

## The Difficulty Factors of English Education Department Students in Translating English Text

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### Abstrak

*Penelitian ini membahas tentang kesulitan penerjemahan yang dihadapi mahasiswa semester 4 Jurusan Pendidikan Bahasa Inggris Universitas Bhinneka PGRI. Adapun tujuan dari penelitian ini yang dapat dirumuskan sebagai berikut: 1) Untuk mengetahui faktor kesulitan yang dihadapi siswa dalam menerjemahkan teks bahasa inggris. 2) Menganalisis faktor kesulitan yang paling sering dihadapi siswa. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif deskriptif. Instrumen penelitian ini adalah kuesioner. Hasil penelitian menunjukkan bahwa persentase kesulitan menerjemahkan siswa tertinggi ada pada faktor kebahasaan. Kesimpulannya, nilai tertinggi penerjemahan terletak pada kesulitan memahami arti kata yang tidak terdapat dalam kamus. Diperoleh 69,23% dari total persentase. Ditemukan juga bahwa siswa terkadang sulit menerjemahkan kalimat yang panjang dan kompleks, yaitu sekitar 69% siswa. Dan masih ada 2 aspek yang memperoleh persentase 69,23% termasuk dalam faktor kebahasaan. Kesimpulannya faktor kebahasaan menjadi kendala yang paling sering muncul.*

**Kata kunci:** Terjemah, Faktor Kesulitan, Linguistik.

### Abstract

This research concern about translation difficulties faced by English Education Department students of Bhinneka PGRI University. There will be some objectives of the study that can be formulated as follows: 1) To know what types of difficulties factor faced by students in translating english text. 2)To analyze which kind of difficulties factor is the most often faced by the students. The method which is used in this research is descriptive qualitative approach. The instruments of this research is questionnaire. The result of this study show that the highest percentage of students difficulties in translating is on linguistics factor. It is concluded that the highest poin of translating is on the difficulties to understand the meaning of word that not find in dictionary. It was obtained 69.23% of the total percentage. It was also found that students sometimes difficult to translate a long and complex sentence, they are about 69% of the students. And there still 2 aspects which obtain 69,23% included in linguistics factor. In conclusion the linguistics factors become the most often obstacles that arise.

**Keywords:** Translation, Difficulities, Linguistics Factor.

## INTRODUCTION

Translation process is not as easy as we think. It is not an easy work. Nababan (2012: 44) states that a good translation has to fulfill some criterias such as accuracy, readability, and acceptability. To make a good translation, a translator has to exceed several processes. According to Larson (1984: 3) cited in Suwardi(2015: 66) said that “there are many problems to face in translation, these remind us that many aspects are involved in it including communication situation, cultural context of source language text, lexicon and grammar. Whatever the problems of translation are, still they have some processes to transfer the meaning of the source language into the target language. In translation, the meaning which is being transferred must be constant. Only the forms change.”

The important thing in translation that have to know is the fact that every language has its own system, structure, and rule. Every language has different way in arranging word by word to be phrases, sentences, paragraphs, or essay. Gill cited in Serhan (2011: 477) state that “translation is of great value in sensitising students to contrasts and comparisons between the grammars of their own language and the source language”. Translation is an activity that raises students’ awareness toward similarities and differences between source and target language grammatical structure. The differences of grammatical structures between source and target language often result in some change in the meaning during the process of translation. A translator must comprehend both the structure of source and target language well because a translation is not simply a matter of different word choice, but of different grammatical structures as well. A translator must give the translation accurately in therefore a translator should master source language and have knowledge about the target language to do the translation process easily.

There are many definitions about translation since many experts have their own idea from different point of view about the notion of translation. Newmark (1988) states that, “translation is rendering the meaning of a text into another language in the way that the author intended the text”. In the other hand Newmark cited in Sudartini (2009: 3) states that “translation is the superordinate term for converting the meaning of any utterance of any source language to target language”.

Translation has been defined in many ways by different writers in the field, depending on how they view language and translation. Some of the underlying theories about translation have been put forward.

According to Catford (1965) in Herman (2017:73) defines translation as “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). According to Wills in Cholidudin (2007: 3), translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text. Pasaribu, B., Herman, Herman, & Hutahaean, D. (2020,) stated the process of translation there are problems that faced by some of people. The problems of translation are difficulties which make us stop translating to think about it. Difficulties in translating that often faced almost by people can be of multiple causes; it can be grammatical, lexical, and cultural.

When a translator makes a translation, it means that he or she transfers meaning of source text. What is necessary to consider is that the meaning must be maintained constantly or, in other words, when the change of form occurs, the meaning must be maintained. It is the characteristic of a language that the same meaning component will occur in several surface structure lexical items (forms).

Difficulty of translation is when translation fails or untranslatability occurs when it is impossible to build functionally relevant features of the situation into the contextual meaning of the target language text. Broadly speaking, the cases where this happens fall into two categories. Those where the difficulty is linguistic, and those when it is cultural. Each of the linguistic factors, lexical, syntactic and textual, can interfere with translation. And the other one is 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. Nonlinguistic problem involves social politic, culture, history and ideology. The problem in translation can be divided into two problems, they are: linguistic problem and culture problem. Linguistic problem involves grammar, different vocabulary, and the meaning of each word. Culture

problem involves related to form of different situation. Culture is the prime problem found by many people”.

Because, variations of Indonesian structure or grammar that mastered, make it difficult for us to do the transferring into English. Translation is also not easy for students if they do not get the enough practice to translate the Indonesian text to English text. Based on the the theory above, therefore this article discuss about the analysis of difficulties factors in translation faced by the forth semester students of English education department at Bhinneka PGRI University.

## METHOD

As stated above, this study uses a questionnaire instrument to obtain answer data about the difficulties in translating by students. The questionnaire used to identifies students problems faced by the fourth semester students of English Education Department while translating text in class. The steps that are used to collect the data are as follow: Giving students list of questions relate to the difficulties in translating, collecting the students questionner result, classifying students answer based the theory in translation difficulty, analyzing their answer based on the theories.

There are 22 quetions that should students answer in the questionner. From 15 students of the fourth semester students of English education Department in Binneka PGRI University, only 13 of them attend the research online, because the rest of the students werenot joining the class. The questionner are categories into linguistics difficulty and non linguistics difficulty. In this research, the researcher use rubric for grading, in giving quesions the researcher looked at the aspect of translation. There 4 frequencities students should based on ; often, sometime, seldom, never. Technique of Data Analysis of this research are : 1) Display the data into the table based on the classification of difficulties question, 2) Making a percentage of every number of aspect to know the highest percentage of difficulties, 3) Deciding the highest percentage based on 4 frequencities often, sometimes, seldom, never, 4) Analyzing and discribing the result of the research compare with the theory.

## FINDINGS AND DISCUSSION

### Findings

In general, from the result of this research, the researcher found that there were some problems or difficulties in linguistic and nonlinguistic factor in translating. Based on the table above, between linguistic factor and nonlinguistic factor, it shows that linguistic factors was the biggest difficulties that encountered by the students. It could be seen by the highest percentage from the two factors.

**Tabel 1. The Number of Students' Difficulties in Linguistic**

Item Questionnaire	Option(%) (Frequency)			
	1 Often	2 Sometime	3 Seldom	4 Never
1. I have difficulty adjusting the sentence patterns to be translated from English into Indonesian sentence patterns.	7,69 % (1)	76,92% (10)	15,38% (2)	0% (0)
2. I'm having trouble finding the meaning of a word that isn't listed in the dictionary.	7,69% (1)	69,23% (9)	23,07% (3)	0% (0)
3. I come across words that have multiple meanings that make it difficult for me to determine which meaning is correct	15,38% (2)	69,23% (9)	15,38% (2)	0% (0)
4. I'm having trouble translating very long English sentences	27,07% (3)	69,23% (9)	7,69% (1)	0% (0)
5. I'm having trouble translating phrases	27,46% (3)	53,84% (7)	23,07% (3)	0% (0)
6. I have difficulty arranging words in Indonesian, which results in sentences that are confusing and difficult for the reader to understand	15,38% (2)	61,53% (8)	7,69% (1)	0% (0)
7. I found English sentence patterns so convoluted that it was difficult for me to translate them into Indonesian	46,15% (6)	53,84% (7)	15,38% (2)	0% (0)
8. I'm having trouble translating Idioms	53,84% (7)	46,15% (6)	15,38% (2)	0% (0)
9. I found differences in the structure of the Indonesian language with the structure of the English language, making it difficult for me to translate	30,76% (4)	46,15% (6)	23,07% (3)	0% (0)
10. I have difficulty deciphering entire sentences even though I know the meaning of the words.	27,46% (3)	38,46% (5)	38,46% (5)	0% (0)
11. I have difficulty understanding the meaning of the source language so that it is difficult for me to translate it into the target language	7,69% (1)	69,23% (9)	23,07% (3)	% (0)

**Table 2. : The Number of Students' Difficulties in Non- Linguistic Factor**

Item Questionnaire	Option (%) (Frequency)			
	1 (Often)	2 (Sometime)	3 (Seldom)	4 (Never)
1. I have difficulty translating words related to ideological values	46,15 % (6)	46,15% (6)	7,69% (1)	0% (0)
2. I have difficulty translating words related to cultural values	15,38% (2)	53,84% (7)	30,76% (4)	0% (0)
3. I have difficulty translating words related to historical values	27,07% (3)	69,23% (9)	7,69% (1)	0% (0)
4. I have difficulty translating words related to socio-political values	46,15% (6)	46,15% (6)	7,69% (1)	0% (0)
5. I have difficulty translating words related to chemical values	61,53% (8)	23,07% (3)	15,38% (2)	0% (0)
6. I have difficulty translating words related to technical values	30,76% (4)	53,84% (7)	15,38% (2)	0% (0)
7. I have difficulty translating words related to biological values	38,46% (5)	46,15% (6)	15,38% (2)	0% (0)
8. I have difficulty translating related words physics values	38,46% (5)	46,15% (6)	7,69% (1)	0% (0)
9. I have difficulty translating related words Medical values	46,15% (6)	38,46% (5)	5,38% (2)	0% (0)
10. I have difficulty translating related words Agricultural values	27,46% (3)	61,53% (8)	15,38% (2)	0% (0)

## Discussion

Based on the table above, between linguistic factor and non linguistic factor, it shows that linguistic factors was the biggest difficulties that encountered by the students. There are 4 questions (table 1) that have the highest number of percentage; question no. 3 (69.23%), question number 5 (69.23%), question number 7 (69.23%), and question number 21 (69.23%). The fourth items are included in linguistics factor. In condition, while the students couldnot find the difficult word in dictionary, so they would be confuse to translate the meaning of the text. Nakhallah (2009) give more emphasize of this case by stating that "words which are really hard to translate are frequently the small, common words whose precise meaning depends heavily on context". On the other hand in translating the student in some condition must understand the text or contextual. When they donot nothing about it, they will find some problems in understanding the meaning.

After the aspect of linguistic, it was obtained 69,33% (table 3) of students found difficulties in non linguistics. It shows that, when the students have no idea whether in Target Language or source language it can effect on their translation process,

especially historical, agriculture, economic, chemical and technical text that often force them in trouble while translating.

In brief, the researcher described the result into two parts, the result of linguistic and non linguistic factor. The first one is in linguistic factors, where the highest percentage was existed in linguistic factors. Mostly, The students was difficult in translating because they donot now the vocabularies in some terms and this vocabularies they donot find in dictionary.

The second one is in non linguistic factor where the percentage of students difficulties in non linguistic factor was lower then linguistic factor. Some of students difficult in translating that related to cultural value, political-social value, etc. The researcher conluded that students difficulties in linguistic factor was more prominent than the non linguistic factor.

## CONCLUSION

After conducting the research and doing data analysis, there are some points the the researcher going to conclude. This article discuss about the analysis of difficulties factors in translation faced by English education department students of Bhinneka PGRI University. The results of this study are expected to be used as a consideration for teaching translation in the next semester at Bhinneka PGRI University. The first point, there 13 students who filled out the questionnaire, the largest percentage showing their obstacle in translating the text was the linguistic factor.

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