its meaning, and reconstructing the same meaning using the lexicon and grammatical structure which are appropriate in RL and its cultural context".

The mastery of the English language as an international and official language is a vital asset in college among students of the English Education Department. Therefore, the students' level of mastery in the English language often becomes an indicator of how good the quality is in the English Education Department. English consists of some skills; namely, reading, writing, listening, and speaking. Nevertheless, the most difficult skill is translating, because it needs the mastery of those skills. To translate well, one needs to master all of those skills. Reading and writing are used for written translation while listening and speaking are used for oral translation or interpreting. Thus, translation is a combination of those skills. The translation is defined in the variety by some experts.

According to Newmark (1988: 5), "translation is rendering the meaning of a text into another language in the way the author intended the text". While Savory (1986: 49) says that "the truth is that there are no universally accepted principles of translation". Although students can speak English, they still cannot translate well. It is because the ability to translate is not possessed by students who can speak English. A specialist in the English language can understand various texts in the English language; however, it is difficult to translate naturally and softly because it is all related to the matter of methods and techniques of translating. Choliludin (2013: 2) views that one of the common problems in translating is memorizing vocabulary. He states that: "It is unavoidable that the common problem in translating the English language is the ability in memorizing vocabulary from the source language. However, it is, as a matter of fact, not the main matter for students that make them can translate. It is only one of the

elements from other elements that must be learned. One of the examples is the word class in a sentence".

Some time ago the researcher has implemented a teaching practice. The activity is one of the obligations that the researcher must take as one of the graduation requirements. When the researcher practice teaching, the researcher often gives assignments to students to analyze questions based on some personal letter text. When they analyze the text, they experience obstacles in the form of a lack of understanding because they do not know the meaning of the text. Then they translate the text using a dictionary. Some of them can process the meaning that is produced from English to Indonesian, but some are difficult and not confident in the results of their translation. Based on the experience that the researcher gained when teaching practice, the researcher wants to investigate the methods and strategies used by students' abilities while they got difficult in the English translation process. In this case, the researcher only focused on students' ability in translating English into Indonesian.

RESEARCH METHOD

The researcher used a qualitative descriptive method to know the kinds of methods used by students in the English translation process. In the qualitative descriptive method, the researcher described the strategies used by students in the English translation process based on the result of the questionnaire and interview. then the result will be analyzed. Then, the researcher investigated the difficulties in the translation process of the 6th semester of the English Education Department of IKIP PGRI BOJONEGORO.

The source of the data, Arikunto (2006: 224) states that the source of the data is the subject of where data can be obtained and to facilitate researchers in identifying data sources, researchers have used the 3P formula, namely:

1. A person (person), is a place where researchers ask about the variable under study.

2. Paper (paper), is a place for the researcher to read and learn everything something related to research, such as archives, number, images, documents, symbols, and so on.
3. Place (place), which is the place where related activities take place with research.

The researcher chose a group consisting of 15 sixth semester's student of English Eductin Department as a researcher sample based on a preliminary interview with a reading lecturer. The researcher used questionnaire and interviews to collect the data.

The researcher will analyze the data based on the following processes.

1. Collecting and reducing data
2. Categorizing the data
3. Triangulation
4. Concluding

RESULT AND DISCUSSION

The difficulties students faced in translating English to Indonesian. The Analysis of the Data Collected from the Questionnaire In general, from the result of this research, the researcher found that there were problems or difficulties in linguistic and non-linguistic factors in translating English to Indonesian. , the researcher described the result into two parts, the result of linguistic and non-linguistic factors.

The first one is in linguistic factors, where the highest percentage has existed in linguistic factors. Mostly, The students were difficult in translating long sentences. The second one is in the non-linguistic factor where the percentage of students' difficulties in non-linguistic factors was a low then linguistic factor. Some students are difficult in translating words that related to cultural value, political-social value, etc. The researcher concluded that student's difficulties in linguistic factors were more prominent than the non-linguistic factor.

The Analysis of the Data Collected from Interview. Interviews used to know the difficulties and strategies in translating English to Indonesian. In the 6th semester of the English Education Departement, the research chose 15 students for interviews.

As a result of the interview with the students, the researchers conclude that most students face a lot of problems when the students study English, and translating activity becomes one of the difficulties that the student's face. When does the researcher ask the students to face in translating? The dominant answer was less of the vocabulary than the students difficult to translate. According to Ersy ayu frasdani as the student said:

"Saya mengalami kesulitan saat proses menerjemahkan karena kosa kata yang saya kuasai terbatas"

The other answer was the difficulties in the translation process was the student's difficult to translate the long sentences. The students are easier to translate short sentences. According to one of the students, Albert Santos' answer, He said that:

"saya merasa bingung ketika menerjemahkan kalimat yang cukup Panjang, karena hal itu membuat saya kesulitan saat menyusun hasil terjemahan dari pola Bahasa inggris kedalam pola bahasa Indonesia.

Based on the results of interviews with students, it is seen that students have less vocabulary mastery and the difficulties that the students face, it was a linguistic factor. The factor that the student's face was the knowledge and understanding of linguistic factors in translating activity was still less. So the lecture should give more practice in translating activity and give more information about linguistic factors in translating.

The factors that make students difficult in translating English to Indonesian.

Based on the results of the questionnaire and the interview, the researcher found some factors that make the students difficult in translating process such as: vocabulary and grammar.

In the questionnaire results point 2 "Saya mengalami kesulitan dalam mencari arti kata yang tidak tertera dalam

kamus". There are 60% or 9 students choose sometime which means they have trouble finding the meaning of words that are not listed in the dictionary. it shows that their vocabulary mastery is very lack.

This conclusion was also strengthened from the results of the interview. According to Cikitha riski a as the student said:

"Kurangnya pengetahuan saya tentang vocab dan struktur kalimat."

From the result of the interview Almost all students experience difficulties due to one factor, namely the lack of vocabulary mastery. these factors affect the emergence of problems or difficulties during the translation process.

In addition, the difference in sentence structure in English is also very different from that in Indonesian. it is also a factor that causes difficulties in the translation process after the vocabulary mastery factor.

After observing the result of the data analysis in students' difficulties in translating classified into 2 factors: Linguistic factor and NonLinguistic factor. In general, the researcher found that the students encountered more difficulties in linguistic factors. Based on the percentages between the two factors, They were approved by the data analysis showed that the students had the highest percentage of students difficulties was in linguistic factor with percentage 86,7%, the next student's difficulties were in Non-linguistic factor with percentage 60%.

Based on the previous result, the analysis of students' difficulties in translating English to Indonesian between linguistic factor and non-linguistic factor, in general, the data showed that linguistic factor was the biggest difficulty then non-linguistic factor.

The students were difficult in translating long sentences, the students made errors in translating the sentence then made the reader confused to read the student's translation. Because the students were difficult to translate long sentences, there are many words that the students did not translate, then the target language was not clear. The factors that make students difficult in translating process After observing the result of the data analysis in students' difficulties in translating classified into 2 factors: vocabulary and structure. In general, the researcher found that the students often have difficulty finding the meaning of words that they don't know because of the lack of vocabulary. In addition, students also experience difficulties due to differences in sentence structure in English and Indonesian, making it difficult for them to translate.

Based on the result of this research, these findings were similar from the research conducted by Sari (2010), in her research entitled "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) aiming at investigating the students" errors and their strategies in translating English Verbal idioms into Bahasa Indonesia with the population of the research was 25 students and the data were collected by using translating test, it was found that the students had difficulties in finding out the suitable terms with the context of the sentences. Most of them translated the English verbal idioms without concerning the suitable meaning with the idioms without of the target language. These difficulties existed because of the lack of the context of the text that they needed to have in translating. This ability was influenced more by linguistic factors.

CONCLUSION

After concluding the research and doing data analysis, the researcher derived conclusion in these two points:

It was found that the 6th-semester students of English Education Department IKIP PGRI BOJONEGORO had difficulties in translating English to Indonesian which was more influenced by linguistic factors. The student's difficulties in translating long sentences were the most prominent factors that caused the students to have difficulties in translating the text with the highest percentage was 86,7%. The student also difficult in understanding the meaning of source language into the target language, difficulties in facing the differences in sentence structure between English and Indonesian.

Although the linguistic factors were the most prominent factors that appeared in 6th-semester student's of English Education Department IKIP PGRI BOJONEGORO in translating English to Indonesian the nonlinguistic factors also contributed in a minor way to the difficulties in the translation that the students encountered especially dealing with difficulties in translating that related to the physical value, with the percentage was 60%. Both difficulties arise due to 2 factors, namely: lack of mastery of vocabulary and differences in sentence structure in English and Indonesian.

There are some suggestions that the researcher can purpose after researching as follows:

1. The lecture should give various practices to the students in translating.
2. The lecture should search for more information about the linguistic and non-linguistic problems in the translation by browsing on the internet or finding some books that are about translation.
3. The lecture should search for some information about strategies or methods in teaching translation that can make the students interested in translating the text, and it will overcome the problem of the student's face in translating.
4. The researcher just studies the linguistic and non-linguistic factors of students' difficulties in translating. It is suggested to other researchers to investigate more difficulties in translating English and to investigate the strategies to teach translation in the classroom

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