

CHAPTER I

INTRODUCTION

A. The Background of the Study

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. To comprehend information written in English, one of the students' strategies mostly is to translate it.

Nowadays, translating activities to be more important practices. The translation is considered as the skill in learning the foreign language besides the other for language skills are listening, speaking, reading, and writing. Mastering translation is important for the students of the English Education Program since they learn a foreign language. Translation does not only transform one language into another language but also gives the right information to convey its content well. Translation has a large scope of coverage. They need not only high quality of knowledge in linguistics but also the whole aspect of communication, such as knowledge, culture, stylistic values, etc. Therefore, translation has a high level of complexity and difficulty.

Newmark has stated that “Translation is that the transmission of thought in an exceedingly language to a different language”.¹ As students' difficult to translate

¹Peter Newmark, *About Translation* (Australia: Multilingual Ltd, 1991), 2.

in the target language develops, it will be predicted that they will be hard to translate longer text.

Soemarno in Hartono has stated that "In doing their translation, the translator might face diverse problems, like lexical meanings, grammatical meanings, contextual meanings, textual meanings, and socio-cultural meanings. Besides, the problem in translating material, including translating jokes, proverbs, and figurative language".²

Hartono classified the problems in translating English text into Indonesian supported three categories. There are grammatical difficulty, lexical difficulty, and stylistic difficulty.³

First, the grammatical difficulty is difficulty might occur because of some grammatical problems in English – Indonesian. Moentaha explained many translation problems related to the grammatical category, as well as those involving singular and plural nouns, aspects, and genus. Second, the lexical difficulty is students' inability in distinctive was principally caused by the lack of vocabulary mastery. Moentaha shows that this lexical difficulty concerned various meanings, differential and non-differential, and semantic fields.⁴ Third, the stylistic difficulty is stylistic problems or variations in style in the translation are a part of a difficult problem because it involves aspects of literature that have their uniqueness.

² Rudi Hartono, *Pengantar Ilmu Menerjemah (A Handbook for Translators)* (Semarang: Cipta Prima Nusantara, 2017), 60.

³ Rudi Hartono, *Pengantar Ilmu Menerjemah (A Handbook for Translators)* (Semarang: Cipta Prima Nusantara, 2017), 62-68.

⁴S. Moentaha, *Bahasa dan Terjemahan*, (Jakarta: Kesaint Blanc, 2006), 13-22.

In translating English text into Indonesian, the students often found some difficulties although they have been guided by their teacher to translate it. The writer found the students' difficulties in translating English text into Indonesian when the teacher asked students the meaning of a word or sentence in English into Bahasa Indonesia. In this research, the researcher chooses the 4th semester of the English Education Department as a subject, and takes 10 students as purposive sampling. The students should translate English text into Indonesian from the Jakarta Post. There are some difficulties that students face during translating the text. The first is the problem in the grammatical. The students translate the text was still inaccurate, even not translated. The students have difficulties in singular/plural form, and aspect. The students do not understand the singular/plural form between English and Indonesian. Besides, the students do not understand grammatical rules and context. The second is the problem in the lexical. The students confused to choose the right meaning of a word, because English have various meanings, and differential/non-differential. Furthermore, students do not know the meaning of a word, because a lack of vocabulary. It makes the students are still not accurate in translating the text. The third is the problem in the stylistic. The students have to able analysis of words, phrases, and sentences. In stylistic difficulty, the students do not understand the shape of language style, such as individuality, and variations of language.

In this case, the writer explains the students' difficulty, because most students still confused in translating English text into Indonesian, especially at the 4th Semester of English Education Department. Therefore, the writer is interested in making the investigation by the title **“Students’ Difficulties in Translating English Text into Bahasa Indonesia” (A Case Study at 4th Semester of English Education Department UIN SMH Banten in the 2020 Academic Year)**.

B. The Focus of the Study

Focusing on the topic of the study, the researcher will focus on grammatical difficulty, lexical difficulty, and stylistic difficulty.

C. Statement of the Problem

The principles of the problem can be formulated as follows:

1. What are students' difficulties in translating English text into Indonesian?
2. What are factors that cause students' difficulties in translating English text into Indonesian?
3. How do students solve their difficulties in translating English text into Indonesian?

D. Objective of the Study

1. To describe the students' difficulties in translating English text into Indonesian.
2. To identify the factors that causes students' difficulties in translating English text into Indonesian.
3. To investigate the solution to students' difficulties in translating English text into Indonesian.

E. The Previous Study

The researcher finds some previous studies of researchers about students' difficulties in translating research as follow:

In one of the first investigations, Fajrin have found that factors that caused the difficulties in translating English text into Indonesian were; 1) In linguistic factors, most of the knowledge and understanding of the students about the phrase (22,5%) in translating was still less, and 2) non-linguistic factors, most of the knowledge and understanding of the students in translating texts that were related to chemistry is (53%), technical is (46,47%), medical is (45%) were still less too.⁵

⁵ Ahmad Fajrin, *Students' Perception On Translating difficulties English Text Into Bahasa Indonesia(A Study at Sixth Semester of English Education Study Program of FKIP Bengkulu University in the 2011/2012 Academic Year)*, (Bengkulu University, 2014), 15.

Tarigan has stated that the students display the problems in syntactic ambiguity in sentence and collection of phrase meaning (51%) withinside the shape of the adjective (95%), and noun phrase (86%).⁶

In every other study, Arono and Nadrah have indicated that the college students' problems in translating English text, have been elliptical errors (67,29%), idioms (87,5%), and textual meaning (73,54%). Besides, the problems of college students in translating have been loss of vocabulary (87,50%), trouble translating Islamic texts (75%), literary works (66,66%), and grammatical issues (62,50%).⁷

Moreover, Dian, Ifadah, and Aimah, has investigated the students' difficulties in translating idiomatic expressions. Results showed that 15% of students' translations were totally inadequate, 23% were inadequate, 10% were adequate, 14% were almost successful, and 38% were successful. Meanwhile, the translation difficulties experienced by students were lexical difficulty at 73%, stylistic difficulty at 67,5%, cultural difficulty at 66%, and 64% for grammatical difficulty.⁸

Furthermore, Azizah has conducted research about 10 English proverbs with 100 students' translation products. The study concludes that, from 10 proverbs with

⁶ Karisma E. Tarigan, *An Analysis of Students' Difficulties In Translating Descriptive Text (A Case Study at First Semester of Catholic University of Saint Thomas Medan)*, School Education Journal (SEJ) Vol. 8, No. 2, (June 2018), 117-119.

⁷ Arono, Nadrah, *Students' Difficulties In Translating English Text* (Journal of Applied Linguistics and Literature (JOALL)), Vol. 4, No. 1, (2019), 91-96.

⁸ Dian Paramita Ayuningtyas, Muhimatul Ifadah, Siti Aimah, *Students' difficulties in translating idiomatic expression from English into Indonesian*, 2nd English Language and Literature International Conference (ELLiC), Proceedings – (ELLiC Proceedings Vol. 2, 2018), 496-499.

100 students' translation products, there are only 29 accurate translation products (29%) and 71 inaccurate translation products (71%).⁹

The similar both five previous studies and my research is the research focuses on students' difficulties in translating. The differences between Fajrin, Dian, Ifadah, Aimah and my research is using technique collecting data to analyze students' difficulties in translating. Their research using questionnaires and my research using documentation and interview. The difference between Arono, Nadrah, and my research is a type of research. Their research used quantitative research and my research used qualitative research. Moreover, the difference between Tarigan is focusing on syntactic ambiguity and my research focuses on grammatical difficulty, lexical difficulty, and stylistic difficulty. The last difference is between Aizah. Her study focuses on the proverb and my study focus on grammatical difficulty, lexical difficulty, and stylistic difficulty.

F. The Organization of Writing

The writer makes this paper will be organized in five chapters.

Chapter one consists of the background of the study, the focus of the study, statement of the problem, objective of the study, the previous study, and the organization of writing.

⁹Lulu AtunAzizah, *Translating English into Indonesian Proverb Analysis (Advances in Social Science, Education and Humanities Research, Vol. 297, International Conference on Interdisciplinary Language, Literature and Education (ICILLE))*, 2018, 202-204.

Chapter two is a theoretical framework. They are the definition of difficulties, the sources of difficulties, the difficulties in translating English text into Indonesian, the definition of translation, the types of translation, the strategies in translation, the process of translation, the principle of translation, and the procedures of translation.

Chapter three is a research methodology. There are consists of the method of research, unit of analysis, instrument of the research, the technique of data collection, and the technique of data analysis.

Chapter four will describe the finding and discussion.

Chapter five is closing that consists of a conclusion and suggestion.

