

LINGUISTIC DIFFICULTIES IN TRANSLATING ENGLISH TO INDONESIAN AND INDONESIAN TO ENGLISH SENTENCES OF EFL STUDENTS

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Abstract: This study aims to investigate the linguistic factors of university students' difficulties in translating sentences from English to Indonesia and vice versa. There are five linguistic factors investigated in this research, those are lexical, dictionary entries, syntactic, ellipsis, and idiom. Therefore, the research problem was consisted of which type of translation was more difficult and which linguistic factor was the most difficult for university students at the University of Islam Malang (UNISMA). Hence, the researcher used a descriptive qualitative design on students of the fifth semester at A class which consisted of 36 students. 10 students were chosen based on the lowest score in the translation subject and were administered to the translation test consisting of 9 numbers to translate from English to Indonesia and 6 numbers to translate from Indonesian to English. 5 students who got the lowest score on the test were interviewed to get deep information about their difficulties with those five linguistic factors. The result showed by the least percentage means the most difficult factor, it is indicated that the most difficult linguistic factors is related to idiom and followed by ellipsis with and dictionary entries with, then syntactic factors and lastly lexical problem. Moreover, this study also found that when translating sentence from Indonesian to English, the most difficult is dictionary entries, which followed by ellipsis and then syntactic as well as lexical. The result of the study suggested for the university students to learn more about the linguistic components, especially in translating sentences both from Indonesian to English and vice versa.

Key Words: *linguistic factors, sentence, and translation*

INTRODUCTION

English translation is one of the most common language learning activities that are taught at any level of Indonesian language education which started from primary to higher level of education. However, many students still encounter difficulties in comprehending the intention of the writer from the text. As Hadrus (2017) states Indonesian students are still unable to understand the meaning of information that already emerged in English material. English literary material is one of the difficult materials for Indonesian students to translate due to its immense demands and the process of translation itself. A study by Arono and

Nadrah (2019) reveals that translation is the transmission of thought between a language and another language. As stated by Larson (1984) that many problems to face in translation involves many aspects, including communication, culture, source language text, dictionary, and grammar context.

Translation is defined as the activity of generating a new text between two different written languages from the source language of the text to the target language (Jacobson, 2000). As stated by Newmark (1988) that translation is done for rendering the meaning of a text into another language in the way that the author intended. Additionally, Arjomandi (2016) stated that the concept of translation, in general, can be defined as the process of changing spoken and written text from one language to another. According to Nida & Taber (1974), translation involves reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and second in terms of style. There are many types of translation, for instance, Catford,(1965) explained the types of translation that determined by the rank of translation such as word to word translation, group to group translation, sentence to sentence translation, paragraph to paragraph translation. In order to translate properly, it is necessary to do the first rank until the third one. After doing those steps the transfer to the source language message content into the target language equivalent is conducted.

In translation, the students are demanded to translate and tell the target meaning of each phrase to sentences. For instance, translating literary English sentences has dealt with the word working hard where every single word may have some meanings (Sembiring: 2015). Furthermore, translation class demands the students to understand several linguistic aspects dealing with idiomatic expressions. In addition, Arono and Nadrah (2019) also reported that Indonesian students commonly face some challenges in translation literature texts such as diction, Islamic texts, literary works, and grammar. According to Komissarov (1985), idiomatic expressions can be classified into five domains such as figurative meaning, literal meaning, emotive character, stylistic register, and

national colouring. English translation demands the learners to involve in the writer's feeling in expressing the target meaning. However, Fadaee (2011) stated that translation of the literary text can be categorized as a difficult process as it includes different figures speech and literary devices even conveys metaphorical also figurative concepts beyond their literal meanings.

Translating one to another language sometimes difficult for several students. According to Al-Darawish (1983), general difficulties in doing translation in two languages are the same in terms of phonological, morphological, lexical, syntactic, and semantic features. In the local cases, Indonesian students commonly face some challenges in translation literature texts such as diction, Islamic texts, literary works, and grammar (Arono and Nadrah: 2019). According to Hadrus (2017), there are four general categories of students' difficulties in translation such as the difficulties to understand the meaning of the word, translating the idiomatic phrases, difficulties to translate the long and complex sentence, and difficulties to arrange the text in the target language. One notable challenge of translation especially in higher education is to transform sentences or phrases within a literary text. According to Imandari et al., (2015), every language that is being translated has a different way of arrangements which can be in form of the word by word, phrases, sentences, paragraphs, or essays. Suksaereseup and Thep-Ackrapong (2009) demonstrate the translators have difficulty reading the source text and misinterpreting the linguistic text.

In translation, one major aspect that contributes to the translating difficulties is linguistic factors. At least, there are 5 aspects in linguistic that make students feel mind to work in translation class, those are lexical, dictionary entries. syntactic, ellipsis and idiomatic expression. Lexical and dictionary entries problem occur when the students are lacking vocabulary or unable to connect the initial meaning to the context as meaning might change according to the context. Moentaha (2006) adds that lexical problems can be emerged such as meaning, differential or non-differential and semantic field. Moreover, according to Mathieu (2003) the translators need to understand each vocabulary and how to

incorporate it appropriately within the context. In regards to syntactic difficulties, Hasan et al (2019) explained that the differences between the grammatical structure between Indonesian language and English is the main factor contributing to syntactic difficulties. Meanwhile ellipsis related difficulties according to Levinson (1983) lies in the interpretation of contextual utterances that have to be implicit but comprehensible. Finally, related to the idiomatic expression difficulties, Hadrus (2017) stated that the main problems lies on the students' lack of understanding to translate idioms as it differs from its literal meaning.

There are several studies regarding the difficulty in translation class has already been done which investigated in various domain and students' level. For instance, Hadrus (2017) studied second grades students and revealed that the students' difficulties in translating argumentative text were the difficulties more in linguistics than non-linguistics. Another study by Imandari et al., (2015) also found that the students still met difficulties in the pronoun common errors, particularly, when they translated the text from English into Indonesian, the students did not mention or omit the pronoun in the target text. Furthermore, a study conducted by Zid (2016) revealed that students were found facing difficulties in translating Oman poems particularly in translating religious terms. Besides, they felt difficult to explain unclear or unfamiliar religious phrases.

In the consideration of the above cases and previous studies, it can be inferred that translation is not an easy task as the demands that the students are asked to comprehend not only word to word but also the real meaning behind the word in a sentence. Therefore, the researcher investigates deeply the linguistic factors experienced by university students who stood in the fifth semester of the English department at UNISMA or shortly can be entitled as "linguistic factors make translation difficult for university students."

METHOD

This research was implemented in a descriptive qualitative design to focus on specific detail and explicit on measuring statistics. The qualitative research design was the natural research that purposes conjugate phenomenon which

happens and done by involving the various taught method. Through the qualitative descriptive method, it was hoped that the data from the field could be written naturally as the reality. The study was conducted at University of Islam Malang or UNISMA which is located in Mayjen Haryono street number 193, Dinoyo, Lowokwaru, Malang city. UNISMA. The researcher focused the research at Teacher Training and Education faculty have an English Education department as this research focused on the English Education department.

The target participants are one translation class at the fifth semester of the English Education Department in UNISMA consisting of 36 students. Those 36 students were selected based on their scores in translation class. This score was gotten from the translation lecturer. As a result, 10 students got the lowest scores and based on lecturer recommendations. This research used purposive sampling to choose the research subject. Purposive sampling is the process of selecting a sample by taking a subject based on the specific purpose. In this research, the specific purpose of the subject is related to the criteria. The criteria are: (1) the subject has to follow the Translation subject, and (2) the subject got the lowest score from the score transcript in the Translation subject (3) recommendations of the translation lecturer.

The instruments used in the study are the translation test and interview guide. The test is intended to determine students' capacity to translate 15 sentences that contain 5 linguistic factors such as lexical, dictionary entries, syntactic, ellipsis, and idiomatic. These criteria were chosen based on the preliminary study by interviewing the lecturer of translation subject. The form of the test was a sentence that the students were required to translate from Indonesia to English or vice versa. The test was conducted once and the researcher requested the students to finish the test within 60 minutes. Meanwhile, the interview guide was developed based on the blueprint about linguistic factors. 5 questions were developed from each sub-focus. Each question was asking about lexical, dictionary entries, syntactic, ellipsis, and idiomatic. The questions were used to see how was the difficulties of translation class in the fifth semester.

The process of collecting data in this research places the research as the main instrument, so that the researcher can understand the real condition and situation in the class. The test was conducted online by preparing the test, uploading the test to a google form, asking permission to send the link of the test, sending the link of the test, waiting for the students to conduct the test, and analyzing the test. In regards to the interview, the researcher conducted the interviews to collect data about the linguistic factors that cause students' difficulties in translation. The procedure was prepared for the interview guide, making an appointment with the key informant, calling the key of the informant, recording the conversation, asking the informant through the list of questions, and translating the interview in the form of a transcript. The data analysis consisted of preparing and organizing data such as the data from interview transcripts and documentation. The documentation was the screenshot of the test result from the students and screenshot from the interview done through WhatsApp. Then, the data was reduced into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion. The trustworthiness of data should be checked through triangulation. Triangulation of data sources. The data sources in this research were called a key-informant. The key informant is five students who follow translation class and got the lowest score on the test. Through the interview, the answer of those key informants was compared and used to conclude. Triangulation of time. The time to do the observation whether the result in each day is consistent or not. From those triangulations above, this research used two of them, such as triangulation of data collection technique and triangulation of data sources.

FINDING AND DISCUSSION

The result of the study presents the portraits of linguistic factors that make University students difficult in translation. The result presented based on the linguistic factors used in this research, they were lexical, dictionary entries, syntactic, ellipsis, and idiom.

According to the finding, the researcher found that the lexical linguistic factor on university students who follow translation class after conducting tests and interviews. Among 10 students who follow the test, 7 students got 100% correct and 3 students got 75% correct. It means that most of the students have the ability in translating a sentence from English to Indonesia containing lexical factors. It was supported by the result of the interview with 5 students who admit that the lexical factor in translation is not a big problem for them. Moreover, most of the students who follow the test did not face difficulty in translating sentences containing lexical factors from English to Indonesia.

According to Moentaha (2006) Lexical is defined as the beyond the meaning of the text or contextual meaning. The problem in lexical can be emerge such as meaning, differential or non-differential and semantic field. Meanwhile, in terms of translating Indonesian to English only 4 students got 100% correct, 1 student got 75% correct, 3 students got 50%, and 2 students got 0%. It means that half of the students was difficulty in translating sentences from Indonesia to English which is containing the lexical linguistic factors. The interview results also proved that some of them think that translating Indonesian sentences to English is more difficult. This phenomenon is supported by the statement of Wong and Shen (1999) that achieving an accurate lexical rendering is the most problematic and time-consuming. It means that the translator must be understood the lexical aspect by finding out the writer's intention.

The findings of the difficulties related to dictionary entries showed that among 10 students who follow the test, only 1 student got 100% correct and the rest of the students only got 50% correct. It means that most of the students have a problem with dictionary entries. It was proved by the interview showed that they are very lack vocabulary mastery. They need to open the dictionary to help them translate the unfamiliar words. It can be a problem where they did a test and do not allow to open the dictionary. This result is supported by Akhsanah (2019) that lack of knowing English vocabulary can influence understanding context because when people do translate and they are lack vocabulary, they will get the error in

translating sentences or text with the idiom. When translating Indonesian into English, dictionary entries linguistic factor showed that among 10 students who follow the test, there is no student able to answer correctly. It was proved by the interview showed that they are very lack vocabulary mastery. They need to open the dictionary to help them translate the unfamiliar words. It can be a problem where they did a test and do not allow to open the dictionary. The translators need to have thousand amount of vocabulary in their mind and also understand each vocabulary (Mathieu, 2003). Understanding each vocabulary is important because when they have to translate a text or sentence and they have to open the dictionary. In conclusion, the students have difficulty translating sentences from English to Indonesia. The problem is they do not know the fittest vocabulary in the target language.

According to the findings, syntactic linguistic factor when translating English to Indonesian shows that among 10 students who follow the test, 1 student got 100% correct, 1 student got 75% correct, 7 students got 50% correct, and 1 student got 0% correct. From this data can be concluded that most of the students were difficult in translating sentences with syntactic factors. The syntactic factor becomes difficult for students in translation because the grammatical form and textual arrangement vary between source and target language (Nur'azizah, 2015). The diversification will make the translation process difficult at times. It was proved by a student who followed the test when translating test. Moreover, both Indonesia and English have a different grammatical structure that affected the translation process (Hasan et al, 2019). In translating Indonesian to English regarding syntactic factors, the researcher found that among 10 students who follow the test, 5 students got 75% correct, 3 students got 50% correct, and 2 students got 0%. From this data can be concluded that half of the students were difficult in translating sentences with syntactic factors. The diversification will make the translation process difficult at times. Not only the grammatical structure, but the word order is also different (Nurwalia, 2019). Moreover, Tisgam (2014) supports that the word order between the source and target language is very

important to be understood by any translator. One of the word order is in the adjective order. In conclusion, the students are still low in syntactic. However, when arranging from English to Indonesia, it can be understood easily because Indonesia is the mother tongue of the translator. The error in translating the sentence from English to Indonesia is less.

According to the findings, ellipsis linguistic factor about translating from English to Indonesian, the study showed that among 10 students who follow the test, 3 students got 100% correct, 4 students got 50% correct, and 3 students got 0% correct. From this data can be concluded that half of the students were very difficult in translating sentences with ellipsis factors. This is strengthened by the statement of Cook (1990) that ellipsis is omitting part of the sentence on the assumption that an earlier sentence or the context will make the meaning clear. As the result, the implementation of ellipsis to translate the sentence from English to Indonesia is good enough, however, the translation result is almost perfect and there was 1 student who answered perfectly. Meanwhile, in translating Indonesian to English, the result shows that among 10 students who follow the test, 6 students got 50% and 4 students got 0%. From this data can be concluded that half of the students were very difficult in translating sentences with ellipsis factors. This result is supported by Quirk and Greenbaun (1985) that ellipsis is used to avoid repetition but it need to be clear and comprehensive. In conclusion, students need to learn more about ellipsis, especially when translating from Indonesia to English. They have to understand how to avoid repetition and understand the target language. The interview admits that students having lack vocabulary, so they do not know which word must be omitted and not.

According to the findings, the idiomatic linguistic factor on university students who follow translation class was conducted with test and interview. The test was followed by 10 students with 3 numbers of tests about idiomatic linguistic factors. All of the test numbers asked students to translate from English to Indonesia, so the idiom is an English idiom. Among 10 students who follow the test, only 1 student realized that the sentence contained idiom so she got 70%

correct. Meanwhile, 1 student only corrects 1 number. Then, the rest of the students do not realize that the sentence is the idiom, so they got 0% correct. Idiom is categorized as a type of figurative meaning. Figurative meaning is defined as language that use words or expressions that have a difference meaning from the literal meaning. It has 20 types such as allusion, hyperbole, irony, metaphor, simile, personification, metonymy, oxymoron, symbol, synecdoche, paradox, antithesis, repetition, rhetoric, allegory, parallelism, euphemism, idiom, alliteration, and paranomesia. They have the similar characteristic where all of them have non-literal meaning, but each of them is different in expressing the word. Idiom also has different way to express the meaning. The meaning of idiom depends on the context which the expression is used (Hurford, et al: 2007). It is often more precise than literal terms, requiring fewer words to convey more information. In translation, the translators' goal is an idiomatic translation that makes effort to communicate the meaning of the source language into the natural forms of the target language (Larson, 1984). It means that when the students were asked to translate the idiom in English into the Indonesian language, they have to translate the meaning of the idiom in Indonesia. In conclusion, the students had difficulties in translating idioms because they did not know the suitable techniques to translate idioms. Moreover, based on the interview, the students admit that they do not learn and have less practice to translate sentences containing idioms.

CONCLUSIONS AND SUGGESTIONS

Based on the data of the study Based on the findings and discussions in the previous chapter, it can be concluded that EFL students at University encounter difficulties while translating English to Indonesian sentences and Indonesian to English sentences. In translating English to Indonesian it was known that idiom became the most difficult linguistic factor due to the least practice and they are not familiar with English idiom. Therefore, they translate the idiom sentence word to word and the translation product is not suitable with the goal. For the ellipsis, the students often avoid ellipsis in translation. However, they can arrange well the

ellipsis in Indonesian sentences. For the dictionary entries, the students are more familiar with Indonesian vocabulary. Therefore, they still can correlate word to word and form a good Indonesian sentence, even though, they lack vocabulary mastery or dictionary entries. Moreover, for syntactic, the students face difficulty in syntactic because they did not know the correct structure in Indonesian and English. However, the translation from English to Indonesia still can be accepted because Indonesia is their mother tongue. The last is lexical. The students have no significant difficulties, mainly in translating a sentence from English to Indonesian. It is getting easier when translating from English to Indonesia because Indonesia is their mother tongue and they can translate it well by using their feelings.

In terms of translation from Indonesian to English the research shows that dictionary entries became the most difficult linguistic factor when translating a sentence from Indonesian to English. None of the students who followed the test had the correct answer. Due to the interview, they said that their vocabulary mastery is lacking. For ellipsis, it became the second difficult linguistic factor because the students do not know how to omit unnecessary words in translating a sentence. Moreover, they often avoid the use of ellipsis in translating a sentence from Indonesia to English. Then, for syntactic, the students face difficulty in this linguistic factor because they were a lack understanding of adjective order in English. Moreover, they did not know the correct structure in English when translating the sentence from Indonesian to English. The last is lexical. The students do not have significant difficulty when translating a sentence from Indonesian to English that contains lexical factors. Moreover, still able to translate it well even though translating the sentence from Indonesia to English is more difficult than translating from English to Indonesia. Related to the test result, lexical factors did not influence students' difficulty in translating text from Indonesia to English.

In the consideration with the conclusion of the current study, the researcher suggested for the students to learn more about the linguistic

components before they start to work on translation tasks or tests. It can help them to work easily and more properly toward the draft that they do, especially in translating sentences both from Indonesian to English and English to Indonesian. As for the lecturer especially the translation class lecturer should more concerned with the materials of translation. It means that they have to be more aware that the students are still lacking in understanding linguistic factors while doing translation tasks and must deliver any translation knowledge or the way how to translate Indonesian to English sentences and vice versa. Moreover, for the next researcher who is interested to investigate the same topic as this research with different cases. The researcher suggests studying more on other factors than linguistic factors in translating tasks of students. Furthermore, the form of the task is not a sentence but concerning to the text.

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