

The Difficulties Faced by the Sixth Semester Student of English Department of FKIP UKI Toraja in Translating Indonesian Text into English Text

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Abstract

The aim of the research is to find out the difficulties faced by the sixth semester students in translating Indonesian text into English text. The writer used qualitative descriptive method to explore the objective of the research. To collect the data the writer used several steps: giving the test for the students, identifying and classifying the students' difficulties in translation. The finding showed that the students faced many difficulties: there are four difficulties categories of the translation: lexical equivalent, lexical adjustment, grammatical adjustment, grammatical equivalent. Students faced two lexical and two grammatical problems in translating text from the source language into the target language where most of the students translated the sentences from source language into target language directly that they did not pay attention on the context.

Keywords: difficulties, translation, English, Indonesian

Introduction

Translation is very important in our life, because every time we need translation. When we do communication with others people, when we go to the tourism object, when we buy something, when we go to another countries translation takes part there. So it is very important to know what is translation.

Translation independent and radically different from the four skills which is define language competence: reading, writing, speaking and listening. Translation takes up valuable time which could be used to teach these four skills. Wilss in Sari,et al (2017), states that translation is a transfer process which aims at the transformation of a written source language text (SLT) into an optimally equivalent target language text (TLT), and which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the source text. According to Bassnett in Tandikombong,et al (2016 :5) In translation, there is a substitution of TL meanings for SL meanings: not transference of TL meanings into the SL In transference there is an implantation of SL meanings into the TL text. These two processes must be clearly differentiated in any theory of translation. It means that before we transfer we have to understand the meaning of the context before we translate.

Translation is one subject that offered in curriculum for the students of university to be learned The college students, especially English department of FKIP UKI Toraja have specific subject on translation namely translation I and translation II in those subject, the student are expected to be able to transfer meaning from source language into target language (Indonesia into English – English into Indonesia). Translation is important for spreading information because it can help people, who do not understand a source language, to absorb the information from certain materials, in learning translation there are some points that we have to pay attention relating the linguistic theories of the translation. They are types and categories of translation, translation principles, and translation procedures. Catford (1969:21) divides translation into three distinctive types, namely: full translation vs partial translation, total vs restricted translation, and rank of translation (word to word). Savory (1969:20-24) categories translation proper into four types as follows: perfect translation, adequate translation, composite translation, and scientific and technical matter. Translation

principles divided into two expressions to the distinction between the literal or faithful translation and the idiomatic or free translation. Translation procedure is technical device to transfer of meaning from one language into another language. It means that the students have to be able to indentify what translation procedure they use when they translate paragraph or text. An experience of the writer when studied translation, it was difficult to translate a sentence or paragraph because there were many difficulties that the writer faced in translation. More over translating Indonesian into English is more difficult than translating English into Indonesia that is why there is a big possibility that many difficulties will be faced in translating. if we translate English into Indonesia we can be directly to adjust lexical and grammar adjustment because we know the English very well and we can speak it. Because the sixth semester students of FKIP UKI Toraja have been taught about translation I and translation II therefore, the writer interest to analyze the difficulties faced by the sixth semester students of FKIP UKI Toraja in translating Indonesia text into English text. ” THE DIFFICULTIES FACED BY THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF FKIP UKI TORAJA IN TRANSLATING INDONESIA TEXT INTO ENGLISH TEXT”

Review of Related Literature

Pinchuk (1977:38) translation is a process of finding a target language equivalent for a source language utterance. Newmark in Siumarlata et al (2018) translation is a process of rendering the meaning of a text into another language. This definition stress on rendering meaning of the source language text into the target language text. Catford (1965:20) ,said that: Translation is the replacement of textual material in one language by equivalent textual material in another language. In line with Pinchuk, Newmark, Catford also states that translation is a process of finding or rendering of meaning of the source language text into the target language. The definition given by Nida (1984:83) points out: “translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style”. Supported by Likewise translation, as Bell (1991:8) asserts, “translation involves the transfer of meaning from a text in one language into a text in another language” From the definitions above, whereas textual material, SL(source language) text, Written message, and source language

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message are synonymous to indicate something to be translated into TL (target language). Gabreliatos in Arrang (2016) who stated that translation is most frequently used as a convenient shortcut when teaching vocabulary by providing 'equivalents' in the learners' mother tongue. Replacement and reproducing derive from replace and reproduce which are synonymous. The writer can conclude that the translation is a process, where the translator or interpreter to replace or transfer from one language (source Language) by equivalent material in another language (Target Language), whether the language is written or spoken in any kind in meaning and style.

Method

In this research the writer used qualitative. Qualitative research involves the use of the data to understand and explain social patterns. In this field, interviews, surveys, documents and participants observational data are used as research tools. According Conger and Bryman (1998:67) in Ospina (2004) the advantage of doing qualitative method research are flexibility to follow unexpected ideas during research and explore processes, seniority to and increased opportunities (to develop empirically supported new idea and theories; for in-depth and longitudinal exploration of phenomena; and for more relevance and interest for practioners). The writer used qualitative method to find out the difficulties faced by the sixth semester students of English department of FKIP UKI Toraja in translating Indonesia text into English text.

To analysis data the writer used descriptive technique the data from written test analyzed by three step, they are data reduction, display, and conclusion (Miles and Huberman 1994).1. Data reduction refers to process of selecting, specifying, and transforming the data. In this stage the writer consider on several data that involve. 2. By displaying the data the writer is easily to identify, analyze, and decide the next activity to do. In qualitative research, the presentation of the data uses the form of a short description. 3. The last stage of the data analyze for qualitative research is conclusion, conclusion involves stepping back to consider what the analyze data mean and to assess their implications for the questions.

Results

The Difficulties in Lexical Equivalent.

There were 21 items that the writer found the sentence that have been translated by the sixth semester of English department of FKIP UKI Toraja, they were translated the words from the source language into the target directly.

Table 1 the difficulties in lexical equivalent

Indonesia	English	Item 1	Indonesia	English	Item 2
Bisa ular itu sangat	Can — snake's is	Students: 3,4,7,8,13,1 4,1	Saya selalu Terbuka kepada orang tua saat	I always intergrity to my parents if	Student: 8

The difficulties in lexical adjustment

Metonymy:

There were 16 (**items 3,6**) that the writer found the sentence that have been translated by the sixth semester of English department of FKIP UKI Toraja, they were translated the sentence for sentence directly, in Indonesian it is correct to say „brian sudah banyak garam dalam bermain musik” In the special collocation with eat much salt.

Table 2 the difficulties in metonym

Indonesia	English	(Items 3,6)
Brian sudah banyak makan garam dalam bermain musik	Brian has eaten much salt in playing music	Students: 1,2,5,6,8, 9,15,16.
Surga ada di telapak kaki ibu	The heaven under mother feet	Students: 1,2,5,6,8, 9,15,16.

Synecdoche:

There were 13 items that the writer found the sentence that have been translated by the sixth semester of English department of FKIP UKI Toraja, they were translated the sentence without pay attention with the context. Synecdoche it is a kind of figurative sense based on part-whole relationship. One specifik is said but the whole is intended

Table 3. difficulty in Synecdoche

Indonesia	English	(Items 5)
“Berikan lah kami makanan pada hari ini”	Give us daily food today	Students: 1,2,3,5,6,7,8, 9,12,13,14,1 5,20.

Idiom:

There were 8 items (4,7) that the writer found the sentence that have been translated by the sixth semester of English department of FKIP UKI Toraja, they were translated the sentence directly, based on the theory idiom is an expression of at least two words which cannot be understood literally and which function as unit semantically.

Table 4 difficulty in Idiom

Indonesia	English	Source
Ala bisa karena biasa	Experienced	Students: 1,2,5,9,10,17,19,20
Ala bisa karena biasa	Versatile because of the ordinary	
Kantong saya kering	My pocket in dry	

The difficulties in grammatical equivalent

There were 8 items that the writer found the sentence that have been translated by the sixth semester of English department of FKIP UKI Toraja, they were translated by dropping out parts/some parts.

Table 5 The difficulties in grammatical equivalent

Indonesia	English	(item 12)
<p><u>Jhon</u> <u>seorang</u> <u>usahawan</u> yang <u>hebat</u> 1 2 3 4</p>	<p><u>Jhon</u> <u>is</u> <u>success</u> <u>business man</u> 1 5 2 4 3</p>	<p>Students: 2,3,4,5,8,9,15,16.</p>

The difficulties in grammatical adjustment

Indefinite article:

There were 9 items that the writer found the sentence that have been translated by the sixth semester of English department of FKIP UKI Toraja, they were translated the sentence without see the konsonant and vokal, they did not pay attention with the final words .

Table 6 difficulty in indefinite article

Indonesia	English	Item 15
<p>Ada sebuah apel di atas meja</p>	<p>Thre is a apple on the table</p>	<p>Students: 4,7,8,12,15,18</p>
Indonesia	English	Item 15
<p>Jhon seorang usahawan yang hebat</p>	<p>Jhon is a <u>entrepreneur</u> intelligence</p>	<p>Students : 8,7,20</p>

Tenses:

There were 7 items that the writer found the sentence that have been translated by the sixth semester of English department of FKIP UKI Toraja, they were translated without see the tenses, they cannot differentiate about past and present.

Table 7 difficulties in using tenses

Indonesia	English	Item 15
Saya tidak ke sekolah kemarin	I'm no go to school yesterday	Students: 2,4,6,8,10,1 2,19

Discussion

In this section the writer focused in discussing the finding with related concepts and previous studies which focused of this research about the difficulties faced by the students in translating Indonesian text into English text. In this thesis the writer found 4 types difficulties faced from 87 sentence that were taken from 20 students of the sixth semester of English Department of FKIP UKI Toraja. They are:

1. **Lexical equivalent:** (21 sentences).

Lexical equivalent is the equivalence of the closest meaning between the source language and the target language of a word used in context (Fardhani A.E., 1997:45)., for examples:

- bisa ular sangat mematikan.
- Saya selalu terbuka kepada orang tua saat ada masalah.

The meaning of word “bisa” is determined by spesifik context in which used, being „can”, „poison” respectively. In this translation, the students translated the sentences ***bisa ular sangat mematikan*** into ***can snake’s very deadly*** it’s obvious that the students found difficulty in translating lexical equivalent from indonesian into english. In Melsika (2017) she concluded that most the students dominant of lexical errors are made by the students is 283 (66,43%) error in function words. And also this thesis that the writerfound there were 21 sentences of lexical equivalent errors made by the students.

2. **Lexical adjustment:**

Lexical adjustment, In preceding discussion the translator is constantly

looking for lexical equivalent between the source language and the receptor language through the context. And it sometimes not easy. The fact that if the source language has a different culture with the target language automatically make it difficult to find lexical equivalents. The lexicon of the two language will not match. This to make many adjustment in the process of translation. Fardhani A.E (1997:2) state that in order to keep the meaning unchanged a translator makes adjustments for the new text. Lexical adjustment consist of three kinds, they are:

➤ **Metonymy:**

There are (16 sentences), metonymy, that is the use of words in involving association. For example: in english it is correct to say „the cattle is boiling”. However, a cattle cannot boil. In the special collocation with boiling, but rather refers to the water which is in the cattle, so it can be translated „air itu mendidih. another example we can see in(item 3) in Indonesian it is correct to say “brian sudah banyak makan garam dalam bermain music”. However, his is imposible to eat much salt. In the special collocation with eat much salt but rather refers to the skill in playing music, based on the explanation above most of the student translated the sentence directly without pay attention with the context.

➤ **Sinecdhoche:**

there are (13 sentences). Sinecdhoche, it is a kind of figurative sense based on part-whole relationship. One specifk is said but the whole is intended. For example: For example in the lord's prayer it says “give us the day our daily bread”. One specifk member, bread of the class food is subtitued for food. The prayer is really talking about food, not just bread, which is one parts of the whole class of food. So it should be translated “berilah kepada kami makanan untuk hari ini”, instead af saying “berilah kepada kami roti untuk hari ini”.

➤ **Idiom:**

There are (8 sentences). Idiom, this is an expression of at least two words which cannot be understood literally and which function as unit semantically in **Idiom** “kantong saya kering”,

it can not be translated into “my pocket is dry”, but it should be translated “i'm rainy day” in this translation, the students translated the phrase

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“kantong saya kering” into “my pocket in dry” it's obvious that the students found difficulty in translating idiom from Indonesian into English. Palisungan (2010) focused on mastery of the fifth semester students in translating idioms, and she concluded that the mastery of the fifth semester student of English Department of FKIP Uki Toraja in translating idioms in a sentence context is still bad. And also this thesis that the writer found there were 8 sentences of idiom are uncorrect made by the students.

3. **Grammatical equivalent:**

There were (13 sentences). Grammatical equivalent, Every language usually has its own system. In translating English text into Indonesian, the grammatical equivalent could be in the rank of word for word, phrase for phrase, or sentence for sentence (Rachmadi et. Al., 1996:1.44). So in translating English words, phrases, or sentences into Indonesian a translator must consider the grammatical equivalent in order to obtain faithfulness and readability. It is important to point out that there similarities as well as difference. For example:

<u>Jhon seorang usahawan</u>	<u>-Jhon is success</u>
yang hebat	<u>businessman</u>

The students translated the sentences by dropping out part/ some parts. It is obvious that the students found difficulties in translating grammatical equivalent from Indonesian into English.

4. **Grammatical adjustment:**

There were (12 sentences). Grammatical adjustment In doing translation, a translator will be faced to a complicated problem, if there is no similarity in grammatical order. This is understood that there are cases in the source language because of the grammatical differences in the two languages themselves that may impede understanding (Karnadidjaja, 1986:12). Moreover, Fardhani A.E., (1997:2) states that adjustment made in translation for the target language because of the grammatical differences with the two languages.

- **Indefinite articles**, Article are words normally placed before noun. (akhlis, 1993:87) According to Syah Djalinus et.al (1977:28). There are two kinds of articles, they are: indefinite article and definite article. In this study, the discussion only fokus on indefinite article.

There is no plural form of the indefinite article (Allsop Jake, 1982:34). It means that indefinite articles refers to singular thing. The indifinite article a/an can be used when an unidentified specimen is introduce. For example:

- ✓ Seorang guru = a teacher
- ✓ Sebuah payung = an umbrella
- ✓ Seekor gajah = an elephant

When we faced like the sentence above we have to pay attention with the konsonant and vokal of words. In this case there were 9 items that the writer found, they were translated the sentence without see the konsonant or vokal of the sentences, for example: Ada sebuah apel di atas meja - There is **a apple** on the table

The students translated the phrase *sebuah apel* into *a apple*. It is obvious that the students found difficulty in translating an article from Indonesian into English. The student did not pay attention to the difference between the article “a” and “an”. In indonesian we just known that “a” and “an” is “seorang” while in english “a” and “an” is determined by final position of the word.

- a. **Tenses**, Tense is the form taken by a word to indicate the time (also continuance or completeness) of an action (Smith et.al.,1991:796) generally english has both time adverbs and tenses, on the other hand, indonesian has only the time adverbs but not the tenses. For example:

- 1) dia sekarang mengendarai mobil (He is driving the car now)
 - 2) dia kemarin mengendarai mobil di jalan ramai (He is driving the car now)
- Based on the example above there were 7 items that the writer found they were translated without see the tenses, for examples:

The students translated the sentence *saya tidak ke sekolah kemarin* into *i'm no go to school yesterday* they did not pay attention about the tense. It's obvious the students found difficulties in translating tenses from Indonesian into English

Conclusion

Based on the finding and discussion presented in the previous chapter, the research actually had reached its aim. There are conclusion of the difficulties faced by the sixth semester students of English department in translating Indonesian text into English text, the researcher found some difficulties of the translation faced by the translator they are: lexical equivalent 21 Sentences that they were translated directly, lexical adjustment: (**metonymy**: 16 sentences in items 3,6 that they were translated are not lexically adjustment, **synecdoche** 13 sentences that they were translated directly, **idiom** 8 sentences that they were translated directly. grammatical equivalent 13 sentences

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