

TRANSLATION, WHY IS THIS DIFFICULT? STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH TEXT

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Abstract

The purpose of this research was to describe the difficulties in translating text, the type of error in translation and the factor causing it in translation at Muhammadiyah Lampung University Students. The subject of this research was Muhammadiyah Lampung University in the fourth semester in the English Education Department. The data collecting technique of this research used a test and questionnaire. The results of this research indicated that students have some difficulties in Translation Subjects such as (1) Elliptical Error (12%), Idioms (57%), and textual meaning (31%). Based on the data the majority of students indicated that Idioms are the most difficult part of English Text Translation.

Keywords: *Translation, Translation Difficulties*

INTRODUCTION

Translation is one of the subjects that should be mastered for students in the English Department. It is needed to have complete skills for good translation. As we know it not only needs a master in vocabularies but also it should master in grammar, pragmatic, semantic, morphology. A translator not only translating the word based on word by word but also it should be about the meaning beyond the word itself. So the true message of the source language can deliver well in target Language (Newmark, 1991).

As it is said before Semantic and Pragmatic have important roles in Translation activity. We know that Semantic talks about “tools” for getting the meaning beyond the sentences. Meanwhile Pragmatic related about understanding the contexts of the sentences itself. (Griffiths, 2006)

LITERATURE REVIEW

Translation

Translation is a very complete combination of skills. Students should master some skills such as Grammar, Vocabularies, Reading, Pragmatic, and Semantic. In understanding the meaning of sentences students have to read many English texts. The students' knowledge of the target language will increase if they have read many texts about the source language. So they can get the message of the source language to Target Language. It can said that the students' abilities in translating will increase because they have read many text in source language.(Robinson, 2003)

Translation is like a process of direct and indirect communication. In speaking we do communication in direct and indirect speech meanwhile in translation we do communication direct and indirect by using text. (Cristea, 2000). Direct communication here means that the text from the source language and indirect communication means that the result of the translation. The meaning of the target language should have the same meaning from the source language. (Budianto & Fardhani, 2010). It explains that Translation consists of product (source language) and concrete product (target language) (Munday, 2004). In short it

can be said the translator should focus on the main idea of the source language so the translator can give the main idea in the target language naturally.

The duty of the student as translator is not easy because they should consider many factors in translation. So it needs a long time and intensive analysis in many English texts as the data (Halai, 2007). The students should make the translation of English Text as simple as possible but it should cover all the meanings correctly. The translation should be made as simple as possible in order to be easily understood by the readers (Nababan, 2008).

There are some criteria for good translation namely; Accurate, Meaningful, Accessible, Effective and Ergonomic, Compliant, Compatible (Gouadec, 2007). This is the reason translation is not easy work for the students. Based on the explanation above the students not only find out the meaning but also consider the other factors for making a good translation.

Difficulties of Translation

Language in this world is unique. They have their own character and essentials, so the students must get their essentials truly (Venuti, 2000). The students should consider the structure, semantic and pragmatic factors in order to get a good translation. So every sentence needs deep analysis in semantics related to textual sentences (G. Maingueneau, 1991). As said before the students need to do analysis not only in semantic factor but also in pragmatic factor. Every sentence should need deep analysis in extra-textual for getting a good translation in target language.

Translation process from the source language to the target language needs to know about the habits of the source language. It should be done by students because every language has its own rules about grammar, contextual and condition (Saragih, 2020). Talking about other languages is not only about the language, we should also consider their culture. Every language in this world has its own culture. So when we do translation, the culture of the source language is one of the most important factors for a translator. This should be done in order to avoid misunderstanding of communication between source language and target language.

There is a lot of research about translation done by researchers. One of them is Suksaereseup and Thep-Akrapong (2009). They are investigating translation based on their problems in the reading process of the source text. They also mention that they have problems with lexical translation. The subject of their research was Thai students who translated English text to Thai. The other researcher is Sukmana (2000). She analyzed the result of translation at Students sixth semester English Department in University of Bengkulu. She showed that the students lack knowledge in translation of idiomatic expressions (Fitriyah et al, 2019).

Idiom is one of a variety of sentences. Every language has idioms for clear and simple sentences, playing with words. Idioms usually have different meanings when we translate them word by word (Langlot, 2006). Translation process is more complicated if we find idiom sentences in English text (Bradeau, 2012). Students as the translator need to know about idioms in the source language before doing the translation.

METHODOLOGY

This research used a descriptive qualitative method. The purpose of using this method is a comprehensive summarization, in every term, of specific experiences by individual or group. The subject of this research was students of the English Education Department

Muhammadiyah Lampung University in the fourth semester. The subject consists of 9 students. All of the students become respondents as subjects. The data collecting technique of this research used a test and questionnaire.

The researcher gave the test to identify the type of error translation. Meanwhile the questionnaire was for finding the students' difficulties in translation. The data from the students were analysed by using four options namely always, often, seldom, and never (Sugiono, 2007). Questionnaire was analysed using four options above. This is the steps of analyzed the questionnaire;

- a) Giving questionnaires to the students
- b) Identifying the questionnaires
- c) Analyzing the questionnaires
- d) Drawing the result of questionnaires
- e) Giving conclusion

There are four main steps in explaining the result of questionnaires namely; 1) checking the students' work one by one, 2) the students' errors were counted, 3) identifying students' errors in types of errors, and the last 4) making the conclusion in percentage result.

The researcher used some steps in analyzed the test of translation namely;

- a) Observing the students' test
- b) Identifying the students' error translation
- c) Classifying the students' error translation
- d) Calculating the result of analysing data
- e) Giving conclusion

FINDING AND DISCUSSION

Difficulties in Translation English Text

This research indicated that the students have some problems in Translation English Text namely; (1) Elliptical Error, (2)Idioms, and (3) textual meaning. The details about students' difficulties at English Department Universitas Muhammadiyah Lampung fourth semester can be seen in the table below.

Table 1

The Students' Difficulties in Translation English Text

NO	The Students' Difficulties	Percentage (%)
1	Elliptical Error	12%
2	Idioms	57%
3	Textual Meaning	31%

The result above indicated some students' difficulties in Translation English Text as follows; (1) Elliptical Error (12%), Idioms (57%), and Textual Meaning (31%). As we know based on the data above Idioms are the biggest difficulties in Translation English Text. It means that there are many mistakes in translating English in Idioms sentences. The students feel confused in Translating Idioms' English sentences.

Factors of Students' Difficulties in Translation English Text

Based on the questionnaire indicated some factor students' difficulties in Translation English text, namely; (1) Lack of Vocabularies, (2) Translating in literary text, (3) Less of knowledge about English Text, (4) Less of mastering Grammar, and (5) Lack of strategy in Translation English Text. The results of the analysed questionnaire indicated that Translation in Literary Text is the most important factor in Translation English Text. It can be said that the students still have less understanding of the idioms, so they just translated the text into literary text. The detail explanation of Students' Difficulties in Translation English Text in English Department Muhammadiyah Lampung University of Fourth Grade as shown table below;

Table 2
The Students' Factors in Translation English Text

No	Factor	Percentage
1	Lack of Vocabularies	23%
2	Translating in Literary text	35%
3	Less of Knowledge about English Text	18%
4	Less of Mastering Grammar	14%
5	Lack of Strategy in Translation English Text	10%

CONCLUSION

The result concluded that the students have some difficulties in Translation English Text such as (1) Elliptical Error , (2)Idioms, and (3) textual meaning. ; the detailed explanation in percentage as follows; (1) Elliptical Error (12%), Idioms(57%), and Textual Meaning (31%). As we know based on the data above Idioms are the biggest difficulties in Translation English Text.

Suggestion for Students in Translation English Text, they need to increase their knowledge about idioms sentences. They can start it by reading many idioms. The students also should increase their vocabularies in English so they can understand the English Text easily. Textual Meaning Error can be solved by understanding the semantic and pragmatic subject. On the other hand, the lecturer in the Translation Subject should be given various techniques and strategies in Translation English Text. So the students can translate English Text well.

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