



Analysis of Students' Difficulties in Translating Descriptive Text from Indonesian into English

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Abstract: The aims of this research was to find out the students' difficulties into English and to know how the students were cope with the difficulties in translating descriptive text from Indonesian into English at the eighth grade students of junior high school Tri Dharma Palembang. The descriptive qualitative research was used in this sample of this research. The sample of this research was the eighth grade students at Junior High School Tri Dharma Palembang. There were fifteen participants of students and there was one participant of their English teacher. The data was taken by using test and interview as the instrument. The research finding showed that the highest percentage of students' difficulties in translating was grammar (27%). the highest number of the students' grammar difficulties was phrase (45%). The second difficulty faced by students was clarity and cohesion & naturalness (24%). The third difficulty face by students was spelling & style (14%) and the last difficulty was realizing & understanding (11%). Based on the result of students and their English teacher interview matrix, it showed that students asked their friends and teacher to help solving their problem. It could be concluded that students had difficulties in translating Indonesian descriptive text into English was Grammar and the students asked their friends or teacher to give them a help.

Keywords: Translation, descriptive text, difficulties

INTRODUCTION

Language is inextricably linked to human beings because human is social beings who need communication. Language is an established choice since it is the primary mode of communication for

humans. Through the language itself, it can indicate our identity. Rabiah (2018) claimed that the link between communication and culture, could be seen from our daily practice of communication or interaction between individuals and groups. By

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using language, people can exchange ideas, share experiences, ask questions, and explain things more accurately. According to Vyvyan (2014) that language is central to our lives, the cultural tool that arguably sets us apart from other species. Central in our life is communication with other people, to socialization with society, and culture. In other words, language is communication means.

There are various languages in the globe that may be used to communicate. However, English is the language most widely used in many countries. It was not without reason that many people were competing to master English. The global era is developed in the world, many countries use English as a tool of communication and it makes people who come from different countries to be easier in making interaction and communication (Pasaribu et al., 2020). In fact, English is often used to translate product names, music, scientific works, films, captions so that recipients could spread out in various countries. It is supported by Pandie et al (2017), if we want to introduce our culture, arts, and other interest things to outsiders, we need English. It is not surprising if lots of things make in Indonesia use English in their product or advertisement so that recipients are not only Indonesian citizens who can understand what they are offering or informing. Learning English can benefit the country. With English, it can make cooperation with other countries easier, can produce goods or services, and can broaden students' insights. Because everything will start with communication, learning English will reduce the first problems that are often faced by Indonesians, especially students.

In the opinion of Sandra (2018), that in Indonesia, translation still takes part in the English teaching and learning activity in the class since the portion of reading and writing activities is quite dominating due to students' preparation of examination. It is supported by Hasan et al. (2019), as with any other English skills, translation is one of the English skills which deals with problems either the problem coming from translators' competence, or from the text that will be translated. In addition, learning other languages, particularly English, cannot be separated from translating. Translation is done to minimize miscommunication while giving information in a foreign language. It is needed to convey the information of source language by using

language form of target language. Furthermore, Noviyanti (2020) stated that 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). In other words, mastery of grammar is not enough to use due to translating combines various aspects, ranging from grammar, vocabulary and regarding cultural understanding.

There are several factors to consider while translating, one of which was word choice, which was critical to ensuring that the translation findings were not ambiguously interpreted. The conceptual framework of understanding in a foreign language can determine using translation methods. As a result, when translating, one needs consideration to make certain changes in considering the context of the target language in order to generate effective and natural translation. A good translation should sound like the original text (Hastuti et al., 2020). In addition, Fadhillah et al (2019) said that the success of a translation greatly depends on the purpose of the translation itself; the results reflect the needs of the people who use the translation. Translation process should be done by considering the word choice and culture knowledge to make the translating to be done naturally as the original.

A descriptive text outlined the features of an individual or anything. Its function was to characterize and disclosed a certain person, location, or item. Husna et al (2013) defined that descriptive text is a kind of writing that consists of description characteristics and definition of object or something. Descriptive text had been taught since seventh grade, yet some students believed they were unable to translate Indonesian descriptive text into English properly. Occasionally students discovered a new or uncommon term in one language, but it was tough to translate the language into an appropriate target language, and students were still unsure how to convert a descriptive text from Indonesia into English into a good phrase. The process of describing was done through ordering their characteristics

clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can possibly notice what the writer is writing about as if they can directly see it through their own eyes (Noprianto, 2017). However, when giving information to readers it needed to use adjective to describe the object clearly. In addition, Sipahutar et al (2021) said that descriptive text is describe about person, animal, place and things that always use simple present tense. Indonesian words classifies have differences in the arrangement of words with English. In the case, students usually translated by using Indonesian word ordering which was hard to understand in target language. Indonesian does not have differences in the use of verbs at various times, whereas in English, verbs have to be adapted to the time of their occurrence. Even though descriptive used the simple present tense, students still experienced difficulties in adding -s/-es to verbs when translating into English. As a result, the researcher developed two research questions, which are as follows: what students' difficulties in translating descriptive text from Indonesian into English of the eighth grade students of junior high school Tri Dharma Palembang and to know the students cope with the difficulties in translating descriptive text from Indonesian into English at the eighth grade of junior high school Tri Dharma Palembang.

METHOD

The descriptive qualitative research design was used in this study. The population of this study included eighth-grade students at private Junior High School Tri Dharma Palembang in the academic year 2022/2023 with the total number of students are 36 students as follow VIII.A class. The researcher took the sample of 15 students from thirty-six students and their English teacher using purposive sampling that would involve 5 students with a good level of English ability, 5 students with a sufficient level of English ability, and 5 students

with poor English skills based on recommendations from their English teacher. The researcher in this study collected data using two types of research tools, they were test and interview. The data was gathered by doing the test then if the test had done the next step was interview in order to collect the necessary data to address all of the study's problems' inquiries. According to Creswell (2014) has stated their opinion toward qualitative data analysis, including data condensation, data display and conclusion drawing/verification. Following data collection, the researcher would have to do several stages seen in qualitative descriptive research.

FINDINGS AND DISCUSSIONS

This finding showed the result of students' difficulties in translating Indonesian descriptive text into English and how students overcome their difficulties in translating. The data was gathered by doing the test and interview. The researcher asked students to translate descriptive text from Indonesian into English after that researcher did interview to students and their English teacher. The interview questions consisted of ten questions for both students and teacher. The test and interview instrument were used to collect the data of the answer of difficulties faced by students and how the students overcome their difficulties in translating from Indonesian descriptive text into English at the eighth grade students of junior high school Tri Dharma Palembang. Based on the result of students' translation, the researcher found the result of students' difficulties in translating Indonesian descriptive text into English and showed by this figure below:

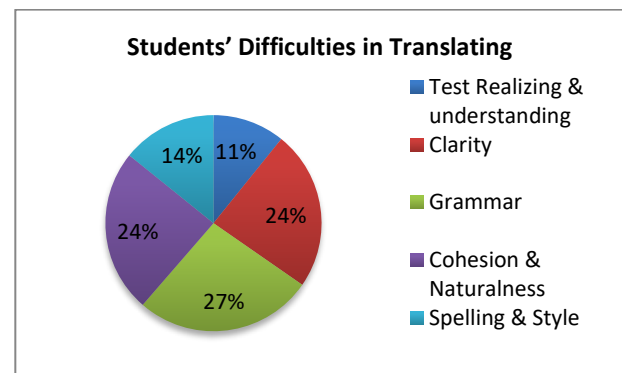


Figure. 1. Students' Difficulties in Translating

Grammar is the highest percentage of students' difficulties in translating, and spelling & style is the lowest percentage of students' difficulties in translating Indonesian descriptive text into English. In this case students' dominant faced difficulties of grammar in translating Indonesian descriptive text into English. The research finding of grammar error made by the students in translating Indonesian into English were interpreted by the table below:

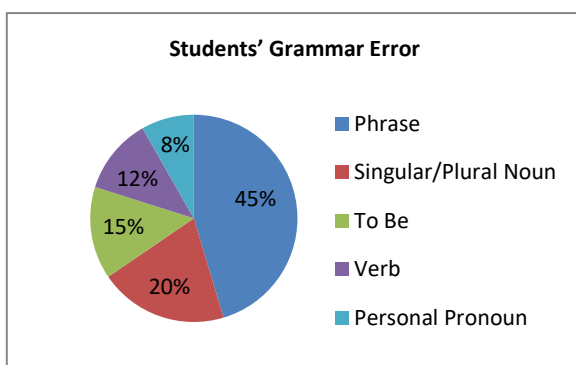


Figure. 2. Students' Grammar Error

Based on the figure above, it showed that 45% phase, 20% singular or plural nouns, 14% to be, 12% verb and 8% personal pronoun. The researcher could conclude that the highest percentage of grammar error was phrase and the lowest percentage of grammar error was wrong spelling. It meant that phrase is the most dominant error made by students in translating Indonesian descriptive text into English.

Based on the students' interview matrix, the researcher found the result of students' difficulties and how they overcame the difficulties. Students have difficulties on word ordering because they are not able to classify part of speech. Students relied on their dictionary without checking the part of speech of the words that made their translation became incomprehensible. Students asked their friend or teacher to help them overcome their problems on translating. Even if they had the rules from their textbook or notebook, they were still not able to use it because they did not understand the part of speech yet. They were confused to define the subject, object, verb, noun, and so on. In that case, they would ask their teacher or friend to give them a hand. Translating did not only translate the

language, but they need to know the context of the text. Students used any words to translate the text as long as the meaning was same. Moreover, according to students' English teacher defined that mastering the vocabulary according to the context and giving students keywords so that students can translate well.

This research aimed to determine students' difficulties in translating Indonesian descriptive text into English and how students overcame their difficulties in translating. The data was gathered by doing the test and interview. The researcher asked students to translate descriptive text from Indonesian into English after that researcher did interview to students and their English teacher. The interview questions consisted of ten questions for both students and teacher. The test and interview instrument were used to collect the data of the answer of difficulties faced by students and how the students overcome their difficulties in translating from Indonesian descriptive text into English at the eighth grade students of junior high school Tri Dharma Palembang

According to the result of students' translating showed that there were five difficulties faced by students they were grammar, clarity, cohesion & naturalness, spelling & style and realizing & understanding. The first difficulty was grammar as the most difficulties faced by students in translating. On the grammar, students faced difficulties in using phrase, singular or plural noun, to be, verb and personal pronoun. It could be said that phrase is the highest percentage of grammar, especially the noun phrase. According to the previous study by Nadirah, et. al (2019) claimed that the majority of the problems encountered when translating texts deal with "linguistic problems" that were connected to vocabulary and organization. Furthermore, students got difficulties in constructing the words into the right phrase in English. It is supported by Novrianti (2023), the students were difficult to compare the verb and noun in making a sentence.

Students usually translated the sentence or text based on Indonesian pattern or it would say translating word by word. It is not surprising that among the common errors students made was the noun phrase. Students did not understand about the grammar that was why their translating was translated word by word. Even though they had

learnt about grammar since they were elementary, but it would be useless if they did not comprehend the parts of speech. The students' English teacher said that junior high school students cannot sort out correct and good grammar. This statement is supported by Hasibuan (2016) that the students were difficult to understand the English structure that different from Indonesian structure when they translating English narrative text. Student would be hard to understand the grammar if they did not know about the part of speech well. Understanding part of speech was the key of learning grammar. Students could minimize their difficulties in grammar if they knew how to use the part of speech properly. Based on students translation, there were only 5 grammar error were made by students. They were noun phrase, singular or plural nouns, to be, verb and personal pronoun. Phrase was the highest mistake was made by students.. Students did many mistakes on phrase especially noun phrase.

In overcoming the difficulties students faced, students would ask for help from their friends or teachers to decide whether their word choice was already right or not, but they would never ask about grammar rules when they translated the text because they still did not understand well how to use the grammar in their translation. Students were relied on dictionary to help them finding the meaning. They usually asked their friends to give them a hand and sometimes they asked their teacher to help them solving their difficulties in translating Indonesian descriptive text into English. Mastering vocabularies can help students translate the text easily based in their English teacher.

CONCLUSION

Based on the finding and interpretations of the study, the researcher concluded that 27% students had difficulties in grammar, 24% clarity and cohesion & naturalness, 14% spelling & style and 11% realizing & understanding. The students had grammar as the highest percentage of difficulties in translating Indonesian descriptive text into English because they did not know how to use grammar in their translating therefore they translated the text according to the Indonesian word order. Students had unfamiliar of part of speech in English that made them to use the wrong words. Students remembered the word and its meaning but they don't

pay much attention to the spelling which results in them not translating the actual message from the source language.

The researcher found that there was 1 out of 15 students used notebook to overcome the difficulties such as grammar. Moreover, there were 15 out of 15 students asked their friends or teacher to help them overcome their difficulties in translating Indonesian into English. Based on the result of the interview from the English teacher of the eighth grade students, students needed to master the vocabularies by memorizing 10-20 words each meeting so that students could be easier to translate the text or even answered the question.

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