



**STUDENTS' DIFFICULTIES IN TRANSLATING AN
EXPLANATION TEXT FROM ENGLISH TO INDONESIAN
(the case of English Department Students of UNNES)**

**a final project
submitted in partial fulfillment of requirements
for the degree of *Sarjana Pendidikan*
in English**

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2019**

DECLARATION OF ORIGINALITY

Nanang Sharifudin hereby declare that this final project entitled An Analysis of “Students’ Difficulties in Translating an Explanation Text from English to Indonesian (the case of English Department Student of UNNES)” is my work and has not been submitted in any form for another degree or diploma at any university or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, December 2019



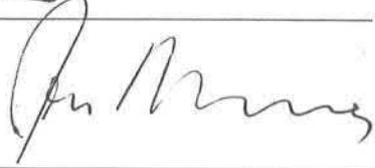
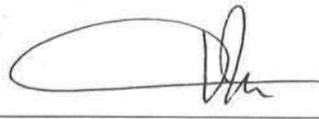
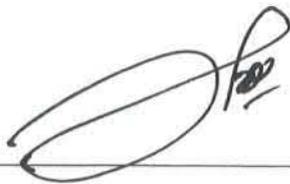
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APPROVAL

This final project entitled “Students’ Difficulties in Translating an Explanation Text from English to Indonesian (the case of English Department Student of UNNES)” has been approved by a board of examiners and officially verified by the dean of the Faculty of Language and Arts on December 2019.

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MOTTO AND DEDICATION

“There is no coincidences in the world.”

- Akai, a Mobile Legends Hero.

To

My beloved mother

My beloved father

My brother

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First and foremost, praise be to Allah SWT, the almighty and the most Beneficent. The great thankfulness is dedicated to Allah SWT for blessing and inspiration that lead me to reach the completion of this final project.

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Hopefully, this study can give a contribution and help for translation study, English Departments and the readers.

Nanang Sharifudin

ABSTRACT

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One of translation goals is conveying meanings and messages accurately from one language into another language. The differences in sentence structure, cultural background, knowledge, and experience of each individual may create difficulty in transferring the message. The objectives of the study were to find out translation difficulties faced by the student, to identify factors that caused difficulties, and to provide ways to overcome the difficulties. There are 25 English Department students of UNNES as a participant in this study. The students have already received two translation subjects (Indonesian-English Translation and English-Indonesian Translation). Each of 25 students translated a different explanation text, fulfilled the questionnaire and answered several questions on the interview section. The data were analysed using six procedures consist of reading, identifying, classifying, analysing, summarising and drawing a conclusion. Then the data classified as a descriptive qualitative study.

There are five difficulties based on the research. There are difficulties in translating the long and complex sentences, difficulty in arranging the text in the target language, difficulty in grammar, difficulty in determining equivalent and appropriate words, and difficulty in applying the TL writing rules. Those difficulties are influenced by several factors. The five main factors are translating long English sentences, translating idioms, determining the correct words which have multiple-meaning, finding the meaning of words that are not listed in the dictionary, and finding a complicated English sentence pattern which difficult to be translated into Indonesian. In overcoming the difficulties, there are four ways suggested from this research namely using dictionary (online or offline dictionary), asking to their friend or lecture when it is possible (in classroom teaching situation), looking for reference or the example of the use of the words or phrases or idioms in internet and doing back translation.

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LIST OF ABBREVIATIONS AND ACRONYMS

SL Source Language

ST Source Text

TL Target Language

TT Target Text

CHAPTER I

INTRODUCTION

Chapter one presents the introduction of the study. This chapter consists of seven parts, namely background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, limitation of the study, and outline of the report.

1.1 Background of Study

Communication among different nations using different languages is feasible through translation in current's world. As we know that English had become the official language for International communication. Most of information are written in English, such as books, news, journals, articles, ect. Thus, translation is very important for knowledge and communication, because it is the only way to communicate with people around the world. Fedora (2015) stated that translation is necessary in the era of information and communication today, and it is also done to literary works, such as novel, short story and poetry. According to Newmark (1988), translation is rendering the meaning of a text into another language in the way that the author intended the text. Translation also considered by Darissurayya (2015) stated that translation is an important process of replacing and reproducing the messages from a text in a source language into a target language. By the existence of translation, people are able to share information, knowledge, ideas and lot of thing to each other. Therefore, people who don't understand English can receive information from the source text, furthermore they can also convey ideas, messages, intentions, feelings and opinions to other.

Moreover, in communicating with new people. We would like to know about each other. We share about information to others. We often tell about what we have done before in order to make the others know about us. We have to understand that information so that our conversation can run very well.

Being a good translator is not easy. A translator is a bilingual mediating agent between monolingual communication participants in two different language communities (Bell, 1991). A translator not only have to know meanings, techniques and procedure but also culture itself. There isn't true or false in translation but the translation has to be appropriate. As stated by Newmark (1988), there is no such thing as a perfect, ideal or 'correct' translation.

Translation is an effort to divert messages from one language to another language. According to Newmark (1988), describes translation as a craft consisting of the attempt to replace a written message and/or statement on one language by the same message and/or statement in another language. In addition, Bell (1991) the process or result of converting information from one language or language variety into another. The aim is to reproduce as accurately as possible all grammatical and lexical features of the "source language" original by finding equivalents in the "target language". At the same time, all factual information contained in the original text must be retained in the translation.

In the translation activity, of course there are some things that need to be considered, one of them is the word choice is very important to make the translation result are not read ambiguous. Translation activities can be performed

to determine the structure of understanding a foreign language. Translation is not easy work to be done, especially for beginner. Most of students from university face a lot of problems in translating a foreign language. Where English as foreign language in this country and English must be studied by the students in university.

According to explanation above, 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, procedure, and explanation text. To understand the text, the students should be able to translate each sentence or each paragraph of the text. Between the kinds of the text, the researcher focuses on one of the kind of texts above, that is explanation text.

1.2 Reasons for Choosing the Topic

There are some reasons why I choose the topic. They are because:

- 1) Translation becomes important since through this way we can understand information which deliver in foreign language.
- 2) There is no research about the difficulties faced by students in the process of translating explanation text.

1.3 Research Problems

The problems that this research deal with are formulated as follows:

- 1) What difficulties are faced by the students of translating an explanation text?

- 2) What factors caused the students' difficulties to translate the explanation text?
- 3) How do the students overcome the difficulties?

1.4 Objective of the Study

The purposes of the study in this research are:

- 1) To find out the difficulties faced by student in translating an explanation text.
- 2) To identify factors which make it difficult for the students to translate the explanation text.
- 3) To overcome the students' difficulties in translating the explanation text.

1.5 Significance of the Study

The research study is expected to give contribution for the related English education practitioner, such as:

- 1) For the students

The researcher expects the research as an input to the students in order to motivate in learning translation, it expected to be a useful contribution in students' translation, so the students will have a good quality in translating explanation text.

2) For the lecturers

The result of this research is expected to be useful information for English lecturer in teaching and learning translation subjects. Being useful to develop the students' ability to anticipate those problems in their translation, the lecture also would get effective way and efficient in teaching translation especially in explanation text.

3) For the other researchers

The result of this research is hopefully to interest the other researchers for conduct the research about translation. In addition, this research become a reference for the other researchers.

1.6 Limitation of the Study

The study is dealing with the translation errors analysis in order to find the difficulties faced by the students in translating Explanation text on the 8th and 10th semester students of English Department of UNNES. I used 25 different texts for 25 students. I did not analyze the relation between the errors occurred and the translation methods or technique used by the translator. I only analyzed the kinds of errors made by the students to find the difficulties, looked for the factor that caused the difficulties and provided ways to overcome the difficulties.

1.7 Outline of the Report

This research is divided into five chapters. Chapter I is the introduction of the study. It consists of background of the study, reasons for choosing the topic, research questions, purposes of the study, significance, and outline of the report.

Chapter II discusses the review of related literature which consists of review of the previous studies, theoretical background, and framework of the present study.

Chapter III presents the methods of investigation. This chapter deals with object of the study, roles of the researcher, procedures of collecting the data, procedures of analysing data, procedures of reporting the results and triangulation.

Chapter IV is the results of the study which consists of general description, detail results, and discussion.

Chapter V will be the conclusions. It includes the suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter two presents a review of related literature. This chapter consists of three parts, namely review of the previous studies, theoretical review, and theoretical framework.

2.1 Reviews of Previous Studies

Many researches have been done by many researchers related to difficulties in translating a text. It proves that the difficulties are definitely exist and need a way to overcome it. Furthermore, here are some previous studies related to the topic:

Firstly, a research conducted by Oetomo, Suparman, and Sudirman (2015) entitled an Analysis of Student's Goofing in Their Translation from Indonesian into English Recount Text at the First Year of SMA Negeri 1 Bandar Lampung. Their purposes are to identify the types of goofs in translating Indonesia into English recount text. The finding of this research is that, student's difficulties in understanding the structure of the target language was major caused students made goofs. Students committed all types of goofs in their translation recount text from Indonesian into English text, such as Interference-like goofs, Developmental Goof, Ambiguous Goof, and Unique Goof. The highest number of goofs that made by the students in their translating task is Developmental Goof (62 goofs). These goofs caused by the students have difficulties in their structure, in this case generic structure of recount text, and some of students still used present tense in their translation task in translating Indonesia into English recount text. The least

or lower goofs that made by the students in translating Indonesia into English recount text is Ambiguous Goof (13 goofs). These goofs are caused by student lack knowledge of target language and difficulties in choosing the proper equivalence of English words since most of English words had different design from Indonesia.

The next study is written by Al Nakhal (2017) who analyzed difficulties and problems that face the students of Al Quds Open University in cultural translation process from English to Arabic and vice versa and their solutions. The researcher finding are 1) Simplifying of cultural translation for the students. 2) Teaching and introducing all cultural translation difficulties and problems in details. 3) Paying the attention for cultural, conceptual/semantic, idiomatic and grammatical difficulties in cultural translation. 4) Boosting and encouraging translating of different kinds of cultural subjects such as religious, social and political terms based on culture from English to Arabic and vice versa. 5) Adopting and composing courses for translating of different kinds of cultural translation such as concepts, terms and tenses used in culture for the students of the University, because as the researcher believes that variety and diversity are very important and they are considered a basic issue for the students of the University. 6) Encouraging and boosting the students to write essays and paragraphs in law (in both languages) and discussing the committed errors in the essays and paragraphs with students to let the students be acquainted with their errors immediately after use. 7) Teaching the students the principles of cultural translating from English to Arabic and vice versa. 8) Teaching the use all kinds of techniques of cultural

translation. 9) Students must write English cultural composition according to English mentality and culture in order to avoid the interference of mother tongue i.e. Arabic Language. 10) Teaching English language in comparison with Arabic language for the students of English Department at the university level. 11) Giving more attention for English style and Arabic style. 12) Teaching all aspects of cultural translation such as tenses, vocabulary, sentences ... etc. 13) Teaching how to deal with the cultural context to understand the sentence or the context so as to carry out the translation accurately. 14) Encouraging the students to consult with other people.

Costeleanu (2009) tried to find the difficulties in translating a specialized texts. The conclusion of this paper is that we should give translation the importance it deserves instead of reducing it to a mechanical process that can be carried out with the help of a dictionary alone. It should be seen as a much more complex activity going beyond simply linking words in order to produce a translation that is correctly understood by the target audience unfamiliar with the source language.

Rini (2007) tried to find out the difficulties which is faced by the beginner translator. As a result, students still make mistakes on trivial items, which are the problems of language. Various difficulties and mistakes can occur. Students still have difficulties in understanding the text and in restructuring it into good Indonesian language. They still need to do a lot of exercises in transferring the meaning of the words, group of words or sentences. For beginners or translator trainees, it is not only transferring the content or meaning which needs to be paid

attention to, but they still need to do a lot of exercises in the stage of analysis, in comprehending the source text and also in restructuring it into the target text.

Wong and Shen (1999) analyzed the main factors of translation difficulties. The authors suggest that a systematic discussion of these factors would be useful in establishing effective strategies for avoiding pitfalls in translation between English and Chinese. The first factor is Linguistic Factors which consist of Phonological Factors, Lexical Factors, Syntactic Factors, Textual Factors, Thematic organization and Cohesion. The second factor is Cultural Factors which consist of Intercultural Factors, Culture-specific expressions, Aesthetic differences, Political interference, Ethical influence, Intracultural Factors, Strategic orientation and Period style. The third factor is Personal Factors which consist of Personal Competence, Personal Attitudes, Aesthetic attitudes, Attitude toward recipients' response, Strategic attitudes, Political and ethical attitudes, and Professional attitudes.

Ibrahim and Mansor (2017) analyzed the quality of translation depends on a number of factors, some of which, may be beyond the researcher's control. In those cases, where the researcher and the translator are the same person the quality of translation is influenced by many factors which are very important in quality of translation. This study aims at investigating the different factors influencing the quality translation. The study also aims at identifying these factors, showing the kind of these factors, introducing factors in details. The quality of translation is influenced mainly by three factors: the competence, the

autobiography and what called the material circumstances of the translator. That is the position which the translator holds.

Andini (2014) has done a research which intended to know (1) the grammatical problems faced by students in translating English into Indonesian and Indonesian into English, (2) the solution taken by the students in translating. The result of the research shows that the students have difficulty, hence the problem, in lexis. The students had a little number of exposures to culturally-bound word to express specific expressions. Concerning the strategies, the students made use of various strategies (translation by omission, Translation using a loan word or borrowing, and translating using a more general word) in solving the translations of the words they are not familiar with. The strategies, however, do not always match with the context of the sentence. Based on data analysis, in translating English into Indonesia, the words that became the students' problems are basically the words that are infrequently used in English. The students, who represented the high-ability students, also had problems in translating the words they are not familiar with, including language- and culture-specific items. Based on the findings, it can be inferred that the students still have difficulty, hence problems, in lexis (Nouns, Verbs, and Adverbs).

Ibrahim (2017) analysed a strategy to solve the problems of translation for Sudanese university students College of Education, Dongla University in academic year 2014-2015 during the second semester. Students have many kinds of problems such as linguistic, grammatical, expression, linguistic, idiom, equivalent, structural difficulties. These problems arise from differences between

two languages and varieties, problems in translation due to lack strategy of translation. According to analysis of the questionnaire conducted on university students, who are Arabic speakers, the following result can be inferred: 1) Strategy to solve the problem of translation is avoiding automatic translation equivalents. 2) Students find problem in equivalence. 3) Following translating process can help to solve problems which is three phases: pre translation, post translation and translation. 4) Students ignore strategy and this makes problem. 5) According to translation process there are some theoretical and practical solution these problems.

Sari, Antoni and Eripuddin (2016) conducted a research which is purposed to know students' skill and students' difficulties in translating a text on newspaper. From the analysis, it can be concluded that they did not fulfil yet one of three aspects by Nababan. They did not fulfil yet one of three aspects caused they still have difficulties in translation, and the difficulties were almost of the students lack of vocabulary and grammar, some of them had difficulties if they found unfamiliar words, some of them lack of determining meaning well and lack knowledge and then just a little that had difficulties in difficult arrange the words, difficult to put a good sentence, they just study translation in 2 times per week and it makes them difficult and did not like translation, lack of choose suitable words, they can't memorize the vocab, and difficult to translate the content at sixth semester students of English Study Program at University of Pasir Pengaraian.

Varzande and Jadidi (2015) analysed the impact of translators' academic experience on their translation quality. Following a causal-comparative study, a

sample of 100 male and female professional translators, working in official or non-official translation offices or as freelance translators, were selected using purposive sampling method. The participants were divided into two groups each containing 50 individuals with and without a degree in translation, respectively. The participants were asked to translate a paragraph including 232 words, from Orwell's 1984 novel, to assess their translation quality. To do this, Waddington's model D (2001) was used as the marking system. For data analysis, inferential statistical procedures including independent sample t-test was used in order to investigate the research hypothesis. Results showed that translators' academic experience in translation significantly affects their translation quality. The results also clearly depicted that the translation quality of translators with academic experience was significantly better than that of those without academic experience.

Zhang and Liu (2016) analysed the factors which are influencing translation variation and lays more emphasis on the reflection on the current situation of translation variation. Factors influencing translation variation includes cultural difference, ideology, translators and the power of patronage. In a more detailed way, firstly, the influence of cultural difference on translation variation includes the difference of thinking models, the difference of religions and beliefs, the difference of customs and the difference of myths and legends and classic works; secondly, ideology influences the selection of text, the understanding of the original text and the strategies of translations respectively; thirdly, the literacy, interest and mindsets of translators exert impacts on translation variation; last but

not the least, patronage plays an important role in translation variation. This paper strives to make an elaboration on the features of the translation variation theory, in order to give a profound reflection on them and then to realize the factors influencing translation variation theory.

Sharoff (2006) purposed a methodology that helps in solving the problem of choosing the right word for an expression. The methodology is especially useful for trainee translators. Professional translators have vast experience in finding lexical items that fit well into the context of translation. Trainee translators on the other hand trust dictionaries, tend to use translations offered in dictionaries and feel frustrated when dictionaries do not provide them with solutions of their problems. Some of the case studies discussed above are not suitable for the practice of professional translators, either because the solution is immediately obvious for them or because finding a solution in this way takes too much of their time. However, the results are rewarding for trainees, because the final description covers not only the translation of a specific word in the context of a single example, but a wider range of contexts in which such words as voice are used, as well as conditions for possible translations. This naturally fits into the education plan of trainee translators, which involves equipping them with a range of resources for finding contextually appropriate translations that go beyond what is offered in dictionaries.

Zainudin and Awal (2012) analysed about teaching translation techniques in a translation classroom from the cooperative learning perspective. The quantitative and qualitative research findings can be summed up into 4 points: 1)

Cooperative learning is suitable to be used in a translation class because the students' work and short reports showed that the students were able to translate and adopt the translation techniques in their work. The findings have informed that the respondents enjoyed discussing on translation work in class. 2) Students did not enjoy doing translation work in big groups (3-4) but preferred smaller groups (2-3) because the students' learning style was very individualistic. They were very competitive. However, they were also aware of the positive aspects of group work. 3) Students found working in groups encouraged discussion and exchange of ideas. Group work also made it easier for them to understand the source text better and enabled the ability to correct friends' mistakes. 4) The students did not like group work when Table 2 the class became too noisy and some of their friends did not contribute in the discussion.

Farahani and Ghasemi (2012) aimed their study to analyze the translation of idioms collected from the corpus 'The Adventures of Pinocchio' (1988). The analysis has shown that the translator in translating idioms applied four strategies in the translation of idioms. 1. He used idioms of similar meanings and forms. 2. He used idioms of similar meanings but dissimilar forms. 3. He translated idioms by paraphrasing, and. 4. He translated idioms by omission. The results revealed that the translator translated idioms using the third strategy, more than other strategies. That is out of the 200 samples collected, 86 or 43.00% examples belonged to this strategy. He used the second strategy for 80 examples or 40.00% of the cases and translated them based on this strategy Thirdly, he applied the fourth strategy for 22 or 11% of cases, i.e. they were omitted and fourthly, he used

the fifth strategy for 12 examples or 6% which were exactly translated by using idioms of similar meaning and form. For the translation of proverbs, the translator used three strategies 1. The words following the proverb could be introduced as the meaning of the proverb; 2. It could be replaced with an equivalent local proverb, and; 3. Its non-figurative meaning could be stated straightforwardly. Out of the 9 examples collected, 1 or 11.11% was translated based on the first strategy, 6 or 66.66% examples were translated based on the second strategy and 2 example or 22.22% were translated based on the third strategy.

Pangestu, Saleh, and Alzuhdy (2016) analysed slang expressions in the Tropic Thunder movie. The slang expressions found in the movie consist of military slang and vulgar expressions. Those expressions are analyzed by categorized into two research subjects, accuracy and naturalness. The results show that the translation of the slang expressions on the movie text has a high level of accuracy. It means that the translation of the SL is highly equivalent with the TL. The high number of accurate level indicates that even when the form of the expressions is changed by the translator, the meaning of the expressions still can be delivered. Also from the result, it can be concluded that the two readers have different opinion about the naturalness level of the translations. According to Reader 1, most of the translations are natural or it can be easily understood by the readers. Meanwhile, according Reader 2, most of the translations are less natural or it is a little difficult for the readers to understand the translation.

Baharuddin (2015) investigated the naturalness of the Indonesian language used by the translator in the translation of Anna Frank's *The Diary of a Young*

Girl into Indonesian. By the end of discussing that little data, the inference might be roughly drawn. In some ways, the translation looks natural, especially what is related to the structure of the text in target language. The naturalness is reflected through the sentence construction, information truth, aestheticism, sense, corresponding word, and life-cultural custom, and communicative expression. The structure does not seem odd even the distribution of some components may differ from that in source text. The equivalence in meaning of words could be reached by employing some techniques. Addition, subtraction, and alteration of Nida (1964) have successfully been applied in the translation of terms related to culture. But some possible translations are proposed to make the translation very close to Indonesian.

Fadaee (2011) evaluated some translated literary book from English to Persian. After analyzing the obtained results of the present study, it is found that some essential conditions in translation procedures were neglecting which leads to create low natural translated pieces. There are two research questions: 1) Do the short stories meet natural translation? 2) Does the attraction of these stories have relation with their naturalness? In order to have a high natural translation, a translator would observe the afore-said conditions. The answer of the first question is that as observed, about 56.25% met 3 conditions or more and are natural, but 43.75% did not meet 3 conditions and are unnatural. The answer of the second question is that there is a direct relation between the attraction of the books and naturalness, because the quality of the translated text, the writer's style and the naturalness are important factors in the attraction of a story books.

Dewi, Mardjohan, and Santosa (2015) analysed naturalness of translation and finding the percentage of the naturalness of translation in translating short story entitled “Drupadi” from Indonesian into English. The subjects of this study were two native speakers which are come from the native area. Meanwhile, the object of this study was a short story entitled “Drupadi” especially the sentences in both Indonesian and English version. The result of this study showed that, 0% of the data is considered to fall into “unnatural” level, 2.29% are considered to fall into “less natural” level, 13.74% of the data belong to the “natural” level, and 83.97% of the data is classified as “highly natural”. Based on the result, it can be concluded that the short story entitled “Drupadi” which has been translated by Tom Hunter from Indonesian into English was in “highly natural” level and it can be used as teaching material for the teacher who teaches language, especially translation.

Fedora (2015) investigated cultural words found in the Indonesian novel *Laskar Pelangi* written by Andrea Hirata, and its translation, *The Rainbow Troops* by Angie Kilbane. The aim of this research is to find out the procedures which are used in translating the cultural words and to identify the shift in meaning that occurs in translating the cultural words. It can be concluded that there are four categories of cultural words found in the novel *Laskar Pelangi*. They are material culture (13 data), ecology (6 data), social culture (6 data), and Organization, Customs, Activities, Procedures, and Concept (5 data). Furthermore, the writer finds seven procedures in translating the cultural words; cultural equivalent,

borrowing, notes, functional equivalent, descriptive equivalent, transposition, and calque.

Ordudari (2007) claimed that the best translation method seems to be the one which allows translator to utilize 'notes.' Furthermore, employing 'notes' in the translation, both as a translation strategy and a translation procedure, seems to be indispensable so that the foreign language readership could benefit from the text as much as the ST readers do.

Siregar (2016) investigated translation procedures used in the process of translation of an English motivational book into Indonesian. The findings revealed nine translation procedures identified in this study. Those procedures and its frequency are as follows: Literal (181), Calque (5), Borrowing (32), Addition (105), Omission (33), Modulation (27), Transposition (24), Equivalence (21), and Adaptation (2). The first three of techniques (literal, borrowing and calque) are oriented to source text while the rest (addition, omission, modulation, transposition, equivalence, and adaptation) are oriented to target text. Procedures that oriented to source text is referred to direct translation, while those to target text is referred to oblique translation. The finding revealed the proportion of literal translation and communicative translation are 50.70% and 49.30% respectively.

Fadaee (2011) compared translation techniques of figures of speech in George Orwell's 1984 and Animal Farm to their Persian translated version based on Newmark's and Larson's theories of translation. Hence, the study revealed that 1) according to Newmark (1988), "theories and techniques of translating figures of speech, such as metaphor and simile are so limited which do not cover

translating all types of metaphors and similes"; 2) in Persian language, there is no general and fundamental technique for translating these metaphor and simile, and just English techniques are used for translating these two figures of speech; and 3) there are so limited research publications in the field of figures of speech, particularly about metaphor and simile, in both Persian and English Language which must be considered critically.

A'yun (2013) did an analysis towards the bilingual textbook BIOLOGY 1 for Senior High School Year X published by Yudhistira showed that from 113 data, there were nine translation techniques were used to translate the materials from Indonesian (SL) into English (TL). Those were adaptation, amplification, borrowing, description, generalization, literal translation, particularization, reduction, and transposition. From the data result, literal translation occurred in a great number with the frequency 109 times (42.25 %). The second was borrowing with the frequency 94 times (36.43 %), the third was adaptation with the frequency 22 times (8.53 %), the fourth was reduction with the frequency 10 times (3.87 %), the fifth was particularization with the frequency 9 times (3.49 %), the sixth was amplification with the frequency 8 times (3.10 %), the seventh was generalization with the frequency 3 times (1.16 %), the next was transposition with the frequency 2 times (0.78 %), and the smallest number was description with the frequency 1 times (0.39 %).

Lestyanawati, Hartono and Sofwan (2014) analysed translation techniques used by the sixth semester students of the English Department in translating news item texts from English into Indonesian. According to the finding an analyzing,

and also a brief of a short interview, it reveals that incommunicative or incorrect translation happens due to students' unawareness about the context and the lack of the adequate knowledge about it so that they find difficulty in using the proper choice of words or dictions. It is also caused by the less translation practiced given by the teacher so that the students have less practice about meaning by context. The source text given on this study is difficult enough for some students to translate properly although some other students are able to do well. Furthermore, some students have less understanding about translation techniques so that they face a great deal of difficulty in translating the source sentence to choose the proper technique.

Permatahati and Rosyidi (2017) had an objective to find and describe the translation techniques that are applied in translating culture-specific items (CSI) in Sri Haryanto's Indonesian translated novel of Alice's Adventure in Wonderland entitled *Petualangan di Negeri Ajaib dan Dunia di Balik Cermin* by Windi A in 2007 and to explain the readability of culture-specific items (CSI) in this translated novel. Based on the result of the research analysis, the researcher found 413 cultural-specific items from the Alice's Adventures in Wonderland novel which were classified into six categories. Those item were translated eighteen translation techniques proposed by Mollina and Albir. The reseracher found that Sri Haryanto applied fifteen of them in translating those cuture-specific items into the target language. Based on those research result and analysis, the material culture category got the highest frequency with 141 out of 413 items while the lowest frequency was from organization with 21 out of 413 items. Based on the

research result, the culture-specific items in the 2007 Indonesian translation of Alice's Adventures in Wonderland, *Alice di Negeri Ajaib* got a high readability score, 5153 on high readability, score 1744 on medium readability and score 1103 on low readability. It can be concluded that those items were quite readable.

Yolanda and Yuliasri (2016) carried out a study in order to find out the kinds of translation techniques used, and to assess the quality of English – Indonesian translation English – Indonesian Tolkien's *The Hobbit*. The result of the analysis shows that there are 243 puns found in J.R.R Tolkien *The Hobbit*. There are three kinds of pun are found in this novel. Paronymy dominates in 231 data, Homonymy with 11 data, Homophony with 1 datum. The analysis on translation techniques shows that there are six techniques used. Pun to Non Pun technique, Punoid, Pun to Pun, Non Pun to Pun, then Pun in ST is copied to Pun in TT and Pun to Zero. The analysis on the translation quality shows that 56 translations are considered as accurate, and 187 translations are considered as less accurate. In acceptability level, 116 translations belong to acceptable, and 127 translations belong to less acceptable. Readability level shows that 133 translations are categorized as high readability, and 110 translations are categorized as sufficient readability.

Kuncoro and Sutopo (2015) had done a study about the translation of cultural terms found in Andrea Hirata's novel *Laskar Pelangi* into *The Rainbow Troops*. The aims of the study were to describe the cultural terms category found in the novel, to find the most frequently translation technique applied by the translator in translating the cultural terms, and to analyze the ideology of

translation applied by the translator in translating the novel. The study used was a qualitative descriptive method. The result of the study showed that the most frequently translation technique applied is compensation (18.08%). It can be concluded that the translation ideology used by the translator is domestication ideology. It could be concluded that by applying this domestication ideology, the translator made the foreign-sounding languages and cultures found in the Laskar Pelangi novel, transparent to the target language reader with something equal and equivalent, so the work of translation is acceptable, and easy to understand.

Mujiyanto (2013) wrote a paper which deals with the use of relevant literacy to analyze any source text as a basis to produce a target text through transfer of meaning and reconstruction of language fulfilling the aspects of readability, accuracy, and naturalness. The significance of academic literacy can then be viewed from three inseparable perspectives, i.e. significance in reading a source text, rewriting the text in the target language, and critical thinking of relevant knowledge contained in the texts. Analyzing such texts, a translator needs to equip him/herself with adequate level of academic literacy enabling him/her to internalize messages intended to be conveyed to its readers through varieties of expressions.

Dagilienė (2012) did a research which focuses on the use of translation in helping learners to acquire, develop and strengthen their knowledge and competence in the English language. Translation integrated into the language learning practice along with generally used learning activities, such as reading, listening, writing, and vocabulary development could be defined as a

“pedagogical tool”, considering that its purpose is to teach a language. Translation activities make students communicate both ways: into and from the foreign language. Translation activities are used in the advanced English learning programmes at Kaunas University of Technology (KTU). This paper is based on a brief theoretical literature overview, analysis of the activities in the language classroom and analysis of the results of the survey. The findings of the survey suggest that translation is a good tool in the English language learning course aimed at enhancement of students’ foreign language skills.

Yuliasri (2017) conducted a research at finding out censorship through the translation techniques used by the translators in translating the English humorous texts in the Walt Disney’s Donald Duck comics into Indonesian and the reasons underlying the translators’ choice of the translation techniques. Censorship done by the translators in translating the Walt Disney’s Donald Duck comics into Indonesian has distorted some of the meanings. The findings also suggested that some of the humour contained in the original English text was reduced or lost. However, the findings of the study also revealed that with such censorship, the translation was highly appreciated by children/teenagers as the target readers as being easy to read and gave them comfortable reading experience. The translated text was also highly appreciated by the parents as having appropriate language for children and teenagers.

Ismail and Hartono (2016) had an objective to describe the errors made in the Indonesian to English Google Translate translations of News Item texts. The findings of the analysis showed that there were 13 categories of translation errors

obtained from 278 data. Ranking from the most common to the least common errors found in the data, they were grammatical errors (24.46%), terminology errors (15.47%), omission errors (14.03%), syntax errors (12.23%), mistranslation/misunderstanding errors (6.47%), literalness/faithfulness errors (6.47%), usage errors (6.12%), punctuation errors (3.60%), addition errors (2.88%), ambiguity errors (2.52%), word form errors (2.52%), capitalization errors (2.16%), and spelling errors (1.08%). The data findings also showed that statistical method of Google Translate, the inability of Google Translate to understand the contexts of the texts beyond sentence, and errors in the source texts that carried into translation errors in the target texts were the causes of translation errors found in the data.

Darissurayya (2015) had a research about online manga (scanlated manga), and printed manga (Indonesian officially published manga). In conclusion, even though the translation of online manga which is translated from English is accurate it is still less accurate than printed manga. Moreover, even some online manga data are more accurate than printed manga, the language used in printed manga is more natural. There is the possibility that the translator of printed manga takes some consideration into naturalness of the language so he makes some adjustment in the translation which decreases its accuracy. Printed comic which is officially published and translated from the original Japanese version have more accurate data than the online comic if it is compared to original Japanese version.

Agriani, Nababan and Djatmika (2018) analysed translation quality in terms of accuracy, acceptability, and readability of words that contain spelling,

punctuation and grammatical errors that represent the condition of Autism character in *Flowers for Algernon* novel by Daniel Keyes using an instrument from Nababan, Nuraeni, and Sumardiono (2012). From 309 words and phrases contained in this novel, 303 data (98.05%) are categorized as accurate translation and 6 data (1.94%) are categorized not accurate. For the acceptability aspect, 177 data (57.28%) are categorized as acceptable translation, 126 data (40.77%) are categorized as less acceptable and 6 data (1.94%) are categorized as not acceptable. While the readability aspect of 285 data (92.23%), has high readability level, 18 data (5.82%) have moderate readability level and 6 data (1.94%) have low level of readability.

Kigotho and Fitriani (2018) intended to find out the extent to which students' visual representations can be the guideline for them to write summaries. Based on the analysis, successive visualisation and summarisation metacognitive strategies can be used by students in reading process to represent meanings that they already understood from a reading passage if only they can do both the strategies appropriately. Because students summarised a text based on their visual representations, they need to do visualisation properly to be able to represent the correct information in their drawing based on the information found in the text. By doing so, they can also write a strong summary.

Istiqomah (2016) conducted a research which produces writing teaching material related with Explanation text based on multimodal text by using Sway app. This paper purposes to discover reasonable learning material from the aspect of content, lay out, and the effectiveness of learning material. Regarding the result

of this research, the writer suggests to teacher and researcher who researches related with this research. Teacher should make a best use in this writing explanation text learning material through multimodal text with Sway App. The video contained in this learning material can be replaced with needed video. This learning material can be added with new learning strategy with new and supporting atmosphere. Also, this teaching material can be added with supporting back sound to be more fascinating.

Ulfah, Siburian and Harahap (2017) conducted a study which aims to find out about the results of the development of teaching materials of experience-based explanatory text writing on the class XI students of SMA Negeri Unggul Aceh Timur. The results showed that: (1) material expert validation included the content feasibility with an average of 88.09% on very good criteria, the presentation feasibility with an average of 89.05% on very good criteria, and the language aspects with an average of 90,9% with very good criteria, (2) the design expert validation with an average of 91.25% on very good criteria, (3) the teacher response with an average of 89.17% on very good criteria, (4) the individuals with an average of 75.26% with good criterion, (5) small group test with an average of 81.88% on very good criteria, and (6) limited field test with an average of 92.81% on criteria very good. The results of the students' explanatory text writing test before using the module is 77,66, while the result of the students' explanatory text writing test after using the module increased by 90,15.

Aprianti, Saun and Fatimah (2017) aimed a study at analyzing the grade XII students' ability in writing an explanation text viewed from the generic structure

and the language features. Based on the findings, four students were at the excellent level, seven students were at the very good level, five students were at the good level, four students were at the fair level, and there was no students in the poor level. Overall, the grade XII students' ability in writing an explanation text as found at SMA N 1 Kecamatan Payakumbuh was at the good level.

Based on those previous study above, there is no one focus on the difficulties faced by the college student in translating the explanation text from English to Indonesian. Hopefully, this research will give impact to the translation field especially on translating explanation text and will provide new information about the difficulties faced by student in translating the explanation text and provide a way to overcome those difficulties.

2.2 Theoretical Review

In this subchapter consists of three main terms namely translation, difficulty and explanation text. I would like to review those parts.

2.2.1 Translation

This research is about translation and it is necessary to know the meaning of translation. House (2018) argued that “translation is a procedure where an original text, often called ‘the source text’, is replaced by another text in a different language, often called the ‘the target text’” (p.9).

According to Newmark (1988), translation is rendering the meaning of a text into another language in the way that the author intended the text. Another expert, Machali (2000) stated there are two definitions of translation. The first one

is to change the source text to the target text with balance. The second one is to describe what the writer means.

2.2.2 Type of Translation

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

(1) 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.

(2) 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.

(3) 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 closest natural equivalent principle is done. After that restricting of the message is arranged finally a translation of equivalent is obtained.

(4) 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.

As conclusion, 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.

2.2.3 Meaning Analysis

In translation process, the first think 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 based on Nida and Taber (1982), namely:

(1) 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.

(2) Referential meaning

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

- a) He bought a hammer. (*Dia membeli sebuah palu*)
- b) He will chair the meeting. (*Dia akan memimpin rapat*)
- c) They will hammer nail. (*Mereka akan memukul paku dengan palu*)
- d) He was condemned to the chair. (*Dia akan dihukum mati di kursi listrik*)

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.

(3) 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 those which refer to a certain organ of a body and functions.

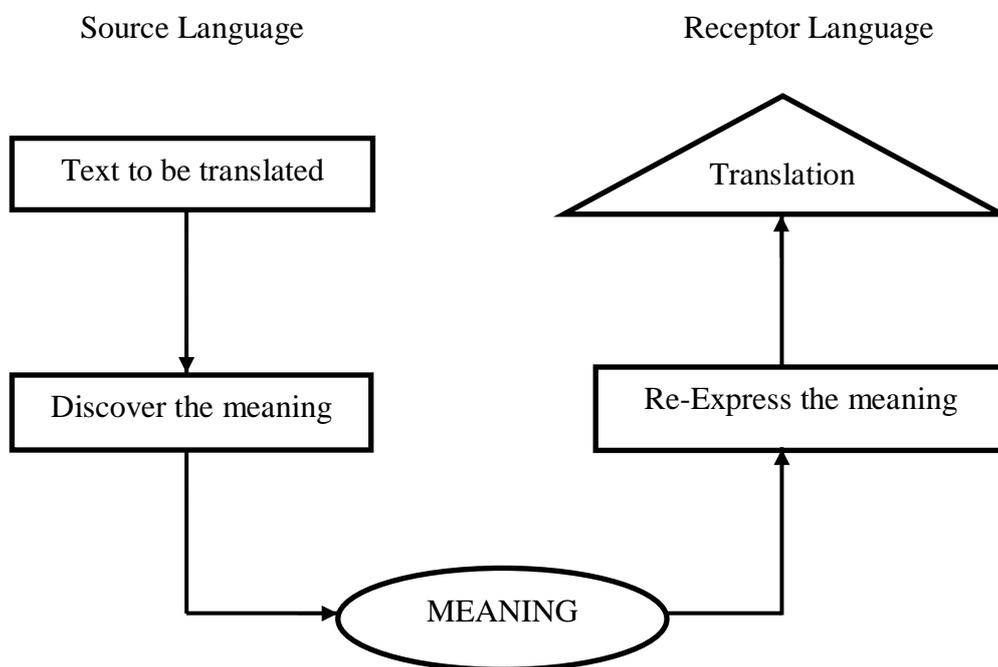
(4) Translation Process

According to Larson (1998) 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 concern 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.

The discovered meaning is then re-expressed or reconstructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. Larson simply present the diagram of the translation process, as follows:

Figure 2.1 Translation Process Bell (1991)



According to Bell (1991) Translation process consist of three steps;

- a) the analysis of the source language text;
- b) the organization of the semantic representations of the individual clauses of the text into an integrated schema which contains the whole

of the information the reader has been able to accumulate in the course of reading the text;

- c) the synthesis (writing the target language text) of the new target language text.

2.2.4 Difficulties

Difficulty is the state or quality of being difficult, difficult thing to do, to understand or to deal with (Oxford Advanced Learner's Dictionary, 5th edition).

2.2.5 Types of Difficulties in Translation

- (1) Nida and Taber (1982) said that many factors are crucial to the process of translating and no explanation of translating can claim to be comprehensive if these factors are not systematically considered. Translation is a complex process, involving linguistic and nonlinguistic factors.

- 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 interlingua 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.

There are linguistics and non-linguistics problems in translation. Those problem 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.’ 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.

(2) Moentaha (2006) explained some translation difficulties. There are two main point in about the linguistic problem. First is grammatical problem which deals with a problem such as singular and plural nouns, aspects, and gender. The second is lexical problem such as meaning, differential or non-differential and semantic field.

- (3) Hartono (2017) explained about Stylistic Problem as a difficulty in translation. The translator should be able to analyse every single word, phrase, sentence, and discourse that appear on the source text.

2.2.6 Explanation Text

Based on Cambridge Advanced Learner's Dictionary (3rd edition), explanation means: "the details or reasons that someone gives to make something clear or easy to understand." Anderson & Anderson (1997) said that explanation text is text which tells how or why something occurs. It looks at the steps rather than the things. The purpose of the explanation text is to tell each step of the process (the how) and to give reasons (the why).

2.2.7 Structure of Explanation Text

Anderson & Anderson (1997) mentioned three part of Explanation Text:

- (1) A general statement

This can serve as an introduction to the explanation, and it gives the audience a description of the event or thing and a preview of what the rest of the text will be about.

- (2) A series of sentences that tell hows and whys

There should bein a sequence so that the audience is told of the process that causes the event or thing to happen.

- (3) A conclusion paragraph

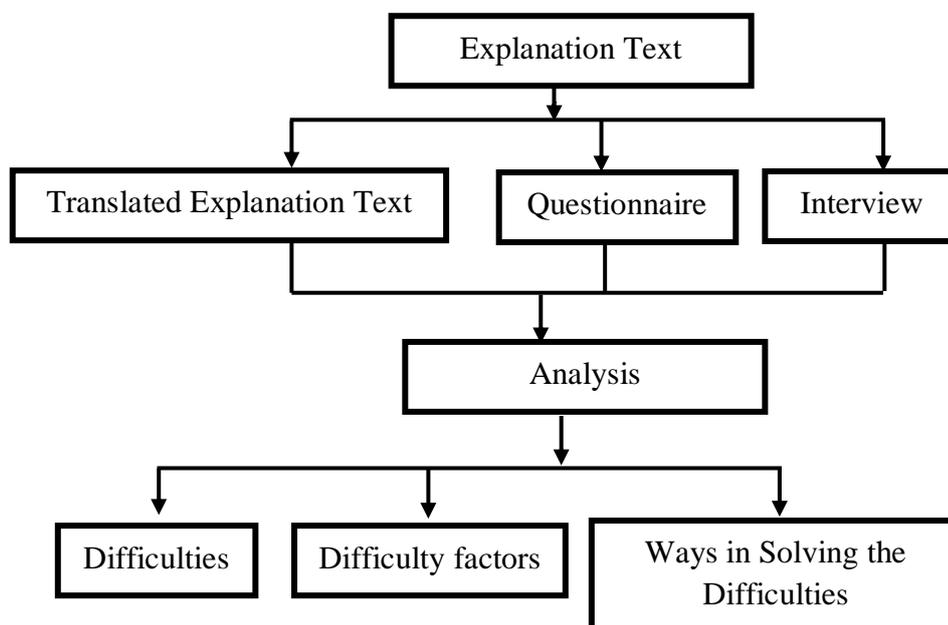
If this included, it signals to the audience that the explanation is finished.

Some explanations text do not have a conclusion.

2.3 Theoretical Framework

Reviewing the explanation above, it can be concluded that translation is not an easy thing to do. It is not just to translate one word, sentence or a whole text into another language. With the idea that the text has to explain and deliver specific issues to the reader, I realized that there should be an accurate, accepted and readable translation of it. Therefore, I would like to analyze the difficulties in translating them and try to provide a solution to overcome those difficulties. The process of this study will be explained in the diagram below:

Figure 2.2 Theoretical Framework



In addition, translator's knowledge about TL's culture is also very necessary in order to produce a good translation. By doing so, the meaning that convey from the SL into the TL will be well-understood by the readers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusions and suggestions of the study. The conclusions are drawn based on the finding of the research. Some suggestions are also added for the students and further researchers.

5.1 Conclusions

Based on the results of the data analysis and description in the previous chapter, the researcher draw several conclusions as follows:

- (1) Referring to the analysis which found errors made by students in translating explanation text from English into Indonesian, showed that the quality of the translation was not good enough. From the 25 translated explanation texts, it was found 140 errors in the data which are the categories into five difficulties namely difficulty in translating the long and complex sentences, difficulty in arranging the text in target language, difficulty in grammar, difficulty in determining equivalent and appropriate words and difficulty in applying the TL writing rules.
- (2) Secondly, from the questionnaire, it found that the errors which are done by the students are caused by several factors. The five main factors are translating long English sentences, translating idioms, determining the correct words which have multiple meaning, finding the meaning of words that are not listed in the dictionary, and finding a complicated English sentence pattern which difficult to be translated into Indonesian.

- (3) The third is the ways in overcome the difficulties. There are 4 ways based on this research. There are looking for in the dictionary (online or offline dictionary), asking to their friend or translation lecture, looking for reference or the example of the use of the words or phrases or idioms in internet and doing back translation.

5.2 Suggestions

The result of the research finds out the errors made by students in English-Indonesian translation competency. This study is conducted to criticize the students. It is expected that the result would be taken positively by translation students, translation lecture and further researcher. This study has been conducted in order to share suggestions for people who would related with this study as below:

- (1) The translation students, based on the research, it is better to give more concern in learning, understanding and mastering English and Indonesian language. Students should pay more attention in writing rule of English and Indonesian. The students also better to practice translation regularly in order to enrich their knowledge and experience.
- (2) Translation Lecture, based on this research findings and discussions, the lecturer can use the findings of this research as a consideration in teaching translation. Hopefully, the lecturers are able to guide the students so they are not making those errors because the difficulties are already overcome by the lecture in the way he teaches the student.

- (3) Toward the further researcher who might develop the same research, first I suggests to use only one until three texts for the whole students rather than one different text for each student so that the data will be more valid. Second, I suggest to use the result of research question number one to be the indicator of the questionnaire so that the result of the questionnaire will be more accurate and related to the research question.

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