THE STUDENTS' PROBLEMS IN TRANSLATING ENGLISH TEXT INTO INDONESIAN TEXT

(A Study at the Fourth Semester Students of English Language Education Department of UIN Ar-Raniry)

THESIS

Submitted by:

<u>**LAILATURRAHMI**</u>
NIM. 231324329

Student of English Language Education Department

Faculty of Education and Teacher Training

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM-BANDA ACEH

2018 M/1439 H

THESIS

Submitted to Faculty of Education and Teacher Training

Ar-Raniry State Islamic University Darussalam Banda Aceh

In Partial Fulfilmentof the requirements for Sarjana Degree (S-1)

on Teacher Education

By:

LAILATURRAHMI
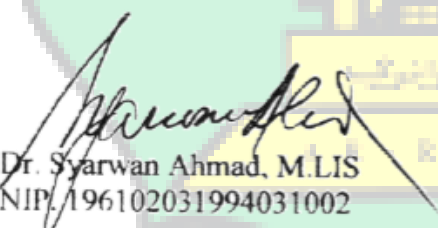
Students of Faculty of Education and Teacher Training

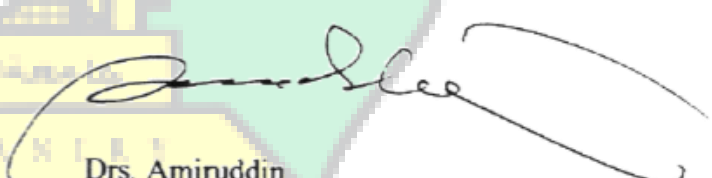Department of English Language Education

Reg.No.: 231324329

Approved by:

Main supervisor,   Co-Supervisor

Dr. Syarwan Ahmad, M.LIS   Drs. Amiruddin
NIP. 196102031994031002   NIP. 196507092014111001

It has been Defended in Sidang Munaqasyahin front of
The Council of Examiners for Working Paper and
Has been Accepted in Partial Fullfillment of
The Requirements for Sarjana Degree (S-1)
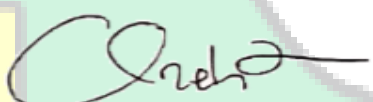on Teacher Education

On:

Friday, $\frac{\text{June 9th, 2018 M}}{\text{25 Ramadhan 1439 H}}$

Darussalam, Banda Aceh

Chairperson,   Secretary,

Dr. Syarwan Ahmad, M.LIS   Rivana Amelia, S.Pd.
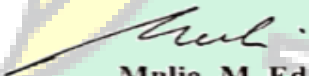
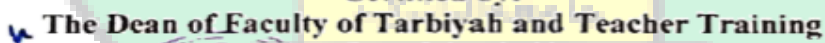Member,   Member,

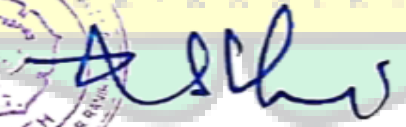Drs. Amiruddin, M. Pd   Mulia, M. Ed

Certified by:
The Dean of Faculty of Tarbiyah and Teacher Training
Ar-Raniry State Islamic University

Dr. Mujiburrahman, M.Ag.
NIP. 197109082001121001

ABSTRACT

Name	: Lailaturrahmi
Student's Number	: 231324329
Faculty/Course	: Education and Teacher Training/English Language Education
Title	: The Students' Problems In Translating English Text into Indonesian Text (A Study at English Language Education Department of UIN Ar-Raniry)
Date	: June 9th, 2018
Thesis's pages	: 60 pages
Main Supervisor	: Dr. Syarwan Ahmad, M.Lis
Co Supervisor	: Drs. Amiruddin Sulaiman
Key Words	: *Students' Problem, Translation*

Translation is a delivering the meaning and ideas from source language to target language. Nowadays translation is needed intensely along with the progress of knowledge such as science, culture, and technology. And it is very hard to find an equivalent of the same meaning and form in the target language. In addition, Translation was taught to EFL student is to hone the translation skill for students. Therefore, this study investigated the students' problems and to identify their perception about the translation subject that they have learnt. The purposes of this study were to explore about the translation problems encountered by fourth semester of English Department students in translating English text into Indonesian text and to find out fourth semester of English Department students' ways in coping the problems in translating English text into Indonesian text. The research design in this study was qualitative. I used random technique sampling to choose the sample of the research. In collecting the data, researcher used interview through face to face. The informants were eight (8) fourth semester students which is chosen with consideration that they had already taken translation I (one) subject (English-Indonesian translation). The study concluded that the students' problems in translating English text into Indonesian text consist of 5 aspects. They are vocabulary, grammar, cultural sense, idiom, and the translation technique. However, I found a main influential factor in translation problem; that is the interest. In addition, generally, there are three solutions in solving their problem, those are; improving vocabulary, learning from friend, and asking the lecturer.

ACKNOWLEDMENT

بسم الله الرحمن الرحيم

Alhamdulillah, first of all, I would like to thank Allah the almighty for given me health and opportunity to write and finish this study. Peace and salutation be upon to our beloved prophet Muhammad SAW, who has shown us taught us the right teaching and be a perfect example for all of us in all position we have in the world.

I also would like to express my respect and thanks to my thesis supervisor Dr. Syarwan Ahmad, M.LIS and Drs. Amiruddin Sulaiman for their patience and sincerity to guide me to finish this research. I also would like to express my thanks to all lecturers of English Language Education Department of UIN Ar-Raniry.

In addition, I would like to express my gratitude and high appreciation to my beloved parents Khairani & Affan, and brothers for their love, patience, attention, support and care. My thanks go to all of 2013 students of English Language Education Department, especially PBI unit 6, and also to brother and Sister in the Bookber group. For special thanks, I dedicate to Vera, Putri, Tri, Irma, Cut, M. Fajar Herwandhani, Ismi, Rizka, Amira, Agus, Maya, Kabi, Neneng, Marhamah, and Miss Fitriyah, M.Pd in supporting me any condition and made the various creativities in burning my spirit.

Finally, I realize that there is still lot of weakness in this thesis. Therefore, I require advices in developing this thesis. I expect that, this thesis will be useful for the readers.

May Allah always blesses us.

Banda Aceh, June 1th, 2018

Lailaturrahmi

TABLE OF CONTENTS

CHAPTER V: CONCLUSION AND SUGGESTIONS

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

A. Background of Study

Translation seems very influential for people in understanding the information by the target appropriately as delivered by informant. Nida and Taber (1982, as cited in Choliludin, 2005) define that translation is a process of making the meaning, ideas, or messages from a language into other language to be rendered. In addition, Sayogie (2009), states that translation is an effort of finding equivalent meaning of a text in both of the first and second language. In short, the meaning of translation is looking for the same meaning of a language into another language.

Translation becomes a medium which function is to develop knowledge and to understand the foreign language, especially English. In line with this, Elsadig (2015) argues that nowadays translation is needed intensely along with the progress of knowledge such as science, culture, and technology. Translation subject customarily entered into one of the subjects studied in English Department curriculum. Translation is taught to EFL student to hone the translation skill for students. So, they have good competence in translating. The awareness to develop student's ability of translation is due to the importance of translation skill in this globalization era. Sunardi (2017) comments that in this global world, where people from different languages and cultures interact in meaningful ways, translation as the competence skill and ability is seen critical. In addition, Muhammad (n.d) agrees that "In the modern era, Translation is important not only to amateur and professional translators and language teachers but also to experts in various scientific fields who are translating books or scientific essays into Bahasa Indonesia."

In line with the development of times, UIN Ar-Raniry as one of Islamic universities which has English Language Education Department, translation subject is one of compulsory subjects taught to the student that is included into the curriculum. The subject taught in 2 semesters, that is in the 3rd (English-Indonesian) and 4th semester (Indonesian-English). There are 2 credits for each semester.

Based on English Language Education Department of UIN Ar-Raniry curriculum, translation subject is taught in order to be able to translate standard/simple text into Bahasa especially Islamic texts and to know general theories of translation, types and problems of translation; students are able to translate higher level of English texts into Bahasa and vice versa particularly Islamic texts.

However, mastering translation is not easy for EFL learners. Maunin (n.d) as cited in Newmark (1988) notes that translation has so many barriers. It is very complicated to reproduce the text as the original text. The difficulties lie in the fact that both English and Indonesian have different structures of language. For example, in Indonesian, we never knew the difference to express the gender in all functions. Similarly, Baker (1992) commends that "different languages express meanings using different linguistic means such as fixed expressions, idioms, words, etc. And it is very hard to find an equivalent of the same meaning and form in the target language". In the same way, Silviana (2008) points out that the grammatical rules such as adverb, verb, and noun have proven as one of the barrier in the process of translation. It means that someone who wants to translate the text (translator) needs to understand and use the appropriate grammar in order to make a complete sentence. Those are appropriate uses of grammar, proper word meaning, cultural sense, formal and informal sense. Therefore, EFL learners find many challenges to translate English into Indonesian because of prospering the good and equivalent meaning of the result with the source. In short, most of EFL learners specifically

Indonesian learner encounter the difficulties in translating English into Indonesian due to the differentiation of the expressions, idioms, cultural sense, formal and informal sense, grammatical rules such as structure, adverb, and etc.

In addition, the researcher's own experience as EFL learner in learning translation course at the Department of English Language Education revealed that most of students found this subject very challenging. It is therefore of importance to investigate the students' problems and to identify their perception about the translation subject that they have learnt. Most of them had problems in matching the appropriate word that represents the source language into the target language and differentiating a case in source language into target language, For instance; cultural aspects, grammatical, and idiomatic expressions in translating the texts.

Some previous relevant studies in the area of translation have sketched out differences and similarities. For example, Munawwarah (2016) conducted a study to investigate students' translation quality of English into Indonesian Text of English Education Department Students at UIN Ar-Raniry Banda Aceh. 10 students were taken as the sample in her study and she found that there are several troubles in seventh semester students' translation in translating English text into Indonesian such as wrong meaning, difficulties in finding equivalent Indonesian words, and ambiguity however most of their translations are relatively fair. Similarly, another previous study was conducted by Marti (2002) that explored students' difficulties in translating English text into Indonesian at the English Department, Faculty of Teacher Training and Education of Jember University. There were 53 students participated in her research and the study was reported that the students had serious problem in grammatical adjustment and lexical adjustment.

As such, this current study is a qualitative study to investigate the students' problems in translating English into Indonesian text that is different from both studies above. It is because my research aims to explore about the translation

problems encountered by EFL students and to find out sixth semester students ways in coping with the problems in translating English text into Indonesian text.

B.   Research Questions

After going through related literature on translation studies, I propose two research questions.

1.   What are translation problems encountered by fourth semester students of English Language Education Department in Translating English text into Indonesian text?

2.   How do the fourth semester students of English Language Education Department cope with the problems in translating English text into Indonesian text?

C.   The Aims of Study

Based on the research questions above, the aim of this study are:

1.   To explore about the translation problems encountered by fourth semester students of English Language Education Department in Translating English text into Indonesian text.

2.   To find out the ways of fourth semester students of English Language Education Department in coping with the problems in translating English text into Indonesian text.

D. Significances of Study

1. Theoretically

   This study is expected to be useful for the improvement of teaching English translation. This is, in my view, important to know the students' problems in translating English text into Indonesian text.

2. Student

   This study is hoped to be of use for the student of English Department on improving their translation skills in translating English text into Indonesian text.

3. Lecturer

   This study is also hoped to be useful for the lecturer of translation to identify the problem faced by the students, by doing this, it is important to know the level of students' ability in translating English text into Indonesian text.

4. Institution

   The finding of the present study are hoped to be a useful reference for the next researchers who are interested in doing researches in translation, especially at the Department of English Language Education of UIN Ar-Raniry.

E. Terminology

1. Translation

   Translation is an effort of transferring the meaning from one language (SL) into an equivalent version in another language (TL). In this study, *translation* means the whish is taught to the second year student of English Language Education Department of Education and Teacher Training Faculty, UIN Ar-Raniry.

2. Student's Problem

In this study, the *students' problem* mean the problem or the obstacle which are faced by fourth semester students of English Language Education Department of UIN Ar-Raniry in translating English text into Indonesia text.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Review

1. Definition of Translation

Many theories about translation have been presented by experts. Nida and Taber (1982 as cited in Choliludin (2005) defined that translation is a delivering the meaning and ideas from source language to target language. Similarly, Nida (1964 as cited in Sadeghi, 2011) defined translation as an activity of producing a text in the source language into the target Language by finding the close equivalent style and meaning.

Furthermore, Sayogie (2009) states that translation is an effort of finding equivalent meaning of a text in both of the first and second language. Moreover, Wilss (1982, cited in Al-Zu'bi, 2012) defined translation as "a text-oriented event. Translation is a procedure which leads from a written Source Language text to an optimally equivalent Target Language text and requires syntactic, semantic and stylistic and text-pragmatic comprehension by the translator of the original text".

In the meaning of transferring process from source language into target language, it is not only transferring the denotative meaning but also cultural meaning. In this case, Sakareva (n.d: 134) stated that "translations are not made in a vacuum; they function in a given culture at the given time. We can speak of cultural embedding of text because every text is produced under given circumstances that rest on a specific presupposition and this text is produced at a given time, with specific purpose directed towards specific audience to fulfill certain function.

From the definition of studies above, it can be conclude that translation is transferring the meaning of a text from a language (Source Language) into other

language (Target Language) by equivalent meaning and from one political culture to another.

2. Kinds of Translation

Translation is not just about replacing the meaning of the Source Language into the Target Language. It is also more than shifting the words or grammatical structure of the Source Language. Scholars, such as Larson, Newmark, et all. Provide some methods of translation use in translating in order to translate easily and produce a good translation. The methods are needed to avoid mistakes in transferring the meaning between two languages. This has led to the differences of kinds of translation. The kind of translation is differentiated by its method.

In one hand, Larson (1984 as cited in Munawwarah, 2016) classify tow mains kind of translation into two kinds of translation, they are: (a) Literal translation; literal translation means a form-based translation which follows the source language form, translating the words with literal meaning based on the source language's form and structures. (b) Idiomatic translations; it could be understood as when the translation produces a natural form in grammatical constructions and lexical item choice of the target language. The result of translation often feels like an original writing or an interpretation of the meaning.

On the other hand, Newmark (1998), mentioned the difference between translations methods and translation procedures. He writes that translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language. He also differentiated the method in translating as the following:

a. Word-for-word translation

It translates Source Language linearly and literally into the Target Language, keeping the Source Language word-order

8

Example: the phrase *"Monday Morning"* is translated into *"Hari Senin Pagi"* translating the words in order

b. Literal translation

It translates the grammatical aspect of the Source Language to their nearest Target Language equivalents. It also use loan word for translate the non-equivalent word in Target Language. But, the problem is it can be incompressible sometimes.

Example: the phrase *"Black Market"* is translated to *"Pasar Gelap"*

c. Faithful Translation

It produces the exact contextual meaning of the Source Language within the restriction of the Target Language grammatical structure.

Example: this method is mostly used in translating religious text, such as the Holy Qur'an and the Bible.

d. Semantic Translation

It focuses on the aesthetic value of the Source Language in the translation while being more flexible in its grammatical constraints

e. Adaptation

It converts the Source Language culture into the Target Language culture, mostly used in threatical plays

Example: the story of Cinderella is adapted into the story of *Bawang Merah* and *Bawang Putih* to be more appropriate to Indonesian Culture.

f. Free Translation

It produces the Target Language without the mannerism of form of the Source Language. Mostly using paraphrase method

g. Idiomatic translation

It conveys the original message of the Source Language while twisting the meaning by utilizing idioms.

h. Communicative translation

It translates the exact meaning of the Source Language in a way that both the content and language are conveyed in the most comprehensible.

3. Problems of Translation

Translating English text into Indonesian text is not an easy work. The translators need to choose the closest word to what writer's mean. Several of the English words have more than one meanings in Indonesian, for example; the word "miss' in English. In Indonesian, it can be translated as "*nona/rindu/tidak kena sasaran*". The learners have difficulties in comprehending the suitable word choice in Target Language. They need to find the correctly matched word.

"In translating a text, choosing the right word is one of the most difficult tasks encountered by the translator." (Al-Saeed, 1989 cited in Alfaori, 2017: 89). It becomes a complicated work if a translator has to focus for selecting in dictionary to find the right word and the nearest meaning. The problems become more complicated if translator is hard to finding the appropriate word in target language. There are many aspects caused equivalence problems. One of the caused is there are many types of equivalence. The equivalence types are as follow: (1) one-to-one equivalence; (2) one-to-many equivalence; (3) many-to-one equivalence; and (4) one-to-none equivalence or null equivalence.

Besides that, the structural differences among English and Indonesian also give effect in translating. The translator requires giving focus on comprehending about structural case.

In addition, Marlina, et all (2005) state that most of students experienced difficulties to translate English sentences into Indonesian text are: (1) The students' lack of knowledge of English vocabulary; (2) The students tend to translate the sentences word by word without looking at the context; (3) The students tend to use

lexical than grammatical meaning; (4) The students usually guess the meaning by using improper equivalence in grammar, expressions, and lexical. These facts proof that translation is not a simple activity.

In general, translation problem can be caused by two things. The first is the problem of transferring idea and opinion. Based on this problem, it can be caused by four difficulties, those are; problem of mastering source language and target language, different background between writer and translator; different mind-set between writer and translator, background knowledge that translator should have. The second is problem of transferring language form (Soemarno, 1983).

In contrast with other expert, Miremadi (1991, cited in Owji, 2013:v.17) defined that translation problems that usually occur are: *lexical* problems and *syntactic* problems.

1. Lexical problems

    In the interpretation of lexical problems, Miremadi states that, although words are entities that refer to objects or concepts, a word in one language may not be substituted with a word in another language when referring to the same concepts or objects. Lexical problems separate into five subcategories:

    a. Straight/ denotative meaning

        This kind of meaning refers to those words of the source text that can be matched with those of the target text "without missing images" (e.g. mother, father, etc.).

    b. Lexical meaning

        Lexical meaning refers to words or phrases which seem to be equivalent, although in that situation this may not be the case; the translator must be aware of the intention beyond the words in order not to misrepresent the author's message.

c. Metaphorical expression

This subcategory refers to the problematic issues of translating idioms and similar expressions.

d. Semantic voids

This subcategory includes those words and/or expressions that represent concepts that cannot be found in other special communities. The close equivalents may be found, although the exact equivalent cannot.

e. Proper names

Although proper names refer to individuals and can be transcribed from one language into another, sometimes the specific meaning that they carry, which do not exist in the target speech community.

2. Syntactic problems

Syntactic problems are the other main category of translation problems. One cannot find two languages that have the exact identical systems of structural organizations (language structure varies from one language to another).

Structural organizations differences include:

a. Word classes

Languages differ from each other in the internal word formation of language classification.

b. Grammatical relations

This difference exists among the languages in the way that a constituent of a sentence functions within that sentence.

c. Word order

d. Style

e. Pragmatic aspects

Looking in the meaning of aspect differences, Balfaqeeh (2009) mentioned some problems in translation; they are:

1. Idiomatic Expression

    Idiomatic Expressions are difficult to get the equivalent meaning by word-to-word method. It has to be translated by the whole to extend the specific meaning. The difficulties in translating idiom are; First, the lack of sense equivalence in the Target Language. The culture sense in idioms is specifically in one language that will get different feeling in the Target Language. So, translating idiom depends on the context in which it has occurred. Second, there may be equivalence for the idiom in the TL, but has different connotation which used for different situation.

2. Cultural-bound Expression

    Cultural-bound expression is one sources of difficulty in translation. There is a different meaning subsystem in finding the suitable equivalent meaning between the source language and the target language. It is in line with Nida's statement (cited in Guerra, 2012) said that "the cultural difference can make more complicated for translator in translating than the difference of grammatical."

Furthermore, in regards of problems in translation, Ghazala (2008) mentioned another kind of translation problems other than lexical problem and syntactic problem which is stylistic problem whereas the style of the SL is closely related to the meaning. A change in style of the language would result in the change in meaning when conducting a translation. Ghazala stated that style is the different choices made by writers in regards to layout (shape), grammar, vocabulary (words) and phonology (sounds). Stylistic problems could be divided into a couple of categories:

1. Style of Ambiguity

   Ambiguity is in-clarity. This language style is mostly used for in-clarity of message, complicating meaning, hiding the truth, avoiding straightforward opinion and reflecting the nature of a character. These functions are very important in retaining the meaning of the text and must be retained in the translation.

2. Style of Repetition and Variation

   In writing, the repetition of words is considered to be a bad style and should be avoided, including when conduction a translation. However, the repetition of words could be done in order to rely an important meaning of the text. In such situation the repetition of words needed to be translated accordingly over and over in order to reflect the importance of the message from the text. The problem arises when, in order to avoid the repetition of words, writers forced a synonym with a barely similar meaning which made the translation awkward and hard to accept.

4. Translation Strategies

In producing a good translation with its equivalence, translator needs some strategies and crucial process. It is also needed by EFL student in translating text in the translation class. Different scholars have different perspective for the strategies of translation according to their own consideration. According to Chesterman (1997), the general characters of translation strategies are; (a) they involve text manipulation; (b) they must be applied to the process; (c) they are goal-oriented; (d) they are problem-centered; (e) they are applied consciously; (f) they are inter-subjective. (It means the strategies must be empirical and understandable for the readers not the person who used them.

14

Similarly, Venuti (2001, cited in Owji, 2013:v.17) believed that translators can select two main methods of translating which are called: *direct/literal translation* and *oblique translation*. The oblique translation is used when literal translation is not possible because of lexical and syntactical differences between two languages.

Oblique translation includes seven subcategories which are as follows:

a. Borrowing: that is used to tackle a meta-linguistic difference. It is the simplest strategy of translation that means using Source Language terms in the Target Text.

b. Calque: This is a special type of borrowing in which the borrowed expression is literally translated into the Target Language.

c. Literal translation: that means rendering a Source Language text into the appropriate idiomatic or grammatical equivalent in the Target Language.

d. Transposition: that is substituting one word class with another without changing the meaning of the message.

e. Modulation: this means changing in point of view (changing part of speech).

f. Equivalence: this refers to rendering two situations by different stylistic and structural methods; these two texts include the Source Text and its equivalent text which is the Target Text.

g. Adaptation: that refers to those situations when cultural differences occur between the Source Language and the Target Language. Thus, translation can be considered as a special kind of equivalence which is situational equivalent.

5. **Principles of Translation**

Hariyanto & Suryawinata (2003) explained that principles of translation are classified into two types; principles of translation that divided to the Source

Language Text and principles of translation that divided to reader of Target Language Text.

6. Translation Procedures

Translating text should care for many aspects, such as social aspect, cultural aspect, linguistic aspect which is making suitable between one language to another language. In general way of translation process, a translator practice the procedure of reading the Source Text in order to get the insight of the meaning that presented in Source Language, then converting in Target Language.

There are many translation procedure to be applied by translator, but in context Indonesian translation Newmark (1988 as cited in Machali, 2000:) pointed out that there are 5 translation procedure, such as; (1) Transposition, transposition is a procedure of translation that involve reforming the grammatical of Source Language into Target Language; (2) Modulation; (3) Adaptation, adaptation is transforming the idiom in cultural aspect that cannot render with the same concept in Target Language. For example, *Dear Sir* is translated in Indonesian become *Dengan Hormat*, not *Tuan yang terhormat*; (4) Contextual equivalent, contextual equivalent means the placement the information by the context in order to its meaning is clear for the reader.; (5) Annotated equivalent, annotated equivalent means the translating the meaning of the word in Source Language into Target Language by giving notes about the word. It can be footnote or endnote (Machali, 2000).

Newmark (1988) also divided the translation procedure into some points, they are as follows:

a. Naturalization

This procedure makes transference and adapts the Source Language word first to the normal pronunciation, then to the normal morphology (word-forms) of the Target language.

Example: In English, the word '*police*' can be transferred into '*polisi*' in Indonesian.

b. Cultural Equivalent

This procedure is an approximate translation where a Source Language culture word is translated by Target Language cultural word.

Example: the word "*Prime Minister*" is translated into "*Perdana Menteri*" in Indonesia.

c. Functional Equivalent

This procedure is applied when a Source Language technical words where there is no equivalent in the Target Language, therefore neutralizes or generalizes the Source Language word.

d. Descriptive Equivalent

This procedure focused on the definition and the function of the Source Language words to provide an explanation for the correct translation.

Example: the English word "*Airlift*" is translated into "*Sistem pengangkutan barang atau manusia melalui udara*", describing the meaning rather than translating it.

e. Synonym

This procedure uses a near equivalent in the Target Language of a Source Language word. It uses as a compromise when a precise equivalent may or may not exist.

Example: the Indonesian word "*Ayam*" could be translated into the words "*Hen*", "*Rooster*", "*Chick*" and "*Chicken*"

f. Trough-Translation

This procedure provides literal translation of collocations, organizations name, compounds words, and sometimes phrases. This procedure should only be used when the term is already widely recognized.

Example: the word "*Chinese Restaurant*" is translated into "*Restoran Cina*" in Indonesian.

g. Shift or Transposition

This procedure occurs when the translation caused a grammatical shift from the Source Language grammar and Target Language grammar.

Example: the English phrase "*Cats are canivores*" is translated into "*Kucing adalah hewan karnivora*"; the plural word "*Cats*" is translated as a singular word "*Kucing*" in Indonesian.

h. Modulation

This procedure are used to define a translation where exists a change of perspective from the Source Language into the Target Language. This is caused by the rejection of literal translation in the Target Language.

Example: the English phrase "*Let Down*" is translated into "*Mengecewakan*" while the literal translation of the phrase is "*Membiarkan Kebawah*" or "*Meletakan Kebawah*".

i. Recognized Translation

This procedure depends on the generally accepted translation terms provided by academicals institutions.

Example: the term "*United Nations*" (UN) is translated into "*Persatuan Bangsa-Bangsa*" (PBB).

j. Translation Label

This procedure provided a temporary translation of a term which can later be withdrawn or changed.

k. Compensation

This procedure occurs when loss the meaning, sound-effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence.

Example: this method is mostly used in translating jokes or puns in books where the humor might not suit the targeted audience; the joke "*What do you call a dinosaur with an extensive vocabulary? A thesaurus*" might not translate the humor well to Indonesian audience, so another appropriate joke should be translated in its place.

l. Componential Analysis

This is the splitting up of lexical unit into its sense components, often one-to-two, -three or –four translations.

Example: the Indonesian word "*Kucing*" could be translated into "*Cat*" normally, "*Kitten*" when added the attribute of Child, "*Tomcat*" when added the attribute of Male, and "*Tabby*" when added the attribute of Female.

m. Reduction and Expansion

These are rather imprecise translation procedure, which you practice intuitively in some cases. However, for each there is at least one shift which you may like to bear in mind, particularly in poorly written texts: (1) Source language adjective of substance plus general noun; (2) For expansion, a not uncommon shift, often neglected, is SL adjective, English target language adverb plus past participle plus object:

n. Paraphrase

This procedure is a process of enlarge or communicate the meaning of a segment of the text by taking the anonymous when it is poorly written or has important implications and omissions.

7.   The Importance of Solving Translation Problem

A translator must know both the source language and the target language fluently. However, most of the times, he or she does not have the equivalent of all the components of one language readily available. A translator, at times, is exposed to similar concepts while other times he or she is faced with a concept that has no basis in another language. To this end, it has been established that a completely accurate translation is impossible and that all translation is simply an attempt to solve an insoluble problem. However, it must be realized that languages are made up of a unique total of cultural ties and philosophies. Therefore, perhaps some languages can only be understood, at least in parts, in its original form.

Solving the problem is not a concern of finding the ultimate psychological basis of the translated language, but rather with a concern of at least attempting to touch upon some of the actual, descriptive, or cultural problems of translation. For example, in conducting a translation from a source language to a target language, a translator observes, reads, or hears some words of the source language and translates it into the target language. If there is no equivalent to those words, then the translator will resort to his or her own interpretation of the original concept in the target language. Here, we see that the problem is not solved by giving an exact solution but by at least providing a close enough replacement to the solution.

To further understand this issue, it is crucial to recognize the many problems presented when conducting a translation. Ervin and Bower (1952) present a preliminary categorization of some the language problems that has occurred in the conduction of international surveys, i.e., surveys designed in one country for accomplishment in another. The problems faced are not unique to survey studies; any form of translation in any studies are also suffers from the same obstacles, of which are (1) differences in meanings of words; (2) differences in syntactical

contexts; and (3) difference in the cultural context of the readers or hearers. Ervin and Bower (1952) also presented the following examples as guidelines for translator in conducting a translation

1. Lexical Meaning

    a. Words may or may not have objective referents. In which an object might have the same meaning in both cultures but one culture may have larger range of referent than the other.

    b. Homonyms. Some languages possess larger amount of homonyms compared to others which creates ambiguity in the context where a certain term might have more than one explanation.

    c. Affective and figurative meanings. In conducting a translation, very often a choice has to be made regarding the objective referent or the figurative meaning of the term.

    d. Untranslatable concepts. In few cultures, there are words in which the meaning cannot be expressed in certain languages at all.

    e. Translators, especially bilinguals, have a tendency to associate similar words in two languages as identical in meaning, leading to an error in translation.

2. Grammatical meaning

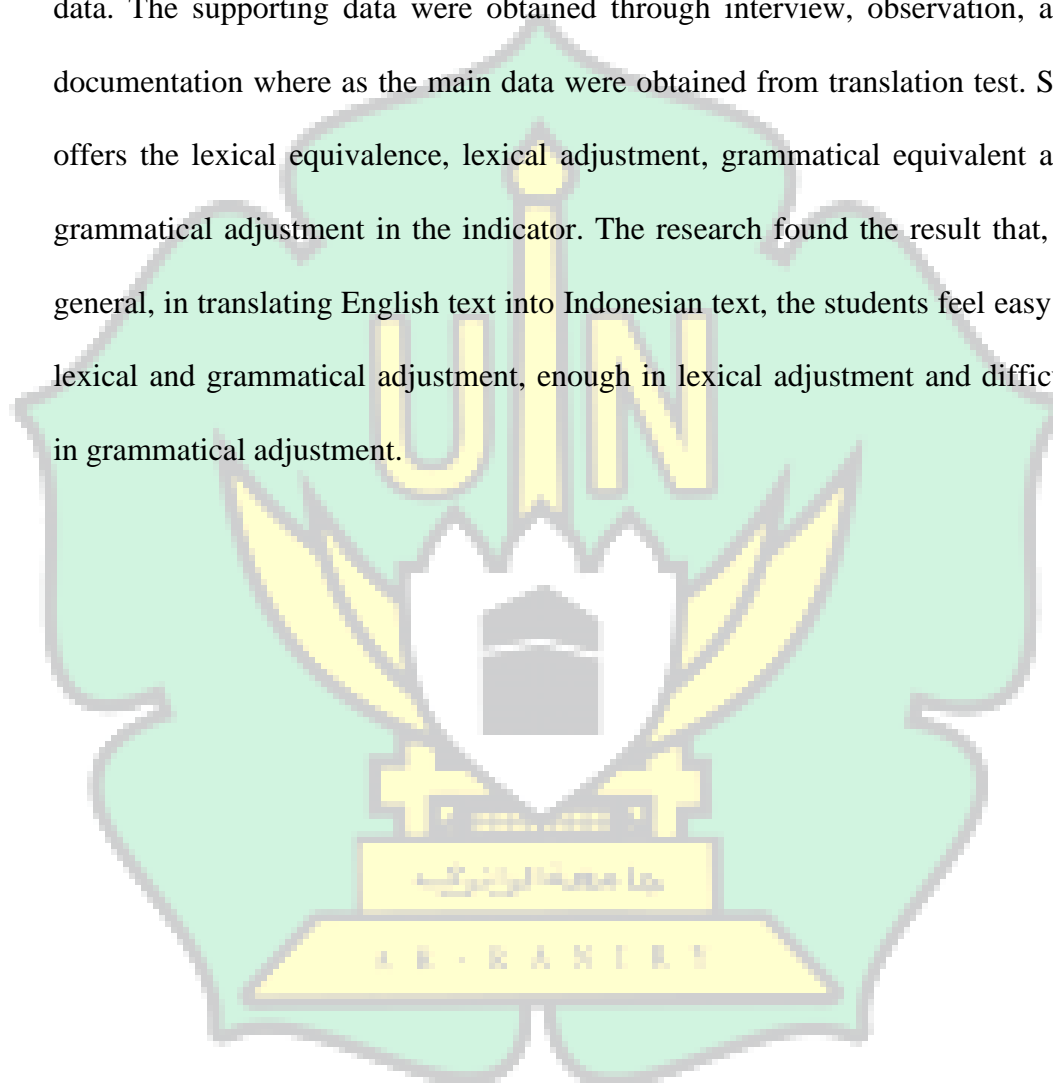   a. The syntactical requirements of language differ considerably. The grammar of some languages requires commitment to the gender and social status of the speaker or hearer or statements about location, possession, source of information and aspects of time which are not necessary in another language and vice versa. In both case, translation process requires either an introduction of pseudo-information or the loss of information.

b. Stylistic factors, or optional variations in syntax, may introduce unnoticed emphasis or other meaning, which must somehow be equated in the other language.

c. Functional equivalence in a different culture context. In order to preserve the meaning of phrase, a more extensive change is usually imposed on the process. Sometimes, an addition of phrases is necessary while other times complete rephrasing is needed to prevent a misconstruction of the speaker's or writer's intention.

B. Relevant Studies

1. Munawwarah (2016) conducted a research to study about translation quality of English into Indonesian text of English Education Department Students at UIN Ar-Raniry Banda Aceh. She investigated 10 students as the sample. She used document test and questioner in data collection. The result was reported that there were several troubles in seventh semester students' translation in translating English text into Indonesian such as wrong meaning, hard to find equivalent Indonesian words, and ambiguity. However, most of their translations are relatively fair. The student's translation quality in accuracy aspect was dominant with 60% fair. The student's translation quality in clarity aspect was relatively fair 37.5%. Meanwhile, in naturalness aspect, the student's translation quality was dominant 47.5% fair. She reported that most of students have problem with equivalent difficulties like idioms, synonyms, and antonyms of word. In contrast, this current research is aimed to explore about the translation problems encountered by EFL students and to find out sixth semester students ways in coping the problems in translating English text into Indonesian text.

2. Marti (2002) conducted the research with title, "Students' Difficulties in Translating English text into Indonesian at the English Department, Faculty of Teacher Training and Education of Jember University". There were 53 students participated in her research and the study was reported that the students had serious problem in grammatical adjustment and lexical adjustment. She took 53 students to be her respondent. The data consisted of supporting data and main data. The supporting data were obtained through interview, observation, and documentation where as the main data were obtained from translation test. She offers the lexical equivalence, lexical adjustment, grammatical equivalent and grammatical adjustment in the indicator. The research found the result that, in general, in translating English text into Indonesian text, the students feel easy in lexical and grammatical adjustment, enough in lexical adjustment and difficult in grammatical adjustment.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research employed the qualitative research method. Qualitative method was chosen because this study aimed at providing an insight into the case of translation problem in the English language education department of UIN Ar-Raniry, specifically problem in translating English Indonesian text.

In conducting this research, qualitative method was used to find out the problem faced by students in translating. Bodgan and Taylor (1975, cited in Basrowi&Suwani, 2008) defined a qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words of the people and observable behavior. According to them, this approach is directed to the background and the individual in a holistic manner. In other words, Moleong (2013) states that, qualitative research is a research that aims to observe the subject of research in terms of behavior, perception, motivation, action of the participants as a whole expressed in the form of words.

The researcher chose qualitative method because it could answer the research question in this study. This method explored and investigated the problem in depth. Furthermore, for deep understanding of the problem, the researcher used interview as an instrument to collect the data.

B. Brief Description of Research Location

The present study was conducted on fourth semester students of English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry. The university is located in Jln. Syeikh Abdul Rauf Kopelma Darussalam, Banda

Aceh. It is administered by Ministry of Religious Affair of Republic of Indonesia and under the supervision of the General Directorate of Islamic Institutes trough the Directorate of Islamic Higher Institutions.

Faculty of Tarbiyah and Teacher Training offers some fields of study and one of which is the Department of English Language Education. The purpose of this department is to produce graduates with excellent English Teaching skills which can be of use for their future career.

In addition, the department aims at providing the graduates who are qualified, competitive, creative, innovative, functional, noble and able to contribute based on their expertise to public interest and to make this department as English teacher education center that is superior, innovative and qualified based on the principles of Islam.

The Department of English Language Education (*PBI*) which is currently led by Dr. T. Zulfikar, S.Ag. M.Ed. PBI is one of the most favorite departments not only within the Faculty of Education but also within Ar-Raniry State Islamic University. This is shown from the rapid development of registration every year; it has more than a thousand students. The majority of students completed their study within expected times, which is 4 years. Most students graduate with high qualification and good merit. A large number of graduates receive job immediately and some of them awarded scholarship, such as LPDP, AAS, NZAID, Fulbright, USAID, LPSDM, DAAD and some other scholarships, to undertake their master's degree in Australia, the United State of America, the United Kingdom, New Zealand, and some other developed countries.

PBI also provides some supporting facilities for academic activities such as multimedia room, which provides sound system, radio, television, DVD player, projector, and computers; library which provides academic and non-academic books, cassettes, newspapers, encyclopedia, dictionaries, and theses which had been written

by the students of the Department of English Language Education as the partial fulfillment of the requirement for Degree of Bachelor Education.

C. Research Respondent

Population refers to all of potential participants; it comes out as a whole group of people that you are interested in (Schreiber & Asner-Self, 2011). The population of this study was the fourth semester students, batch 2016 of English Language Education of Ar-Raniry State Islamic University. The respondents of this study were the students of English Language Education at Ar-raniry State Islamic University batch 2016. There are 201 students in batch 2016 which grouped into 6 units from which eight (8) fourth semester students were chosen randomly (random technique sampling) with consideration that the respondents had already taken translation I (one) subject (English-Indonesian translation).

Then, the sample is a small sub-group that has been chosen from larger population (Bordens & Abbot, 2011). Here, the researcher chose eight (8) students as the participants in this research. In this case, the researcher applied random sampling technique. According to Ulber (2012), random sampling technique is a technique in taking sample with no certain requirement. It means that everybody in the population has the same chance to be chosen.

D. Technique of Data Collection

In this research, I collected the data by using interview as the instrument to collect the data from the students. According to Sugiyono (2014) interview is a conversation with certain purposes which is done directly (face to face) or indirectly (phone, social media). Here, I collected the data directly through face to face interaction, because it allowed the researcher to confirm the answer from the participants and I could observe the nonverbal of them. In general, interview was

divided into three types. There were structured interview, semi-structured interview, and unstructured interview. In this case, I used semi structured interview in collecting the data. Basrowi and Suwandi (2008) defines semi-structured interview as a type of interview which the researcher set their own questions before asking to the interviewees and allows interviewer asking some questions related to the topic. Here, I would interview 8 participants which consist of 8 questions. The results of interview would be analyzed later.

E.   Technique of Data Analysis

In this study, the result of data collection through interview would be transcribed. After transcribing the data, the data was analyzed and described in words and sentences form. The data would be present in descriptive analysis based on what participants said about their problems in translating the English text into Indonesian text. The data was divided into several sections. Each section was arranged into sub-section. I analyzed the data by reading in several times and conducting an analysis each time to develop a deeper understanding of the information that was supplied by participants.

CHAPTER IV
DATA ANALYSIS

A. Analysis of Interview

The interview was conducted in 10 days on 10th-20th may 2018 by using Indonesian language and English. I used an audio recorder to record the participants' answer and their opinions. Each participant spent more than 7 minutes to response the questions from the researcher. Every participant got the same questions that should be answered. Furthermore, to seek the information deeply, some additional questions were asked based on the participant's answer in agreement with the topic. During the interview, I asked the participants about their problems in translating English text into Indonesian text. As for the result, the analysis was done per each questions and written thematically. Eight participants participated in this study. They were four females and four male, who are studying in fourth semester in English Language Education Department who had taken Translation I (English-Indonesian) course.

1. Participant 1 (Std 1, male)
2. Participant 2 (Std 2, male)
3. Participant 3 (Std 3, female)
4. Participant 4 (Std 4, female)
5. Participant 5 (Std 5, male)
6. Participant 6 (Std 6, female)
7. Participant 7 (Std 7, female)
8. Participant 8 (Std 8, male)

I used six questions of the interview to gain further data on their problems in translating English text into Indonesian text. The discussion in this research is divided into:

1. The Perception of Translation Class

According to students' answer, I found two perceptions of translation classes, which translation class is the interesting good class and difficult class. Based on the result of the interview, three participants agreed that translation class is the inspiritional class. Three of them argued that translation class was a difficult class. And two students stated that they feel bored when studying translation. In other hand, they had to choose the translation subject because it is one of the compulsory subjects. As Std 1 stated:

"Translation class is the inspirational class because it makes us understand about how to translate it well either from Indonesian into English or English into Indonesian."

Different with Std 1, Std 4 argued that:

"I think it is a challenging class. Because in translation class, students are demanded to translate foreign language into their mother language. But, so far I have enjoyed it.

And one other perception showed by Std 2 and Std 6:

Std 2: "translation class for me could be classified as a boring class because mostly we just translate the text word per word. There are lecturers whom able to make the class more interesting." Although, the class more interesting.

Std 6: "actually translation class that I attend is not really interest. The studying process makes me sleepy."

Based on the answer of the participants, it could be concluded that translation class is an important class for learning the translation strategy. Translation itself is really important in the real life because it could help us in getting more knowledge. But, sometimes the process of learning translation itself made students feel bored and difficult in understanding. So that, the students have not get the knowledge about the translation class, which was effective to their skill of translation.

2. Students' Perspective about The Importance of Studying Translation for EFL Students

In this part, the participants shared the different opinions regarding the Students' perspective about the importance of studying translation for EFL students. Most of the students argued that studying translation for EFL students is important while the rest of them aired that it was very important, they stressed it with strongly important for EFL students. Which was shown by 5 : 3, the informants argued that:

Std 8: "yes.. because translation is important to understand the foreign language."

Similarly, Std 7 also believed that:
"yes.. it can make us understand the things of the other person means. For example, we go abroad for taking master degree; there we should learn some article or anything else. So that, we need to translate it into our language in order to know or understand what is the article means."

Some informants said that studying translation for EFL students was very important. As Std 2 suggested:
"yes, very important...because translation is one of the crucial skills to acquire in learning English as a language."

3. The Time Frequency of Students' Practice in Translating English Text into Indonesian Text

In analyzing the data of interview, I found that there were four students who often did translation, four opinions of students showed that they had done translating outside the class every day for what a community activities like learning club or just for seeking the unknown word of what they were reading or listening. Like Std 6 told in the interview section:

"I think it is, I do it every day because I have mentoring class, online mentoring class with my mentor. But now, He is studying abroad in Australia. So we have a mentoring class by Whatsapp. So, every day we send our material, and then we speak, we chat by English. So sometimes if I can't understand what my mentor said, so I have to translate it to google translate or anything else."

In addition, three students did translation from English text into Indonesian text outside the class rarely. Like Std 1 and 4 elaborated:

Std 1: "for me, 1 week only 2 articles or maybe some, hmmm, other Indonesian articles from Jakarta Post. I usually get 1 week 2 articles."

Std 4: "in percentage, I think about 65% because I like to listen to English song that I like. I would find the lyrics and I try to translate kind of understand it better. I well, mostly texts I found in social media or something like that."

4. **Students' Problem in Translating English Text into Indonesian Text**

The result of interview indicated that there were some problems that the students faced when translating the English text into Indonesian text which categorized into 5 (five) aspects. They are vocabulary, grammar, cultural sense, idiom, and the translation technique.

a. Vocabulary

According to the students' statements, I found that all of the students had lack of vocabulary building. The vocabulary was one of their main problems in translating the English text into Indonesian text. It is very hard for them to find the correct or appropriate meaning based on the context of text, because the English word mostly had more than one meaning. They needed to choose the suitable meaning to make a good translation. Moreover, when the English text used the advanced vocabulary, it was hard for them to understand the meaning of the text which then made them got difficulties in translating the text. Besides that, they also faced the difficulties in arranging the words. The words order in English was different from the Indonesian words order. Some of the students' statements about the lack of vocabulary were:

Std 1: "Some of the problems in translating the English text into Indonesian text is the vocabulary building. Next, it is hard to arrange the words in a good Indonesian language structure."

31

Std 3: "Yes, mostly when facing difficult vocabularies, but I could overcame it mostly using Google Translate. Other than that, it is quite difficult in arranging the words when you translate it. Sometimes when we translate it the message is lost in translation."

Std 4: "There are also other problems like difficulties in finding the best meaning in the translations according to the context."

Std 6: "Sometimes, it is so hard to find the appropriate meaning. The English word has a lot of meaning."

Std 8: "Yes.. I get some problem when translating the text. For example, lack vocabulary, eeemm... understanding the text, or we can say the language style used in the text is very high."

b. Grammar

The result of interview showed that the grammatical rule was not a big problem for them when translating the English text into Indonesian text. However, it would become a big problem when translating the Indonesian text into English text. Some of the students' statement was:

Std 1: "Yes, grammar. Grammatical rule can be one of the problems, but it does not take a big role when translating the English text into Indonesian text. Because we learn about grammar, so we can handle it."

In addition, the Std 4 also stated:

"Well, Personally I still face difficulties in grammar itself, so when translating English text into Indonesian text the grammar isn't that much of a problem. But, when it's the other way around. Its quite difficult to adjust the grammar accordingly."

Moreover, the student argued that grammatical rule in English was very helpful when doing translation from the English text into Indonesian text. The English structures have more detail than the Indonesian language structure. For instance, English had 16 (sixteen) tenses which indicate the time. Meanwhile, Indonesian language had a simple language structure. It was as stated by Std 3:

"Well that's what I meant by difficulties in arranging the words, like the positive sentence or negative sentences. Tenses are actually quite helpful because it states the time"

c. Cultural Sense

In Cultural sense, some students thought that culture was not a big problem. They could translate the text even though it had different culture. If they had the word which does not exist in Indonesian language, they just adopted that word into Indonesian. For instance, the word Halloween which is a part of western's cultures; they just used the word Halloween when translating the text. Their statements were:

Std 2: "Not really, as long as the point of the text is delivered. It's fine."

Std 3: "Well so far I haven't faced that kind of problems."

Std 4: "I think there's not much of a problem in adjusting the cultural aspect. About the source language that doesn't exist in Indonesian, usually I would just adapted those words into the translation".

However, for some students cultural sense is really difficult for them, because every country has their own culture. It was as stated by students:

Std 1: "Cultural aspect become one of the problem in translating the English text into Indonesian text, because Indonesia has different culture with the western' culture. Here, when someone says water, it means aqua. But, it different with the western's culture, water means coca cola."

Std 5: "That's also hard as well, the different culture makes it hard to find the good and the correct translation."

d. Idiom

Idiom becomes one of the students' problems in translating the English text into Indonesian text. When they got the idiom phrase, they couldn't translate the phrase through word by word. They needed to know

the real meaning of that idiom phrase. Therefore, they usually translated the idiom phrase by using the application in Google. The students' statements as stated below:

Std 2: "Quite often yes. Well, if I don't get the meaning, it could cause a bit of problem. "

Std 4: "So far, I haven't translate the text containing idioms and collocations. I have studied them before, so if I had to translate them I might use quotation to explain them"

Std 6: "When I know the phrase is the idiom phrase, I usually do not translate it word by word. But, I will use the Google's application which helps us in translating the idiom phrase."

e. Translating Technique

All of the students argued that the technique in translating is very important. The technique can help them make a good translation. However in the reality, they rarely use the translation technique when translating the English text into Indonesian text. They usually use the free translation or translate the text through word by word.

Std 1: "oh yeah, the technique in translation is very important to learn, because there are a lot of Indonesian people who translate the text from English into Indonesia. If they make a mistake in translating the text, it would cause a problem. For instance, if they used the wrong word or the wrong tenses, it would be fatal in the future to the people understanding. I usually translate word by word, then I try the understand all of the contexts."

Std 2: "Of course it is very important, for example knowing many vocabularies I think qualified as a technique in translating text."

Std 3: "It is very important. But, I don't use it, I just translate it straight from the text. I do not know much about translation technique. I think one of it is free translation, I'm not really sure, but mostly I use that"

Std 4: "Of course it is, because if you translate without technique it will mess it up. Sometimes I use the technique. Sometimes Iuse free translation, mostly when I don't have much time."

Std 5: "We need to know the concept and watching what we going to say, don't translate word by word but by the sentence. But, I don't use the translation technique when translating the text."

5. **Students' Ways of Solving Problems in Translating English Text into Indonesian Text**

According to all participants, they have some ways for solving their problems in translating. The ways they choose as what they have done in translating.

a. Improve the Vocabulary

Vocabulary is being a big problem for amateur translator. Students agreed that improving vocabulary, remembering more vocabulary is one of the ways to solve the problem of translating. As Std 1 said:

> "...may be the solving is the vocabulary building, English vocabulary building. And the second is develop from the culture of source language. Then, getting dictionary's help. What the dictionary name is? The dictionary was usually I use or electronic dictionary. And the big one. Ya ya ya, my lecturer told that there are some type in translation. first, neutral translation, mixed translation, and the last is idiomatic translation. . . "

Similarly, STD 8 said the same thing:

> "eemmm... open dictionary and remember some important vocabulary. ..."

From the answer of the participants, we can conclude that most of them have used improving vocabulary as the way to solve their translation problems.

b. Learning from friend

Learning together with friend was one of the ways to reduce the problem. The problem could be solved by friend. The students preferred to ask for friend's help than asking the lecturer opinion. As Std 3 said:

> "Learn more obviously, and when I was with friend we helped each other when translating."

Std 4 also agreed with opinion of Std 3:

> "Well, mostly I use vocabularies or asking my friends to help with the translations."

Based on the answer of the informants, it could be concluded that in solving translation problem, learning from friend is helpful. Students could share the difficulties, and then got the solution from friends.

c. Asking the lecturer

Asking the lecturer is also one of the ways in solving translation problems. As Std 6 said:

> "The solving, for me, I will find someone who is expert in translation, fortunately my mentor take translation there (taking master degree). So, if there is a problem of translation, I will be consult to him, and he will give good way how to be easy to translate, where we will not get bored, or to be expert the techniques. Usually he tells me that. For me, if I learn by myself, it will difficult to me to handle the problem by myself without other's helps. There must have other helps people help that help me to understand. Lecturer also influents in solving my problem."

From the answer of the informants, lecturer was also helpful in guiding the students in solving students' translation problem of English text into Indonesian text.

6. Some Students' Strategies for Making Better Translation from English Text into Indonesian Text

The result of interview indicated that there were some strategies that Indonesian text. There were four strategies found based on the participants' answer. They understood the context of the text, learning more vocabularies, get used to with foreign language, and get used to with translation.

a. Prior Knowledge of Text

By understanding the context of the text the students might be able to know what the meaning of the word is, especially the hard word that students get when translating. Without seeing the dictionary to find out the

correct meaning, the translator could know the appropriate meaning. As the

Std 1 said:

> "In my opinion, the most effective strategies for translating is the background knowledge. The first one is background knowledge. The second one is vocabulary building. So, when we have already known the background knowledge about what the text is, then we connect it into the English tex t. So that, we could understand the overall and we will be easy to translate it. So we will not run out from the English context."

b. Expanding the vocabulary

"Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication" (Alqahtani, 2015: 21). As Std 3 suggested:

"Learn more vocabularies to make understanding the text better"

c. Get used to foreign language

According to Std 4, improving the ability in foreign language that we want to master, it can start by simple thing. For example, we can our phone as a media for learning, set the language setting into English. This strategy would be helpful for understanding of foreign language.

d. Get used to translation

The students should often do translation to familiarize themselves with the translation process. By becoming familiar to translating, students could know the difficulties in translation so they can avoid it and overcome it. As Std 8 suggested:

> "I think the strategy is students should get used with translation. By translating frequently, students become accustomed to translating. Therefore the translation gets better."

B.   Discussion

The purpose of this research is to explore the translation problems encountered by fourth semester of English Department students in Translating English text into Indonesian text and to find out the fourth semester of English Department students' ways in coping with the problems in translating English text into Indonesian text. This research investigated students' opinions of translation class, students' experiences in translating English text into Indonesian text, students' problems in translating English text into Indonesian text, students' ways in encountering the problems, students' strategies in improving their translation ability. The research findings based on the data obtained from the semi-structured interviews and it attempted to answer the questions of the research. The interview was through face-to-face interview. I would explain the general result of the interview.

According to the analysis of the result of interviews that had been done, it could be seen that there were some similarities of perceptions and differences of opinion in term of fourth semester of English Department students' problem in translating. In the result of the interview, I elaborated some important points as parts of the research findings in order to answer the research questions.

Based on data analysis procedure, to answer the first research question, I could conclude that there is a main influence factor in translation problem; that is the interest. Most of students realized that translation class is an important class. However, the students were not really interested in studying translation deeply. Most of students followed the class just because translation class is an obligatory class. But in reality, most students rarely did translation outside the class. Interest is strongly connected with enthusiasm in studying. Lefrancois (2000) noted that the feeling of interest had good relation with the feeling of enthusiasm. The enthusiasm

would propel the students' to uses their studies more in everyday lives in every opportunity. Therefore, those with low enthusiasm towards translation class would be very limited in learning translation.

In addition, the problems faced by students' from a text perspective consist of 5 aspects. They were vocabulary, grammar, cultural sense, idiom, and the translation technique. Some of those aspects were in accordance to that has been explained in chapter 2 (see p. 7-25). From those 5 aspects, the two most influential in translation problems was the lack of vocabularies and translation techniques. Meanwhile grammar, cultural sense and idiom did not present much problem for fourth semester students of English Language Education Department. In some cases, the grammar aspects provided help for students in translating English text into Indonesian text. Due to the grammatical structure in the English language, cleared the times and conditions up. However, in a cultural sense aspect, in translating English text into Indonesian text, students tended to retain the original English word when translating it into Indonesian text, this is done to avoid confusion for the readers, for example 'Halloween Party', which didn't have similar ceremony to be a benchmark in translating it from English text. Therefore, translator tends to keep the word 'Halloween' when translating it into Indonesian. Furthermore, the idiom aspect didn't pose much problem for students because there are help in the form of idiom dictionary.

The two main problems faced by fourth semester students of English Language Education Department were vocabulary and translation technique aspect. Lack of vocabularies is very influential in translation process. Most students did not master many vocabularies. So when translating, students faced problem to translated it well. Furthermore, vocabularies problem were also presented in the meaning of English words that could be translated into several meaning in
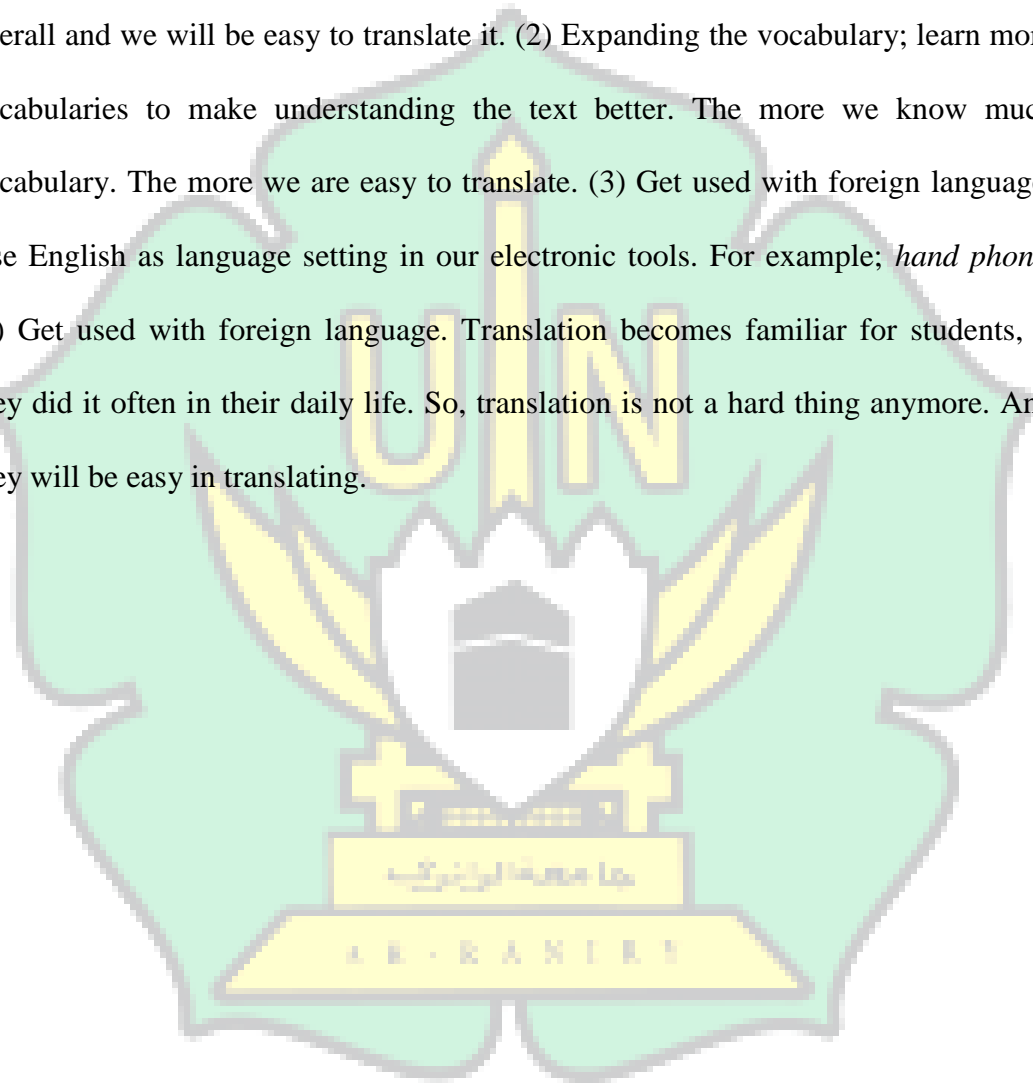
Indonesian. This created problem for students in fitting the correct meaning into the target language. The second main problem was translation technique. So far in translation 1 class, which did translation from English text into Indonesian text, most students preferred to use free translation technique where the procedure of translation was by translating the text word by word. There were technique that could actually help them to make a good translation but they were reluctant to use it.

Regarding the answer of second research question which asked about the fourth semester students' of English Department coping ways with the problems in translating English text into Indonesian text, it could be concluded that improving vocabulary become the most important thing that considered as the solving way in coping the translation problem. The result of the data collected showed that most of students agreed that one of the coping ways of translation problems was improving the vocabulary. The students considered that vocabulary was the most important thing in language learning. According to Clouston (2013:2), "vocabulary is central to English language teaching because without sufficient students cannot understand others or express their own ideas". Clouston (2013) also claimed that it is needed for students to develop their vocabulary learning strategies and acquire more knowledge about vocabulary. By remembering many vocabularies, the students would be easy in understanding foreign language, especially English text.

Secondly, to solve the problem in translating English text into Indonesian text was learning from a friend. Students could ask for help from their friends to do a proof check on their translation result or to help them on difficult part of the text. Studying with assistance from others is very good to overcoming problems. On the same note, one of the ways for students to overcome their translation problems was

by asking the lecturer. Direction from the lecturer was the way for students to overcome their translation problems.

In making better their translation, the students explained some strategies. Based on current research, the student mention some strategies, those are; (1) Prior knowledge of text; when we have known the background knowledge about what the text is, then we connect it into the English text. So that, we could understand the overall and we will be easy to translate it. (2) Expanding the vocabulary; learn more vocabularies to make understanding the text better. The more we know much vocabulary. The more we are easy to translate. (3) Get used with foreign language; Use English as language setting in our electronic tools. For example; *hand phone*. (4) Get used with foreign language. Translation becomes familiar for students, if they did it often in their daily life. So, translation is not a hard thing anymore. And they will be easy in translating.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

After analyzing the data and discussing the result in the previous chapter, I would like to draw the conclusions:

In this study, I found that students' problem in translating English text into Indonesian text consist of 5 aspects. They are vocabulary, grammar, cultural sense, idiom, and the translation technique. However, I found a main influential factor in translation problem; that is the interest. The students are not really interested in studying translation deeply. In case, most of them realize that translation is strongly important for them. From 5 aspects of students' problem, there are two aspects that most influenced in translating problems. Those are vocabulary and translation technique. Meanwhile grammar, cultural sense and idiom do not present much problem for fourth semester students of English Language Education Department.

Moreover, in translation theories, experts have mentioned the problems of translation, they are; variance and ambiguity (Ghazala, 2008), equivalence (Al-Saeed, 1989 cited in Alfaori, 2017), grammar (Miremadi, 1991 cited in Owji, 2013) and culture (Balfaqeeh, 2009). In the current study, variance, equivalence and ambiguity problems is declared in vocabulary aspect.

Furthermore, there are three solutions of the way fourth semester students of English Language Education Department coped their problem. The ways are improving vocabulary, learning from friend, and asking the lecturer. From those solutions that students explained, most of students agree that improving vocabulary is the most important solution that needs to be concern.

In addition, students reveal some strategies for making better the translation. They mention some strategies, as follow: understanding the context of the text,

42

expanding the vocabulary, Get used with foreign language, Get used with foreign language.

B. Suggestion

I gave some suggestion according to the result of the study about the translation problems encountered by fourth semester of English Language Education Department students in Translating English text into Indonesian text and their ways in coping the problems in translating English text into Indonesian text. The suggestion as follows:

1. Theoretically

   The final result of this research showed the solution for the students' problems. The teaching English might give more various learning strategy for translation class.

2. Student

   The students are hoped to learn more vocabulary and want to use any other technique of translation. In addition, students are also hoped to want to make translation frequently, due to make them familiar with translation task.

3. Lecturer

   The lecturer should provide a lot of materials about the translation knowledge. The lecturer can also give them more assignments, in order to make the students more diligent in doing translation in the class or outside the class.

REFERENCES

Alfaori, N. (2017). *Equivalence problems in translation*. Jordan: David Publishing.

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be Taught. *International Journal of Teaching and Education*. Vol. III, No.3. DOI: 10.20472/TE.2015.3.3.002.

Al-Zu'bi, I. (2012). *Difficulties that M.A students encounter in translating political expressions from his majesty King Abdullah's our last best chance*. Jordan: Middle East University.

Baker, M. (1992). *In other words a coursebook on translation*. London: Routledge.

Balfaqeeh, N. (2009). *Strategies for translating idioms and culturally-bound expressions within the human development genre*. M.A. dissertation: University of Birmingham.

Basrowi, & Suwani. (2008). *Memahami penelitian kualitatif*. Jakarta: Rineka Cipta

Chesterman, A. (2012) The spread of ideas in translation theory. *Memes of Translation*. Shanghai. Shanghai Foreign Language Education Press.

Choliludin. (2005). *The technique of making idiomatic translation*. Indonesia: Kesaint Blanc.

Elsadig, M., K. (2015). *Problems in translating english and arabic languages' structure: a case study of EFL saudi students in Shaqra University*. UK: European Centre for Research Training and Development UK.

Ervin, S., & Bower, R. (1952). Translation problems in international survey. *Public Opinion Quarterly, V.16 (4)*. New York: Oxford Academic.

Fauzia, N., Oetomo, I., et all. (n.d.), *An analysis of student's in their translation from indonesian into english recount text at the first year of SMA Negeri 1 Bandar Lampung*. Lampung: FKIP Universitas Lampung.

Ghazala, H. (2008). *Translation as problems and solutions*. Saudi Arabia. Umm Al-Qura University.

Guerra, A., F. (2012). *The issue of (un)translatability revisited: Theoritical and practical perspectives*. Forum International Journal of Translation.

Hariyanto, S., & Suryawinata, Z. (2003). *Translation: Bahasan teori dan penntun praktis menerjemahkan.* Yogyakarta: Kanis.

Hatim, B., & Munday, J. (2004). *Translation: an advance resource book*. Newyork. Routledge.

Kenneth, S., B., & Bruce B., A. (2011). *Research design and methods: a process approach*. *8th ed*. Boston, MA: McGraw Hill.

Lefrancois, C., R. (2000). *Psychology for teaching. belmont*. CA: Wadworth.

Lessard-Clouston, M. (2013). *Teaching vocabulary*. Virginia-USA: TESOL International Association.

Machali, R. (2000). *Pedoman bagi penerjemah.* Jakarta: PT. Grasindo.

Marti (2002). *Students' difficulties in translating english text into indonesian at the english department of Jember University in The 2002/2001 Academic Year*. Jawa Timur: Jember University.

Moentaha, S. (2006). *Bahasa dan terjemahan: language and translation.* The New Millennium Publication.

45

Moleong, L., J. (2013). *Metode penelitian kualitatif*. Bandung: Remaja Rosdakarya Offset.

Muhammad. (n.d). *Translating an english text into bahasa indonesia by the students of the english department of Panca Marga University of Probolinggo*. Probolinggo: Universitas Panca Marga

Munawwarah (2016). *Translation quality of english into indonesian text of english education department students at UIN Ar-Raniry Banda Aceh*. Aceh: UIN Ar-Raniry.

Newmark, P. (1988). *A textbook of translation*. London. Prentice Hall.

Pishghadm, R., & Sadeghi, M. (2011). *Culture and identity change among Iranian EFL Teachers*. Ozean Journal of Social Science.

Ulber, S. (2012). *Metodologi penelitian sosial.* Bandung: PT.Rafika Aditama

Sakareva, I. (n..d). *Difficulties and some problems in Translating legal documents*

Sayogie, F. (2009). *Teori dan praktek penerjemahan,* Tanggerang: Pustaka Anak Negeri.

Schreiber, J., & Asner-Self, K. (2011). The Interrelationship of Question, Sampling, Design, and Analysis. *Educational Research*. Hoboken, NJ: Wiley.

Silviana, E. (2008). *An analysis of student's difficulties in translating narrative text (a case study at eleventh grade of SMK Hass Ashabulyamin Cianjur*. Bandung. STKIP Siliwangi.

Soemarno, T. (1983). *Study tentang kesalahan terjemahan bahasa Inggris ke dalam bahasa Indonesia oleh mahasiswa yang berbahasa ibu bahasa Jawa*. Tesis Magister, IKIP Malang.Sugiyono. (2014). *Metode penelitian kuantitatif kualitatif dan R & D*. Bandung: Alfabeta.

Sunardi, D. (2017). *Developing an effective teaching method of translation*. Malang:

    Universitas Ma Chung. Doi: 10.24036/id.v11i2.8067.

Widyahening, E., T (n.d). *Problematik perkuliahan penerjemahan di jurusan*

    pendidikan bahasa Inggris (studi kasus di IKIP PGRI Madiun).

Zohre Owji (2013). Translation strategies: a review and comparison of theories.

    Translation Journal and The Author. Vol.17, no.1

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
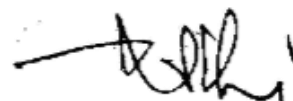## Nomor : B-8717/UIN.08/FTK/KP.07.6/10/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen,
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh.
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 20 September 2017

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Dr. Syarwan Ahmad, M.Lis   Sebagai Pembimbing Pertama
2. Drs. Amiruddin   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	Lailaturrahmi
NIM	:	231324329
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Students' Problems in Translating English Texts into Indonesian (A Study at Department of English Language Education of UIN Ar-Raniry)

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di   Banda Aceh
Pada Tanggal   4 Oktober 2017
An. Rektor
Dekan,

Mujiburrahman

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan).
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-6087/Un.08/TU-FTK/ TL.00/06/2018   07 Juni 2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Lailaturrahmi
N I M	:	231 324 329
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	X
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
A l a m a t	:	Meunasah Manyang Lamlhom, Kec. Lhoknga - Aceh Besar

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Students' Problem in Translating English Texts into Indonesia (A Study at Department of English Language Education of UIN Ar-Raniry)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Kode 7917

49

SURAT KETERANGAN
No: B-194/Un.08/KJ.PBI/TL.00/06/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh. Nomor. B-6087/Un.08/TU-FTK/TL.00/06/2018 tanggal 7 Juni 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: Lailaturrahmi
NIM	: 231 324 329
Prodi /Jurusan	: Pendidikan Bahasa Inggris

Telah melakukan penelitian dan pengumpulan data terhadap mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

The Students' Problems in Translating English Texts into IndonesianTexts (A Study at Department of English Language Education of UIN Ar-Raniry)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 26 Juni 2018
Ketua Prodi Pendidikan Bahasa Inggris

T. Zulfikar

INTERVIEW CONSENT FORM

Dear English Language Education Department Student,

You are being invited to take a part of a research study entitle investigate the students' problems in translating English into Indonesian text (A Study at Department of English Language Education of UIN Ar-Raniry). You are invited to participate in this study because you are the student of English Language Education Department of UIN Ar-Raniry Banda Aceh.

This research project will involve semi-structure interview (in-depth interview) that enable me to collect information from your experience in Translation Class. It requires you to answer some question related to the study. It will take 15-20 minutes in face-to-face interview.

The aim of this research is to explore about the translation problems encountered by EFL students of English Language Education Department and to find out sixth semester students ways in coping the problems in translating English text into Indonesian text.

Your participation in this research may bring awareness about the kinds of students' problem in translating English text into Indonesian text. Thus, the result hopefully will make the students and lectures may acquire the solution of the problem. Moreover, it may use as a study source, to understand the students' difficulties.

Your participation in this research is voluntary. There will be no risk taking part in this research. You may withdraw in anytime. Your personal detail will not publish in the research. Any data collected will be edited to remove personal detail. Besides, the data collected will be return or destroyed if you want not to complete the research or do not want the information given are used in the research.

If you have any question you can contact me, Lailaturrahmi, at 0852 6179 1040 or email me at lailaturrahmi02@gmail.com,. Dr. Syarwan Ahmad, M.Lis (my main supervisor) can be reached at 0812 6412 8134 and Drs. Amiruddin (my co supervisor) can be reached at 0813 6011 5678.

Thank you for your attention and cooperation

Lailaturrahmi

Interview Protocol

1. What do you think about transaltion class?

2. Do you think studying translation for EFL students is important? Why?

3. How often do you practice to translate English text into Indonesian text outside class?

4. Do you face any problems when translating English text into Indonesian text? What kind problems?

5. How do you solve the problem that you get in translating English text into Indonesian text?

6. Do you have some strategies for making better translaton from English text into Indonesian text?

Transcript Interview – Std 2

Interviewer	: Okay, thank you for participating in my thesis research, my research aims to investigate students' problem in translating English text into Indonesian text. I choose students from class of 2016 because as I know the are currently taking the translation class, am I correct?
Std 2	: Yes, that is correct.
Interviewer	: Alright, before we started would you introduce yourself first?
Interviewer	: Okay, **What do you think about translation class?**
Std 2	: Well, translation class for me could be classified as a boring class, because mostly we just translated the text word per word. Although, there are lectureswhom able to make the class more interesting.
Interviewer	: **Do you think that studying translation for EFL Students is important?**
Std 2	: Yes, very important.
Interviewer	: And why is that?
Std 2	: Because translation is one of thhe crucial skills to acquire in learning English as a language.
Interviewer	: **How often you preactice translating English text into Indonesian text, outside of the class?**
Std 2	: Maybe every day, subconsciously. Because, for example I watched movie almost every day and it is in English and subconsciously translating what they said to understand the movie.
Interviewer	: **Do you face any problem when translating English text into Indonesian text?**
Std 2	: Well, mostly when facing unknown vocabularies.
Interviewer	: How about grammatically?
Std 2	: Well, maybe here and there, buut has never been big enough problem for me
Interviewer	: How about culturally, have it causes problem?
Std 2	: Not really, as long as the point of the text is delivered it's fine
Interviewer	: What do you think about technique in translation, is it important or not?
Std 2	: Of course it is very important, for example knowing many vocabularies I think qualified as a technique in translating text.
Interviewer	: Based on your experience, do you often use translation technique in translating text
Std 2	: No, I don't think so, usually I just translated it word per word

Interviewer   : Have you translated idiom

Std 2   : Quite often yes

Interviewer   : did that causes problem in translating?

Std 2   : Well, if I don't get the meaning it could causes a bit of a problem

Interviewer   : **How do you solve the overall problem that you face when you translating the text?**

Std 2   : Well, mostly by reading the previous text abd associate the context to the meaning

Interviewer   : Have you had any assistance, from the lecturers for example?

Std 2   : Well, mostly I used dictionary, lecturer did help a little bit but I haven't really sought them out quite often because it is quite easy to search helped , especially online

Interviewer   : Do you have better strategies for making better translation from English text into Indonesian text?

Std 2   : Well, firstly I think is to learning a lot of vocabularies and understanding the context a little bit better

Interviewer   : Okay thst is all, thank you very much

Std 2   : You're welcome

Transcript Interview – Std 3

Interviewer	: Okay, thank you Std 3 for participating in my thesis research. I have 6 questions for you and please answer them according to your experience in translation class
Interviewer	: Okay, for the first question, **what do you think about translation class?**
Std 3	: Well personally, I thnk it's quite difficult pasrticularly when translating Indonesian to English compared to translating English to Indonesian which personally is a bit easier for me.
Interviewer	: And why is easier for you to translate English into Indonesian?
Std 3	: Well sometimes there are Indonesian word with no equivalent in English as well as adjusting the tenses and the structures in English
Interviewer	: Do you think that studying translation for EFL Students is improtant?
Std 3	: Yes it is important, because as Indonesian to learn English we must translate it first to understand the meaning of it
Interviewer	: So far, have you done a lot of translation?
Std 3	: Quite often but mostly for assignment
Interviewer	: **How often do you practice translating English text into Indonesian text outside of the class?**
Std 3	: Well, I think I did on a daily occurrences, like when reading article in English we automatically translate it. I can't say how often but I think I did it quite a lot
Interviewer	: Do you face any problems when translating English text into Indonesian and what kind of problem do you face if any?
Std 3	: Yes, mostly when facing difficult vocabularies, but I could overcame it mostly using Google Translate. Other than that, it is quite difficult in arranging the words when you translate it. Sometimes when we translate it the message is lost in translation.
Interviewer	: How about grammatically do face any problem there?
Std 3	: Well that's what I meant by difficulties in arranging the words, like the positive sentence or negative sentences.
Interviewer	: How about the tenses?
Std 3	: It actually quite helpful because it states the time
Interviewer	: How about culturally?
Std 3	: That's really difficult, the other day we were given an Indonesian text using quite many native languages making it very difficult to translate it into English.

Interviewer   : How about from English culture into Indonesian culture?

Std 3   : Well so far I haven't faced that kind of problems.

Interviewer   : How about technique in translation, do you think it's important?

Std 3   : It is very important

Interviewer   : For yourself , do you often use translation technique?

Std 3   : Not really no, I just translate it straight from the text

Interviewer   : Do you know any translation technique?

Std 3   : I think one of it is free translation, I'm not really sure, but mostly I used that

Interviewer   : How do you solve the problems you face when translating?

Std 3   : Learn more obviously, and when I was with friend we helped each other when translating

Interviewer   : Do you have some strategies to better translating from English text into Indonesian text?

Std 3   : Learn more vocabularies to make understanding the text better

Interviewer   : Okay, that's all thank you very much for participating in my research

Std 3   : You are welcome

Transcript Interview – Std 4

Interviewer : Okay, thank you for participating in my research. First, may i know your name?

Interviewer : Okay, i have six question for you to answer, the first question **is what do you think about translation class?**

Std 4 : I think it's a challenging class, because in translation class students are demanded to have to translate foreign language into their mother language.

Interviewer : Okay, do you enjoy your translation class?

Std 4 : So far I have enjoyed it

Interviewer : Have you faced any difficult obstacles in translation class?

Std 4 : Alhamdullilah, the obstacles i have faced hasn't been that difficult.

Interviewer : Okay, next question **do you think studying translation for EFL students is important?**

Std 4 : Yes, it's important because with translation it could help them to learn new vocabularies and learn new methods of translation.

Interviewer : **How often do you practice to translate English text into Indonesian text outside the class?**

Std 4 : In percentage, i think about 65%, because I like to listen to English song and songs that I like, I would find the lyrics and I try to translate it to kind of understand it better.

Interviewer : Other than song lyrics, have you translated other kid of text?

Std 4 : Mostly when doing assignment

Interviewer : How about outside of class and assignments?

Std 4 : Well, mostly texts I found in social media or something like that

Interviewer : Okay, **do you face any problems in translating English text into Indonesian text?**

Std 4 : Yes I do, mostly I'm overconfident with my translation but the lecturer said that i was wrong, that kind of put me down a bit. There are also other problems like difficulties in finding the best meaning in the translations according to the context.

Interviewer : How about grammatically? What kind of problem do you face grammatically in translation?

Std 4 : Well, personally I still faces difficulties in grammar itself, so when translating English text into Indonesian text grammar isn't that much of a

problem but when it's the other way around its quite difficult to adjust the grammar accordingly.

Interviewer : How about from cultural aspect? When translationg English text into Indonesian text there are different culture between the two of them, do you face any problem when adjusting the two or not?

Std 4 : I think there's not much of a problem in adjusting the cultural aspect.

Interviewer : For example, in English text there are some words that just doesn't exist in Indonesia, like Halloween, this is because culturally Halloween is not celebrated here, how do you translate words like that?

Std 4 : Usually i would just adapted those words into the translation.

Interviewer : Okay, how about the vocabularies? The synonyms and others?

Std 4 : So far that hasn't been a problem

Interviewer : Have you faced a difficult word or terms that is hard to translate into Indonesian? If so how you overcame it?

Std 4 : Yes I have, most of the time I looked at the context of the text and the words surrounding the difficult word and then we adjust it.

Interviewer : Okay, how about technique, do you think technique is important in translation?

Std 4 : Of course it is, because if you translate without technique it will mess it up

Interviewer : So in your experience, you use the translation technique when you do translation? or just free translation?

Std 4 : Sometimes I uses techniques, sometimes I uses free translatio, mostly when I don't have much time.

Interviewer : When you find some idioms and collocations, how do you solve that, how do you translate them? Is it a problem for you?

Std 4 : So far I haven't translate text containing idioms and collocations, I have studied them before, so if I had to translate I might uses quotation to explain them.

Interviewer : **How do you solve the problems that you get when translating English text into Indonesian text?**

Std 4 : Problems like what?

Interviewer : Like vocabularies problem ...

Std 4 : Well mostly I uses vocabularies or asking my friends to help with the translations.

Interviewer : How about the grammatical problems? How do you solve those?

Std 4   : Well the obvious answer is to learn more about grammar, but usually I uses online dictionaires to help

Interviewer   : How about the cultural aspects problems?

Std 4   : Well, it haven't really been a problem for me, mostly I just adjusted the context of the text accordingly to the culture of the translated language.

Interviewer   : How about the cultural aspects problems?

Std 4   : Well, it haven't really been a problem for me, mostly I just adjusted the context of the text accordingly to the culture of the translated language.

Interviewer   : How about your lecturer, does your lecturer plays an important role in solving your problem?

Std 4   : I don't think so, my lecturer for Translation 1 class just gives us texts to translate for each paragraphs.

Interviewer   : Okay, last question **do you have better strategies to translate English text to Indonesian text?**

Std 4   : I saw a video on YouTube about how to translate better, it said its better to make ourselves get used to the foreign language that we want to master, for example if you want to be able to master English language starts small like changing your phone language setting to English and so on. This in turns would help you know the translations of many things from Indonesian to English.

Interviewer   : Okay, thank you for doing this interview

Std 4   : You're welcome.

AUTOBIOGRAPHY

1. Name   : Lailaturrahmi
2. Place/ Date of Birth   : Lamlhom / June 16, 1995
3. Sex   : Female
4. Religion   : Islam
5. Nationality / Ethnic   : Indonesia / Acehnese
6. Marital Status   : Single
7. Address   : Jalan Lamlhom-Lampuuk. Desa Meunasah Manyang, Kecamatan Lhoknga, Kabupaten Aceh Besar, Aceh
8. Email   : Lailaturrahmi02@gmail.com
9. Student ID   : 231324329
10. Parents
    a. Father   : Affan
    b. Mother   : Khairani
11. Parents' Job
    a. Father   : Traditional Farmer
    b. Mother   : House Wife
11. Education Background
    a. Elementary School   : MIN Lamhom
    b. Senior High School   : MTsN Lhoknga
    c. Senior High School   : MAN 2 Banda Aceh
    d. University   : UIN Ar-Raniry Banda Aceh

Banda Aceh, June 1st 2018
The Researcher,

Lailaturrahmi