



THE STUDENTS' PROBLEMS IN TRANSLATION

Nurhayati Sitorus
Program Studi Pendidikan Bahasa Inggris, Universitas HKBP Nommensen
Hayati.sitorus@gmail.com

ABSTRACT

This research aims to know the students' problems in translation. The research method used in this research is descriptive qualitative research. The technique for collecting data by using questioner and giving a text (new item text) to the students.

The result of this research shows the students' problems in translation are (1) grammatical structure includes incomplete sentence, tenses, and part of speech, (2) lexical, the students' inability to choose suitable words in the target language. (3) vocabulary, the students have less vocabulary so they are not able to finish and complete their translation or they will rewrite the context in source language to the target language. (4) syntax, the students are not able to put the Noun Phrase (NP), Verb Phrase (VP) in the right place.

Key Words: Students' Problem, New Item Text, Translation

INTRODUCTION

Language is a tool that used to communicate and interact to the other. Through language, human being can express their ideas to the other both oral or written. That's why language has necessary role in human life.

English is one of the kinds of the language that used human to deliver message to the other. It is an International language. It has been taught in kindergarden, elementary school, junior high school, senior high school and also in the university level. Now, It is very important to be learned because there are some schools that use English as introduction language in the school especially international school. As the tool of communication, it means that human must have ability to translate what the speaker said, especially for students.

Hatim and Munday (2004:6) define translation as "the process of transferring a written text from source language (SL) to target language (TL). In accordance with Hatim and Munday, Nida and Taber (1982:12) said "Translating consists in reproducing in the receptor language the closest natural equivalent of the source language language message".

Based on the expert's opinion above, the writer concludes that translation is a process which is intended to find meaning equivalence in the target text. When people translated a sentence or a text, sometime they found problems. There are some problems that will be faced in translation such as grammatical problem, phonological problem, lexical problem and etc (Abdellah (2002); Ghazala (1995)). That's why translation is not an easy work.

Based on the writer's experience when the writer taught the students in the classroom, the writer found that some students were difficult to understand English. They said that



English is very difficult because there are so many patterns or rules that should be remembered, especially in studying grammar and translation.

Translation has been taught for a long time. Translation is a necessity to all people especially for students. Students' ability in translating is needed. It's caused there are so many articles, papers, books that is written in English. So, students' ability in translating is needed to know and understand the material. Sometime the students didn't understand what the educator said if the educator spoke in English without translating it into Indonesian. It is caused the students have less vocabularies so the educator must translate what the educator said so that they understood the material. Then, the students also made errors and mistakes when they speak, write, and translate a sentence from Indonesian to English. It is caused they are not careful and they have weekness and problems in the tense. So, when the students translated the sentences or a text from Indonesian to English, they translated it not based on the structural in grammatical and also the result of their translation was ambiguity. Based on the problem above, the writer wants to know more the students' problems in translation.

RESEARCH METHODOLOGY

The writer used descriptive qualitative research to know and describe the students' problems in translation that made by the sixth semester English Department students in translating Indonesian text into English. The object of the research was the sixth semester English Department students of HKBP Nommensen University academic year 2016/2017.

In this research, the writer gave a test to the students to get the data. The test was a new item text. It was taken from *Kompas* on March 13, 2017. The title of the text is "*Metode Pengajaran Interaktif Lebih Efektif*". Here, the students were asked to translate Indonesian text into English. The data in this research was the result or the answer of the questioner and the test that was given to the students by the writer. The data was gotten from the sixth semester English Department students of HKBP Nommensen University.

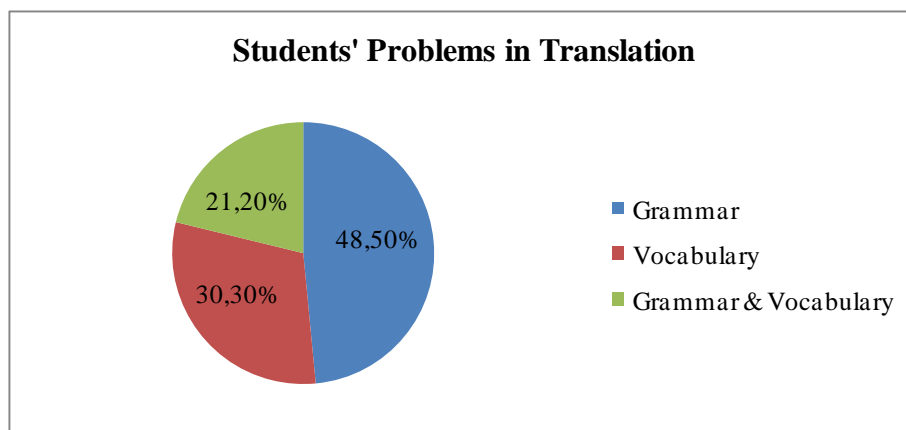
To analyze the data, the writer did some steps or procedures. They are 1) reading the students' answers, 2) identifying the students' problems, 3) classifying the students' errors, 4) finding the students' problem and describe them

FINDINGS AND DISCUSSION

1. FINDINGS

The writer got the data from questioner and test that the writer gave to the students. Through questioner, the writer found students' problems in translation were grammar and

vocabulary. It could be seen below.



To get more findings, the writer gave a test to the students, the students' problems in translation that the writer found are (1) grammatical structure (2) lexical (3) vocabulary (4) syntax. Here is the analysis of the data.

The Title of the Text

Metode Pengajaran Interaktif Lebih Efektif (The title of the Text)

When the students translated the sentence above, they translated the sentence to be:

1. The interactive learning method more effective
2. The more effective teaching interactive method
3. An Interactive Teaching Method is more Effective

In the first translation (*translation 1*) the students' problems are *lexical* and *grammatical structure*. Here the students were wrong to choose the right word that was suitable to the target language. The word choice that students used is not suitable in English. The word "learning" should be "teaching. Then, the next problem was *grammatical structure*. It could be incomplete sentence that done by the students. It occurred because the students tended to translate word by word sentence from Indonesian into English. As the result there was a discrepancy in the translation of the target language with the context in the source language. The second translation (*translation 2*), the students' problem was *syntax*. Here, the students did not understand about the word order. They were unable to display suitable word order to the target language that categorized into two groups, namely Noun Phrases (NP) and Verb Phrase (VP). The third translation (*translation 3*), it was the right sentence. The translation was suitable to the target language.

Paragraph 1

Metode pengajaran interaktif dinilai lebih efektif untuk meningkatkan kualitas siswa dan guru. Selain lebih menyenangkan, metode itu membuat siswa dan guru lebih mudah

memahami materi dan menumbuhkan minat baca.

When the students translated the paragraph above, they translated the paragraph to be:

1. The interactive teaching method is more effective for increase the quality of students and teachers., the method makes students and teachers easier to understand the material and
2. The interactive teaching method can judged more effective to improve the quality of students and teachers. In other hand, it is fun, the method can make the teachers and students most easy to understand the material and grows in reading.
3. The interactive teaching method is appraised more effective to improve the quality of students and teachers. In addition to more fun, the method makes students and teachers easier to understand the material and grows interest in reading.

The first translation (*translation 1, paragraph 1*), the students' problems were *grammatical structure* and *vocabulary*. In this case, the use of preposition "for" was not suitable. It should be "to". The students' problem in *preposition* was categorized into *part of speech*. So, it included *grammatical structure*. Then, the next problem was *vocabulary*. It was caused the students had less vocabulary. It could be seen when they translated the sentence (*translation 1, paragraph 1*). They were not able to translate it because there were some difficult words that they did not know the meaning of the words. So, the translation was not finished. The second translation (*translation 2, paragraph 1*), the students' problems were *lexical* and *grammatical structure*. In this case the use of word "judged" was not suitable for the target language. It was used in a court to decide how criminals should be punished or to make legal decisions. So, the suitable word was the word "appraised". Then, the use of adjective "most" is not suitable. Here the students could not be able to use and differentiate between "comparative degree" and "superlative degree". So the students' problem in the sentence was *grammatical structure* in the use of *comparative degree*. The last translation (*translation 3, paragraph 1*), it was the right sentence. The translation was suitable to the target language.

Paragraph 2

"Siswa dan guru lebih antusias menangkap materi pelajaran karena sering bertanya tentang apa yang sudah dibaca dan didengarkan, "kata guru kelas II Sekolah Dasar Negeri (SDN) Pasawahan Kota Bandung, Gita Insani Maryam, se usai mengikuti program "Kids Read 2016" di Kota Bandung, Jawa Barat".

When the students translated the paragraph above, they translated the paragraph to be:

1. The students and the teacher more enthusiastic to get the subject matter because often ask about what.....teacher of second grade said”.
2. The teacher and the students will be more ambitious to catch the lesson by asking what they've read and heard,' said the second grade teacher of SDN Pesawahan Bandung, Gita Insani Maryam, after participating the program “KIDS READ 2016” in Bandung, Jawa Barat.
3. "The students and the teachers are more enthusiastic to understand the subject matter because they often asks about what they have read and listened," said the second grade teacher of SDN Pasawahan Bandung, Gita Insani Maryam, after attending the program "Kids Read 2016" in Bandung, West Java.

In the first translation (*translation 1, paragraph 2*), the students' problems were *grammatical structure* and *vocabulary*. In *grammatical structure*, the students translated the sentence in incomplete sentence. It occurred because the students tended to translate word by word sentence from Indonesian into English. As the result there was a discrepancy in the translation of the target language with the context in the source language. Here the students did not put to be “are” after the noun phrase “the students and the teachers”. Then, the next problem in the sentence was *vocabulary*. Here, the students were unable to translate the sentence completely. It's caused they had less vocabulary. The second translation (*translation 2, paragraph 2*), the students' problem was *lexical*. Here the students were wrong to choose the right word that was suitable to the target language. The word choice that students used was not suitable to the target language. The word “ambitious” should be “enthusiastic”, the word “catch” should be “get or understand” and the word “participating” should be “attending”. The last translation (*translation 3, paragraph 2*), it was the right sentence. The translation was suitable to the target language.

Paragraph 3

Acara ini digelar British Council melalui British Council Indonesia Foundation dengan dukungan HSBC Indonesia. Kegiatan itu digelar pada periode Maret-Desember 2016. Pesertanya 30 guru dari 15 SDN di kota Bandung. Kegiatan dengan tema “The Story So Far” itu menyangkut sekitar 2.000 guru dan 24.000 siswa SD di Bandung.

When the students translated the paragraph above, they translated the paragraph to be:

1. This program celebrated by British Council by British Council, Indonesia Foundation by supported HSBC Indonesia. The program is celebrated on March-Desember, 2016. The participants about 30 teachers and is SDN Bandung city, The theme of the program “The Story So Far” It's about 2.000 teachers and 24.000 students of Elementry School in

Bandung.

2. This event held on British Council from British Council, Indonesia Foundation with support HSBC Indonesia, this event held on period of March-Desember 2016. The participant 30 teachers and is primary school in Bandung. Theme of this event is "The Story So Far" with guest star 2.000 teachers and 24.000 primary school in Bandung.
3. This event is held by British Council through British Council Indonesia Foundation with the support of HSBC Indonesia. The event was held in March-December 2016. Participants are 30 teachers from 15 SDN in Bandung. The event with the theme "The Story So Far" is targeting about 2,000 teachers and 24,000 elementary school students in Bandung.

In the first and the second translation (*translation 1 & 2, paragraph 3*), the students' problems were *lexical* and *grammatical structure*. Here the students were wrong to choose the right word that was suitable to the target language. The word choice that students used was not suitable to the target language. The word "celebreted" should be "held", the word "catch" should be "get or understand" and the word "participating" should be "attending" and the word "city" must be deleted (*translation 1, paragraph 3*). The same problem also found in translation 2. In this case the students chose unsuitable word for the translation "menyasar". They translated to be "guest star" and it should be "is targeting". The other lexical problem occurred on "period". Here the students translated the word in literal and it should not be done in this case. Then, the *grammatical structure* problem occurred (*translation 1 & 2, paragraph 3*) because the students' translation was incomplete. It could be seen from their translation above. The sentence in the source language was passive but when they translated into active voice on the target language. In this case, they did not put to be "is" after the verb "celebreted that should be held". In this case the students had problem in passive voice. The other incomplete sentence, the students did not put to be "are" after the word "participants". The last translation (*translation 3, paragraph 3*), it was the right sentence. The translation was suitable to the target language.

Paragraph 4

Di Indonesia, program ini baru digelar di Jakarta pada 2015 dan Bandung tahun lalu. Program yang sama telah berjalan di 13 negara di Timur Tengah dan Afrika Timur sejak 2011.

When the students translated the paragraph above, they translated the paragraph to be:

1. Indonesia had make this program in two city it's 2015 in Jakarta and Bandung. The same program had make in 31 country. It's **Timur Tengah** and **Afrika** for every years from 2011.

2. In Indonesia, this programme is held recently in Jakarta on 2015 and last year in Bandung. The same programme had already done in 31 countries in middle East and East Africa since 2011.
3. In Indonesia, this program is the first in Jakarta on 2005 and Bandung, last year. The same programme have been show up in 31 country in **Timur Tengah** and **Afrika Timur** since 2011.
4. In Indonesia, this program was recently held in Jakarta in 2015 and Bandung last year. The same program has been running in 13 countries in the Middle East and East Africa since 2011.

In the first translation (*translation 1, paragraph 4*), the students' problems were *lexical*, *syntax*, and *vocabulary*. The lexical problem occurred when the students chose the word "make" as the translation of "digelar". That was unsuitable to the target language. It should be "was held" and it also occurred on the word "telah berjalan". The students translated it to be have been show up (*translation 3*) and it should be "has been running". The next problem was syntax. It can be seen from students' translation (look at *translation 1 & 2*). They could not differentiate and put where Noun Phrase (NP), Verb Phrase (VP) were put. And the problem that was found in Paragraph 4 was *vocabulary*. It could be seen from the students' translation above. They could not translate the paragraph completely. In this case, they did not know some words that cause incomplete translation (looked at *translation 1 & 3*). In this case the students did not know the target language of "Timur Tengah & Afrika Timur). The last translation (*translation 4, paragraph 4*), it was the right sentence. The translation was suitable to the target language.

Paragraph 5

Gita mengatakan, sebelum ikut program ini, ia kerap mengajar dengan metode satu arah. Ia lebih banyak berceramah sehingga suasana belajar mengajar kurang efektif, terkesan kaku, dan membosankan.

When the students translated the paragraph above, they translated the paragraph to be:

1. Gita said, before following this programme, she always teach with one methode, she more speech until the situation of learning not effective, **kaku**, and boring.
2. Gita said before follow this she always teach with the same method. She more speak, so the situation of teaching learning process not effective,, and bored.
3. Gita said, before following this program she always teach with the one ay method. She usually talks more so that the teaching process is less effective, too straight, and boring.

4. Gita said, before joining this program, she often teaches by one-way method. She talks more and more so that the lesson is less effective, impressed, and boring.

In the fifth paragraph the students' problems in translation were *grammatical structure*, *vocabulary*, *syntax* and *lexical*. The grammatical structure was found in *translation 1, 2, and 3*. In this case, It could be incomplete sentence that done by the students. It occurred because the students tended to translate word by word sentence from Indonesian into English. As the result there was a discrepancy in the translation of the target language with the context in the source language. It could be seen from their translation. When they translated "ia kerap mengajar metode satu arah", they did not put "es" after the verb "teach" (looked at *translation 1,2, & 3*). In this case, the students had problem in *tenses*. The next problem was *vocabulary*. It could be seen from their translation (looked at *translation 1 & 2*). In the first translation, the students did not translate the source language to the target language (looked at the word "kaku"). And in the second translation the students just leave it blank. The problem was caused the students did not know the word in English so they just write in the source language or leave it blank. The next problem in paragraph 5 was *syntax*. It was found in *translation 2 (She more speak*, so the situation of teaching learning process not effective,, and bored). In this case the students did not understand about word order. They can not differentiate between subject, verb, object, adverb, etc. The last problem was *lexical*. In this case the students did not choose the suitable word to the target language. It could be seen in translation 1, 2, & 3 (the word "following" should be "joining"). The last translation (*translation 4, paragraph 5*), it was the right translation. The translation was suitable to the target language.

Paragraph 6

"Kini. Saat metode interaktif ini diterapkan siswa lebih semangat belajar dan ingin tahu. Sebelum memulai mata pelajaran, siswa akan membaca buku lebih dulu selama 15 menit. Guru menyediakan waktu tanya jawab setelahnya," ujar Gita.

When the students translated the paragraph above, they translated the paragraph to be:

1. "Now, when this method is applied, the students more excited and have feeling to know. Before start the learning process, students will read the books during 15 minutes. The teacher gives time to make question-answer section said Gita.
2. "Now, when interactive method was apply, students more like learning and want to know. Before started the lesson student will read the book find around 15 minute. Teacher give the question answer time after that" said Gita.
3. "Now. when this interactive method is applied the students are more enthusiastic in



learning and be curious. Before starting the course, the students will read the book first for 15 minutes. Teacher provides question and answer time afterwards, "said Gita.

The students' problem that found in paragraph 6 were *grammatical structure* and *lexical*. Grammatical structure occurred in *translation 1 & 2*. They could be incomplete sentence. It occurred because the students tended to translate word by word sentence from Indonesian into English. As the result there was a discrepancy in the translation of the target language with the context in the source language. It could be seen from their translation. When they translated "Kini. Saat metode interaktif ini diterapkan siswa lebih semangat belajar dan ingin tahu", they did not put tobe "are" after the adjective "more excited" (look at *translation 1*) and they did not use verb 3 on the word "apply" (look at *translation 2*) and it should be "applied". In first case, the students had problem in *tense*, especially present tense in nonverb form. And in the second case the students had problem in passive voice. They did not know the formula of passive voice. The formula was tobe + verb 3. The students' problem in *lexical* occurred when the students were wrong to choose the right word for example the word "excited" should be "enthusiastic" (looked at translation 1, paragraph 6). The last translation (*translation 3, paragraph 6*), it was the right sentence. The translation was suitable to the target language.

2. DISCUSSION

From the previous explanations, the students' problems in this research are:

1) Grammatical structure

It included incomplete sentence, tenses, and part of speech. Incomplete sentence occurred because the students tended to translate word by word sentence from Indonesian into English. So, there was a word that the students left. As the result there was a discrepancy in the translation of the target language with the context in the source language. So, their translation was incomplete sentence (looked at *translation 1* when the students translated *the title of the text, translation 2* (paragraph 1), *translation 1* (paragraph 2), *translation 1&2* (paragraph 3). Then, the students had problem in tense. Here the students did not master all tenses in English. So, their translation was incorrect to the target language. It could be seen from their translation (*translation 2* (the title of the text), *translation 1, 2, & 3* (paragraph 5), *translation 2* (paragraph 6). The students had weakness in tenses. Tenses are the most part necessary for translation. That's why translation was not an easy work. Because the skills are needed so that the result of the translation could be accepted for the reader. The last for part of speech. Here the students did not understand about the use of preposition correctly. It could be seen from their translation (looked at *translation 1,*

paragraph 1). The use of preposition “for” is wrong to the target language. The students were not able to choose and use the preposition correctly. The right preposition should be “to” in the context. In other hand, the students did not understand about adjective, especially for comparative degree and superlative degree. They were not able to differentiate the use of comparative degree and superlative degree (looked at *translation 2, paragraph 1*). In accordance with explanation above, Ghazala (1995) and Abdellah (2002:10) also said that one of the problems in translation is grammatical structure. It caused of grammatical differences. The difference occurs in the difference in origin. For example English and Arabic. In this reasearch also the writer found it, the students sometime followed the rule in Indonesia and they tended to use the wrong pattern especilly in tense and comparative degree.

2) Lexical

The students' problem in lexical occured because of the students' inability to choose suitable words in the target language (look at *translation 2 (paragraph 1), translation 2 (paragraph 2), translation 1 & 2 (paragraph 3), translation 1 (paragraph 4 & 5), translation 1, 2, & 3 (paragraph 5)*). It's caused the students rarely read the newspaper or magazine in English so the word choice was incorrect. Because it was suitable for the target language. If they often read in English. It was easy for them to choose the right word to the target language. In accordance with explanation above, Ghazala (1995) and abdellah (2002:10) also said that one of the problems in translation is lexical. *lexical problem* are due to misunderstanding or the ignorance of the words meaning. Lexical problem which may be encountered when translating can be classified into literal meaning, synonym, polysemy, collocations, idioms, proverbs, methapors, technical terms, and proper names. In this research the students often use literal meaning. That's why the translation is not good. Because they translate the word based on literal meaning.

3) Vocabulary

When the students translated the text, the students also had problem in vocabulary. Here, the students have less vocabulary so they were not able to finish their translation. It caused the students rarely to read in English, write something in English and Listen a song or conversation in English and if they found the difficult words in reading, writing and listening, they did not memorize the words and their meaning. So, they did not translate some words into target language. They just wrote in the source language or just left it blank (look at *translation 1 (paragraph 1, 2 & 5), translation 2 (paragraph 5)*).

4) Syntax

In this case, the students are not able to put the Noun Phrase (NP), Verb Phrase in the right place. It meant that the students did not understand and master the syntax structure in English. So, they were not able to arrange a good translation (look at *translation 2* (the title of the text), *translation 2* (paragraph 4), *translation 2* (paragraph 5)).

CONCLUSION AND SUGGESTION

1. Conclusion

In this research, there are four problems of students in translation, namely (1) grammatical structure includes incomplete sentence, tenses, and part of speech, (2) lexical, the students' inability to choose suitable words in the target language. (3) vocabulary, the students have less vocabulary so they are not able to finish their translation or they rewrite the context in source language to the target language. (4) syntax, the students are not able to put the Noun Phrase (NP), Verb Phrase in the right place.

2. Suggestion

The students have problems in translation. Their problems are grammatical structure, lexical, vocabulary, and syntax. Their problem is necessary to be solved. So, English lectures are hoped to give more attention to the students in teaching grammar, vocabulary, and syntax.

REFERENCES

- [1] Abdella, A. S .2002. What Every Novice Translator Should Know. *Translation Journal*. 6(3): 1-10
- [2] Albir, A. H and Molina. 2002. Translation Technique Revisited: A Dynamic and Functionalist Approach. *Meta*. XLVII (4)
- [3] Arikunto, S. 2002. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT.Rhineka Cipta
- [4] Barli, B. 1995. *Write Well Improving Writing Skill*. Yogyakarta: Kanisik
- [5] Basnet, S. 1991. *Translation Studies*. London:Routledge
- [6] Bell, T. R. 1991. *Translation and Translating*. London: Oxford University
- [7] Brown, H.D.1987. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall,Inc.
- [8] Bungin, H. B. 2005. *Metodologi Penelitian Kuantitatif*. Jakarta: Kencana Prenada Media Group.
- [9] Catford, J. C. 1878. *A Linguistic Theory of Translation*. London: Oxford University Press
- [10] Dulay, B. K. 1982. *Second Language Acquisition and Universal Grammar*. NewYork: Oxford University Press.
- [11] Ellis, R.1997. *Second Language Acquisition*. NewYork: Oxford Universiy Press.
- [12] Ghazala, H. 1995. *Translation as Problems and Solutions*. Elga Publication
- [13] Jakobson. 2007. *Translation: Bahasa Teori dan Penuntun Praktis Menerjemahkan*. Jogjakarta: Kanisius
- [14] Knapp, P & Watkins, M. 2005. *Genre, Text, Grammar*. Sydney: University of New South Wales



- [15] Larson, M. 1984. *Meaning-Based Translation: A Guide to Cross Language Equivalent*. Boston: University Press of America.
- [16] Murthy, J. D. 2003. *Contemporary English Grammar*. New Delhi: Book Palace
- [17] Nababan, M. 2003. *Teori Menerjemahkan Bahasa Inggris*. Yogyakarta: Pustaka Pelajar
- [18] Newmark, P. 1988. *A Text Book for Translation*. New York: Prentice hall.
- [19] Nunan, D. 1989. *Second Language Teaching and Learning*. Boston: University of Hongkong
- [20] Seaton, A. 2007. *Basic English Grammar for English Language Learners*. United States: Saddleback educational Publishing
- [21] Thomson, A.J. 1986. *A Practical English Grammar*. London: Oxford University Press.
- [22] Veit, R. 1986. *Discovering English Grammar*. Boston: Houghton Mifflin.