



AN ANALYSIS OF STUDENTS' PROBLEMS IN TRANSLATING REPORT TEXT FROM ENGLISH INTO INDONESIAN

Nany Rosyana¹, Yasmika Baihaqi², Ian Harum Prasasti³

^{1,2}Universitas Metro Muhammadiyah, Lampung, Indonesia

³Sekolah Tinggi Manajemen Informatika dan Komputer Kalirejo, Lampung, Indonesia
naniresiana@gmail.com¹, yasmikabaihaqi69@gmail.com², ihp.harum8@gmail.com³

KEYWORDS

students'problem, translation, report text.

ABSTRACT

The purpose of this study is to describe the translation problem and find the dominant issues in translating the report text from English to Indonesian faced by the second-grade beauty students of SMKN 3 Metro in the 2021/2022 academic year. The researcher used a qualitative descriptive approach. Researchers obtained data from students' translation tests. To collect data, the researcher needed several steps; the researcher gave the students a report text translation test, collected data on students' translation problems, and analyzed the students' issues in translating the report text from English into Indonesian. Then the researchers drew conclusions based on data analysis. The results of the data analysis showed that the most frequent problem made by students was vocabulary. The highest number of student problems is vocabulary (53%). Student problem number two is incomplete sentences in the target language text (24.47%). The third problem is that messages from the source language are not transmitted into the target language (11.88%). The fourth is an addition (6.29%), and the last is grammar (3.49%). Students face several problems translating English-Indonesian, such as vocabulary, incomplete sentences in the target language text, not sending messages from the source language into the target language, addition, and grammar. The most dominant problem in translating the report text from English to Indonesian the second-class beauty.

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Corresponding Author: Nany Rosyana

Email: naniresiana@gmail.com



INTRODUCTION

Teaching is a series of delivering the lesson material to students to receive, respond to, and develop the material, while learning is a process of interaction of learners with educators (Dolong, 2016). Learning encompasses every aspect of what school is all about. Four language skills in English need to be learned when engaging in teaching and learning activities at school: speaking, listening, reading, also writing (Yulia, 2017). The students must master the four fundamental skills to learn English effectively and communicatively. These skills can be separated into two categories. Receptive skills come first, followed by productive skills. Reading and listening are sensory skills, whereas speaking and writing are productive (Widharyanto, 2017). It is obvious that the four skills are inextricably linked. Therefore, translation is required. Numerous languages require translation into the mother tongue.

Translation has been employed to convert written or spoken writings in the Source Language into corresponding written or spoken texts in the Target Language (Ardi, 2018) (Tsai & Liao, 2021). The goal of translation is to recreate various text types, such as religious, scientific, literary, and

philosophical materials, in a different language so that more comprehensive readers can access them (Khany, 2014).

Translation is a fascinating subject for both professional and amateur translators and students (Wuryantoro, 2018) (Li, 2021). Students who interpret well can learn more, develop their skills, and become more open-minded. They can use their imagination to generate fresh insights and concepts. But for intellectuals, translation is unquestionably not an easy process. Translation faces the complexities of work related to studying the grammatical structure, lexicon, situational communication, and culture—both the source language's and the target language's linguistic context (Sukirmiyadi, 2020).

Translation has some benefits. First, it is more affordable to complete the adoption process in-depth so the students can benefit from reading translated works. Second, the students can learn a translated text's meaning by solving it. Third, the students can practice creating English sentences by translating specifically English content into Indonesian (Asmarani & Santoso, 2014). Therefore, the students must be masters in translating text to get all these benefits.

From the above explanation, the researcher is interested in analyzing students' problems in translating report text from English into Indonesian from the second-grade beauty class students of SMKN 3 Metro in the academic year 2021/2022. Based on the researcher doing a pra-survey at SMKN 3 METRO, especially to the second grade English teacher, students have studied several types of text. One of them is reported text. A written text is a text that presents information regarding something precisely as it is. It is the outcome of meticulous observation and research. The researcher takes the data of the student's problem of doing a pra-survey to get information about translating English text. The data showed that most students still have difficulties solving a text, mainly when students translate English report text into Indonesian.

METHOD

In this research, the researcher uses qualitative research; qualitative research involves a realistic and interpretive approach to the topic. It implies that qualitative researchers investigate occurrences in the context of the meanings people assign to them while studying things in the natural world. Qualitative research requires careful utilization and gathering of different empirical data (Lubis, 2018). Case studies, first-hand accounts, introspections, interviews, life stories, observations, interactive, visual, and historical texts. Qualitative research also evolves from unexpected insights, unique field experiences, or subtle transformations of a particular research project during a methodological journey (Jacobsson et al., 2013). This research used qualitative because the researcher aims to describe students' problems in translating the report text from English to Indonesian. This study was considered qualitative because the researcher as a tool to analyze the test of written data of translating the report text by the students.

According to (Aziza, 2019), in qualitative research, the researchers are instruments or tools to design, collect, and analyze the data. In carrying out qualitative research, the researcher has a role as the main instrument. A researcher is a human tool to identify the study's core, chooses informants as the data sources, collects the data, measures the data quality, data analysis, and interpretation, and arranges the stages of research closing. It means that the researcher plays the central role of the instrument. The researcher also uses the test as the instrument of this research; the test can be a series of questions, worksheets, or the like that can be used to gauge a research item's knowledge, skills, talents, and abilities. The instrument sheet of this research is the text that students must translate into the target language in which the researcher analyzed the test results.

Data analysis activities include data reduction, display, conclusions, or validation. According to Miles and Huberman (2014), the action in qualitative information evaluation is executed interactively

and retained to completion, so the information is saturated (Sugiyono, 2012)). Creswell (Aziza, 2019) adds that analyzing qualitative data is needed to understand how to figure out text and images so that the researcher can answer the research question. In analyzing the data, the researcher analyzed students' problem in translating report text from English into Indonesian through some steps as follow; 1) The researcher marks every error made by the students by circling and providing a description of each error. 2) The researcher counts each number of each error. 3) The researcher draws a conclusion based on the data analysis.

RESULT AND DISCUSSION

The research shows that almost the students faced problems translating report text from English into Indonesian. Most students make errors in solving the text. The highest students' problems in translating English into Indonesian ones are vocabulary, particularly unfamiliar words. The second problem in translating English text into Indonesian by the students is an incomplete sentence; the students omit one or more components of the correct English sentence. The third problem for students is not transmitting the message from the source to the target language. The fourth problem is the students' presence of one or more items that must not be present in a well-formed sentence. The last problem is grammar, the student's use of the wrong form of sentence structure in translating English into Indonesian.

Table 1. The Result of Analysis Data.

Name.	Translation Problem				
	NT	IS	G	V	A
S.1	1	3	0	4	1
S.2	1	0	0	4	0
S.3	1	1	0	3	1
S.4	4	1	0	2	1
S.5	2	1	0	4	0
S.6	0	3	1	3	0
S.7	0	0	0	4	1
S.8	0	2	0	2	0
S.9	0	4	0	5	0
S.10	0	0	0	5	0
S.11	0	1	0	3	1
S.12	1	0	0	3	0
S.13	3	3	0	4	0
S.14	0	2	0	5	0
S.15	0	5	0	2	3
S.16	0	1	1	3	0
S.17	1	1	1	1	0
S.18	0	0	0	2	0
S.19	0	2	1	4	1
S.20	0	1	0	3	0
S.21	1	2	1	2	0
S.22	2	1	0	4	0
S.23	0	1	0	5	0
	17	35	5	77	9
	11, 88%	24,47%	3,49%	53%	6,29%

From the table above, the most common problem students make is vocabulary. The highest number of students' concerns is vocabulary (53%). The second number of students' problems is an incomplete sentence (24,47%). The third problem is not transmitted (11,88%). The fourth is an addition (6,29%), and the last is grammar (3,49%).

The highest number of students' problems is vocabulary (53%); for example, "The order of skincare for young beginners must be considered so as not to get it wrong when using it." The student translates the sentence: "The order of skincare for beginners must be considered so that it is not wrong when using it." The student translates the word "skincare" still skincare; it is the wrong meaning because of the word "skincare." The correct sentence should be, "The order of skin care for beginners must be observed so as not to be wrong when using it."

The second number of students' problems is incomplete sentences (24,47%). For example, "The order of skincare for young beginners must be considered so as not to get it wrong when using it." The students translate the sentence into "Skincare order for young beginners..." from the example that the student does not translate perfectly. The correct sentence should be, "The order of skin care for young beginners must be considered so as not to be wrong when using it."

The third problem is not transmitted (11,88%). For example, "Here are the types of skincare for beginners that can be used to maintain healthy skin." The students translate the sentence: "Here there are types of skin care for beginners that can make skin healthy." The student did not transmit the sentence's message from the source to the target language. The correct sentence should be, "Here are the types of skin care for beginners that can be used to maintain healthy skin."

The fourth problem is an addition (6,29%). For example, "The order of skincare for young beginners must be considered so as not to get it wrong when using it. The students translate the sentence into "The order of skin care for our beginners must be considered so as not to be wrong when using it." The student should not add "our" in the sentence. The correct sentence should be, "The order of skin care for beginners must be considered so as not to be wrong when using it."

The last problem is grammar (3,49%). For example, it "aims to avoid clogging of the pores, especially at puberty." The student translates the sentence to "avoid clogging the pores, especially at puberty." The student used the wrong form of the structure when translating the sentence. The correct sentence should be "aims to avoid clogging pores, especially at puberty." According to the explanation above, students have faced problems in English-Indonesian translation, such as vocabulary, incomplete sentences, not being transmitted, addition, and grammar. Vocabulary is the most dominant problem in translating report text from English into Indonesian by the second-grade beauty students at SMKN 3 Metro in the academic year 2021/2022.

CONCLUSION

Based on the research findings and discussion, the researcher draws the following conclusions: 1) The categories of students' translation problems are; first is vocabulary, second is an incomplete sentence, third is not transmitted, fourth is added, and the last is grammar. 2) Vocabulary is the dominant problem faced by the second-grade beauty class students of SMKN 3 Metro in the academic year 2021/2022 in translating report text from English into Indonesian.

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