

The Difficulties in Indonesian-English Translation on the Sixth Semester of the English Education Study Program of Muhammadiyah Kotabumi University: A Case Study

¹Rulik Setiani, ²Dewi Sri Kuning

^{1,2}Universitas Muhammadiyah Kotabumi, Indonesia

Abstract

Translation is a skill in the process of replacing a message or written statement from one language with a message and statement of the same in another language, where the message and statement conveyed from the source language must be the same as the target language. In fact there are several aspects of difficulties that make students' difficulties in translation. Those aspects are lexical, grammatical, and stylistic difficulties. The objectives of this research are (1) to describe the difficulties in translating Indonesian-English on the sixth semester students of English education study program of Muhammadiyah Kotabumi University, and (2) to find out the difficulties dominate in translating Indonesian-English on the sixth semester students of English education study program of Muhammadiyah Kotabumi University. The method used in this research is qualitative case study method. The researchers used sampling techniques to get the information and data which is needed by the researchers. Purposive sampling is a sampling technique with certain considerations. In this case the researchers take 6 students who got low score of translating Indonesian-English as subject of the research. The research data is obtained from documents which this case are the results of students' Indonesian-English translation. The researchers used the data analysis model of Miles and Huberman. Activities in this data analysis will use data reduction, data presentation, and drawing conclusions/verification. From the data analysis shows that From 154 words, student 1 (SHM) did the error were 124, student 2 (MRQ) did the error were 136, student 3 (QSR) did the error were 132, student 4 (GBN) did the error were 124, student 5 (LIM) did the error were 125, and student 6 (TAAM) did the error were 141, so it can be concluded that the students face difficulties in Indonesian-English translation.

Keywords:

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Corresponding Email

Rulik Setiani

rulik.setiani@yahoo.com

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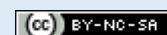
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Introduction

Translation is a procedure where an original text, often called 'the source text', is replaced by another text in a different language, often called 'the target text'. In this opinion, translation is a process of changing words but does not change the meaning. So, it is not only a change of words from the source word to the target word (House, 2018). In addition, Nida and Taber (as cited in Rahmannia and Triyono, 2019) stated that translating language messages from the aspects of meaning and style. It means that the translation results must pay attention to the meaning of the target language's message and then keep the language structure as close as possible. Basically translation is changing a language form when we speak and in words, phrases, clauses, sentences, paragraphs, etc. which are actually spoken or written. Simanjuntak (2019) defines that Translation is not just a process of transferring messages, culture can make influences in the result of translation.

Whereas, according to Sa'diyah (2014), the translation process takes place through several stages. First, interpreter is required to understand the message, concept and ideas contained in the source language. Second, interpreter is required to look for an equivalent approach in the receptor language. Third, reconstruct the message, view and ideas of the author of the source language into the receptor language. Fourth, the interpreter must review the results of the translation while continuing to make improvements and adjustments so that the results of the translation in the target language truly reflect the message, concept, and ideas of the author in the source language. Based on the previous explanation, it can be concluded that the important points in translation which are reproducing, transferring and maintaining the equivalent message and grammar of the source language to the receptor language. These three points will have the same effect on the source language reader and the target language reader when reading the translation results.

When someone will translate a word or sentence, it means he will send the meaning of words and sentences expressed in the source language into target language. According to Susilowati (2014) translation is important because most of the countries in the world use English as a means of communication, where the structure in Indonesian is D-M or "*Diterangkan-Menerangkan*" and in English is M-D "*Menerangkan-Diterangkan*". For example, it has the phrase "*mobil mainan*" then it is translated by "car toy" after being translate, the meaning is the same but the structure is wrong or different which it usually call it misordering. The phrase should be translated as "toy car". The phrase should be translated as "big house". It also can add the article "the" where "the" is used to refer to a noun of a specific or special nature. Students have to do a lot of practice in order to do the translation process well.

Based on interviews with several students at the sixth semester of the English education study program, on Tuesday 6th December, 2022, there are several aspects

that make students' difficulties in translation. One of the aspects is vocabulary, some of the problems experienced by students in these aspects such as the presence of new words that are not familiar or rarely heard by students. This makes difficult for students to translate due to a lack of understanding and mastery of vocabulary. Beside the aspect of vocabulary, grammar is an aspect that is also an obstacle faced by students in translating Indonesian-English. This statement indicates that there are several problems that may be found during the process of translating Indonesia-English. Therefore, students must study harder in order to be able to master all of language components. Those language components are grammar, vocabulary, and so on. Besides the four language skills and language components, translation is another skill need to master by students of English Education study program.

Mastery of grammar and vocabulary is one of the skills that must be processed so that someone can become a good translator. Every language has its own specific grammatical and lexical system. Each language has its own grammatical structure and lexical composition which is different from the grammatical structure and lexical composition of the other language. Differences between source language system and target language system can cause language difficulties in translation. However, the information in source language that contains language norms, such as: lexical meaning, grammatical meaning and stylistic meaning, should be conveyed fully into the target language in the process of translation (Schwarz, Stiegelbauer, & Husar, 2016). During the process of translating Indonesian-English, there are several difficulties that might be encountered by the translator, such as lexical difficulties, grammatical difficulties, and stylistic difficulties (Ayuningtyas, Ifadah, & Aimah, 2018).

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 message. Krisdalaksana (2008) says that lexical is concerned with lexemes, related to words, and concerned with lexicon, and not with grammar. A lexeme is a meaningful unit that forms a word, while the lexicon is a language component that contains all the information about meaning and use of words in language. Lexical meaning is usually also referred to as the basic meaning or usually referred to as the meaning of words in the dictionary. For example, "the woman run" (*Wanita itu berlari*) by using the word "run" which means "*berlari*" in Indonesian, but in essence the word "run" does not always have the meaning "*berlari*" like in the example sentence "her nose runs" where in this sentence the word "run" explain the word "nose" so the meaning is different and it turns into a cold "*dia pilek*" in Indonesian. It is relevant with the previous research conducted by Pandey et.al (2017) that the translation actually is not an easy work. It needs a full concentration and attention in doing it. The findings of the research showed that the seventh semester students were able to translate the text from Indonesian into English. Even they could translate the text, they also made some error in translation. Commonly, there are three types of translation problems that found in the students' works, they are: lexical problem which consists of wrong choice of word, lexical transfer of individual word, and confusing words.

Difficulties in understanding grammatical meanings are only caused by linguistic factors. For example, "He will have been studying English for four months by the time he takes his examinations" the sentence seems difficult to find the equivalent meaning which is really the same in TL. When the sentence is translated into Indonesian as "*Dia telah belajar Bahasa Inggris selama empat bulan menjelang ia mengikuti ujian*" then the translation actually does not have the same meaning as in SL. Sentences in SL

contain meaning to convey an activity that started in the past and still ongoing. It is different from the translation in TL where the meaning of the translation does not convey the meaning as in SL (Newmark, 2009). The related research conducted by Sallata and Suimarlata (2019) entitle The Difficulties Faced by the Sixth Semester Student of English Department of FKIP UKI Toraja in Translating Indonesian Text into English Text, that there are cases in the source language because of the grammatical differences in the two languages themselves that may impede understanding. In addition adjustment made in translation for the target language because of the grammatical differences with the two languages.

According to House (2018) stylistic is central to the way we construct and interpret text, we can consider its effects upon translation and the study of translation in at least three ways. Firstly, in the actual process of translation, the way the style of the source text is viewed will affect the translators reading of the text. Secondly, because the recreative process in the target text will also be influenced by the sorts of choices the translator makes, and style is the outcome of choice (as opposed to those aspects of language which are not open to option), the translators own style will become part of the target text. And thirdly, the sense of what style is will affect not only what the translator does but how the critic of translation interprets what the translator has done. In translating the meaning in the stylistic it must be conveyed in the target language so that it is in accordance with the original form of word that is strung together can form a group of words which can give rise to new meanings, for example in the sentence "*Kerja Kerasnya Selama Ini Menciptakan Buah Karya Yang Luar Biasa*". the word "*Buah*" refers to the meaning of the part of the plant when it is ripe it is usually sweet, fragrant and mostly edible, but in this context the word "*Buah*" does not have that meaning where the word fruit is expressed as "The result of the work or the result of creation". Likewise, if attached to the word "*cinta*" then it becomes a linguistic form with a different meaning, for example "*Buah Cinta*" then the word fruit undergoes a change in meaning, no longer as part of a plant but "*children*". It is related to the previous research conducted by Ayuningtias, Ivadah, & Aimah (2018) entitle Students' Difficulties in Translating Idiomatic Expression From English Into Indonesian that to cope with the stylistic difficulty, students should improve their knowledge by reading and practicing more translation so that they will have more experience in translation.

Judging from the phenomenon, there are still many students from the English education study program in the sixth semester that have difficulties in translation. Meanwhile, the students will become a graduate of the English education, where translation will be one of the competencies that must be mastered by students. Not only that, adequate academic skills including the ability to translate will be needed in various fields. Therefore, the objectives of this research are: (1) to investigate the difficulties Indonesian-English translation of the sixth semester students of English education study program in Muhammadiyah Kotabumi University, (2) to investigate the number of difficulties in Indonesian-English translation of the sixth semester students of English education study program in Muhammadiyah Kotabumi University.

Method

Design of the Study

Based on the purpose of this research, the researchers describe summarizing the various conditions of the situation and the phenomena of reality that exist. This research is qualitative research. According to Bogdan and Taylor (as cited in Moleong,

2019) qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from behaviours of people that can be observed. The method used is a case study that is a bounded system in which the researchers define boundaries and construct unambiguous explanations of the focus and scope of the investigation (Habibi et al, 2018). The definition of a case study by Habibi et al (2018) added that it should be holistic (give special consideration to relationships between the phenomenon and its contexts), empirical (based on observation), interpretive (researchers' intuition), empathic (emic perspective to mirror on how individuals think), and integrated in design.

Subject of the Research

The main data sources in qualitative research are words and actions, the rest are additional data such as documents and others. In this study, the data collected relates to the focus of research (Lofland as cited in Moleong, 2019). Data from human sources is obtained through an informant who is the subject of the research. While data from non-human sources comes from observations and documents related to the research focus. In this research, researchers will use sampling techniques to get the information and data which is needed by the researchers. According to Sugiyono (2015) Purposive sampling is a sampling technique with certain considerations. In this study, researchers will not take all students in sixth semester students English education study program which consist of 29 students, but the researchers only took representative based on students who got the low score from those 29, and the researchers got 6 students as research subjects.

Research Instrument

Research instrument is very important because it is something that is used to investigate a problem that is being studied. Many kinds of instrument which can be used in a research, such as test, questionnaires, interview guideline, checklist, and documentation. However, in this research the instrument that researchers used is documentation to investigate students' difficulties in Indonesian-English translation (Sugiyono, 2017). The documentation here means that the students' Indonesian-English translation document or students' answer sheet.

Data Collection Techniques

Data collecting techniques are expected to be able to provide maximum and detailed data from the subjects studied. According to Marshall and Rossman (as cited in Sugiyono, 2017) the fundamental methods relied on by qualitative researchers for gathering information are participation in the setting, direct observation, in-depth interviewing, document review. The researchers got the data from document. The use of document in this research is very important to help discovering the answer to the research questions. Document is one of the ways in collecting the data. Arikunto (2010) argued that documentation comes from the word document which means written translation where the students translate an Indonesian-English abstract that adopted from *Edukasi Lingua Sastra (ELSA)* Journal indexed by Sinta 4 that written by Suharjono, S., & Ratnaningsih, D. (2022).

Data Analysis Techniques

Miles and Huberman in Sugiyono (2017) said that activities in qualitative data analysis are carried out interactively and continue until they are completed, causing the data to become saturated. So in this study the researchers used the data analysis model of Miles and Huberman. Activities in this data analysis used data reduction, data presentation, and drawing conclusions/verification.

Results

The research findings explain two objectives of the research there are 1) to investigate the difficulties Indonesian-English translation of the sixth semester students of English education study program in Muhammadiyah Kotabumi University, and 2) to investigate the number of difficulties in Indonesian-English translation of the sixth semester students of English education study program in Muhammadiyah Kotabumi University. The detail result of each objective will be described below.

Results

The difficulties Indonesian-English Translation

Judging from several categories of translation difficulties, such as lexical meaning, grammatical meaning, and stylistic meaning categories. The researchers collected and analyzed the data based on data collected from documentation of 6 students who have low score in Indonesian-English translation, it was found that there were several difficulties in Indonesian-English translation experienced by those 6 students of sixth semester English education study program in Muhammadiyah Kotabumi University. Based on the data analysis, there were found three difficulties experienced by those students in translating Indonesian-English abstract. The result can be presented in the following table.

Table 1. Students Difficulties in Indonesian-English Translation

No	Translation Difficulties Categories	Research Subject					
		SHM	MRQ	OSR	GBN	LIM	TAAM
1	Lexical Meaning Problem	√	√	√	√	√	√
2	Grammatical Meaning Problem	√	√	√	√	√	√
3	Stylistic Meaning Problem	√	√	√	√	√	√

From the table above, it can be seen that from 6 students all have problems in lexical, grammatical, and lexical meanings problems. The following are the data obtained by the researchers that taken from the students' documentation. The data of difficulties in Indonesian-English translation is taken from the problems which are made by students in translating Indonesian-English text. Lexical meaning problems is problem that cause students' difficulties in Indonesian-English translation. Related with lexical, grammatical, and stylistic meaning. The following are the research result relating with 6 students' lexical meaning problems in Indonesian-English abstract translation which consist of 7 sentences in it, such as:

(1) Source Language, Sentence 1: *Pemerolehan tata bahasa anak tidak selalu mulus tanpa kesalahan.*

Correct Language, Sentence 1: The child's acquisition of grammar is not always smooth without errors.

a. Student 1: SHM

TL: Children language getting not always going well without facing problem.

b. Student 2: MRQ

TL: Grammar acquisition student is not always smooth without mistake.

- c. Student 3: OSR
TL: To getting the grammar language children not always clearly without mistake.
- d. Student 4: GBN
TL: Children language gathering not always going well without facing problem.
- e. Student 5: LIM
TL: Children's grammar gained not always clear without mistake.
- f. Student 6: TAAM
TL: Children language gathing not always going well without facing problem.

(2) Source Language, Sentence 2: *Sangat sering anak-anak menghasilkan ucapan yang tidak ditemukan dalam ucapan orang dewasa dan dianggap sebagai kesalahan.*

Correct Language, Sentence 2: Very often children produce utterances that are not found in the adult's and are considered as errors.

- a. Student 1: SHM
TL: It is very common for children to produce word that can not be in adult word and then category as mistake.
- b. Student 2: MRQ
TL: The students very often to result their talk don't find in adult talk and mistake considered.
- c. Student 3: OSR
TL: Very often children's has pronounation that is not found in adult pronoun and that is a wrong.
- d. Student 4: GBN
TL: It is very common for children to produce word that can not be found in adult word and then categorize as mistake.
- e. Student 5: LIM
TL: Children often produced speak that can not find in adult's speak and used to as mistake.
- f. Student 6: TAAM
TL: It is very common for childern to produce can not be in adult word and then category as mistake.

(3) Source Language, Sentence 3: *Kesalahan ini sering tidak dapat diperbaiki, yaitu, anak-anak terus mengulangi kesalahan yang sama meskipun koreksi oleh orang dewasa berulang kali diberikan.*

Correct Language, Sentence 3: These errors are frequently uncorrectable, that is, children keep repeating the same errors although corrections by adults are repeatedly provided.

- a. Student 1: SHM
TL: This mistake usually can not be corrected, like childern always redoing the same mistake even thought adult people already giving correction so many times.
- b. Student 2: MRQ
TL: This mistake often can not fixed, namely, the students always repeat same mistake even thought corect by adult always given.
- c. Student 3: OSR
TL: This mistake often not to correct, namely, children's always repeat the same mistake although correct by adults often given.
- d. Student 4: GBN

TL: This mistake usually can not be corrected, like children always redoing the same mistake that even though adult people already giving the correction so many times.

e. Student 5: LIM

TL: This mistake often unfixed, so children do the same mistake even though correction from adults is given multiplied.

f. Student 6: TAAM

TL: This mistake usually can not be corrected., like children always redoing the same mistake even though adult people already giving the correction so many times.

(4) Source Language, Sentence 4: *Penelitian tentang kompetensi gramatikal anak selama ini difokuskan pada jenis kesalahan yang dilakukan anak.*

Correct Language, Sentence 4: Researches on children's grammatical competence have so far been focused on the types of errors children make.

a. Student 1: SHM

TL: The research about children gramatical ability fulusing on type of the mistake that children do.

b. Student 2: MRQ

TL: The research about grammatical competition students as long as this focused in type mistake what their do.

c. Student 3: OSR

TL: The research about gramatical competition children as long as focuse that is many mistake three doing children.

d. Student 4: GBN

TL: Research about children gramatical ability is focusing on type of the mistake that children do.

e. Student 5: LIM

TL: Research about grammatical competence children was focused to kinds of mistake tht children did.

f. Student 6: TAAM

TL: Research about children grammacal ability is focusing on type of the mistake that children do.

(5) Source Language, Sentence 5: *Tulisan ini bertujuan untuk mengungkap kompetensi gramatikal seorang anak laki-laki berusia 3;6 tahun dengan berfokus pada jenis kalimat yang dia sudah dapat produksi dan mendeskripsikan seperti apa kalimat tersebut.*

Correct Language, Sentence 5: This paper aimed to reveal the grammatical competence of a 3;6-year-old boy by focusing on what types of sentences he could already produce and describing what the sentence were like.

a. Student 1: SHM

TL: This research aiming unraveling gramatical ability of a boy 3,6 years old with focusing on sentence type that they can produce and describe what the sentence about.

b. Student 2: MRQ

- TL: This written purpose for reveal the boy grammatical competition 3;6 years old with focused on type sentences that his already produce and described such as what are sentences.
- c. Student 3: OSR
TL: This written purpose for confest gramatical competition a boys aged 3;6 year with focusses to many sentencess that he given can production and description that like a sentence.
- d. Student 4: GBN
TL: This research aiming to unraveling gramatical ability of a boy 3;6 years old with focusing on sentence type that they can produce and describe what the sentence about.
- e. Student 5: LIM
TL: This written is to reveal grammatical competence 3,6 years old boy that focused to kinds of sentence that he has produced and describing like how that sentence is.
- f. Student 6: TAAM
TL: This reseach aiming to anraveling grammatical ability of a boy 3,6 years old with focusing on sentence type that they can produce and describe what the sentence about.

(6) Source Language, Sentence 6: *Hasil penelitian ini menunjukkan bahwa empat jenis kalimat terjadi sepanjang ucapan yang diproduksi anak dan sebagian besar berstruktur pernyataan dengan mengubah pola intonasi.*

Correct Language, Sentence 6: The result revealed that the four types of sentence category were ubiquitous in the child utterances and that most of them were structured in the way of statements with alterations of intonation patterns.

- a. Student 1: SHM
TL: The result of the research showing that four type of sentences occur of the word produce by children and most of them structured as questions with changing the intonation pola.
- b. Student 2: MRQ
TL: In this research show how 4 typ sentences thought speech that he children produce and most of the question statement with change intonation pola.
- c. Student 3: OSR
TL: This result research show that for kind sentence during pronounciation that children production and most of them with structure question changes pattern interntation.
- d. Student 4: GBN
TL: The result of this research showing that four type of sentences occur as the word produced by children and most of them structured as question with changing the intonation pattern.
- e. Student 5: LIM
TL: Result of this research show that four kings of sentences was happened as long as speak produced by children and most of the part is statement structured by changed the intonation cycle.
- f. Student 6: TAAM
TL: The result of the research snowing that for type of sentences occur the word produce by children and most of them structured as question with changing the intonational pola.

(7) **Source Language, Sentence 7:** *Dapat disimpulkan bahwa anak umur 3;6 tahun, sebagai subyek penelitian ini, dapat memproduksi semua jenis kalimat sebagian besarnya dengan cara mengubah pola intonasinya.*

Correct Language, Sentence 7: To conclude, the 3;6-year-old boy, being the subject of the research, was capable of producing all types of sentences mostly by altering the pattern of intonations.

a. Student 1: SHM

TL: The conclution of this research is childern 3,6 years old as subject of this research, can producing all of the sentences most of it with changing the intonation pola.

b. Student 2: MRQ

TL: The conclusion how 3,6 : years, the research in this subject, can produce all type sentences thought the change intonation pola.

c. Student 3: OSR

TL: The can conclusion the aged children 3;6 year a this research subject, can production all kind sentence most of them chage the intonation pattern.

d. Student 4: GBN

TL: The conclusion of this research is childern between 3;6 years old as the subject of this research, can produce all type of the sentence and most of it with changin intonation pattern.

e. Student 5: LIM

TL: It can be conclude that 3,6 years old child, as this research subject, can produced all types of sentences mostly with changed the intonation.

f. Student 6: TAAM

TL: The conclution of thes reseach is childern 3,6 years old as subject of this research most of it with changing the intonation pola.

Based on the analysis result of students' difficulties in Indonesian-English abstract translation above that consist of 7 sentences, the result shows that 6 students as the research subjects choosen that they have experienced in translating Indonesian-English abstract translation in term of lexical, grammatical, and stylistic meaning, the difficulties or the error can be seen from the underlined parts of the target language and the others that were not underlined is the correct.

The Number of Difficulties in Indonesian-English translation

Based on the result of the data analysis above, there was found the number of difficulties in Indonesian-English translation of the sixth semester students. The result of difficulties or error found in each difficulties can be presented in the following table 2.

Table 2. The Number of Difficulties in Indonesian-English Translation

Sentence	Error Number of Research Subject					
	SHM	MRQ	QSR	GBN	LIM	TAAM
1	8	9	8	8	8	9
2	15	15	12	15	17	17
3	18	19	15	20	19	20
4	16	15	17	16	14	16
5	22	23	28	21	20	27
6	27	30	29	25	28	28

7	18	25	23	19	19	24
Total Error	124	136	132	124	125	141

From the table 2 above shows that the number of difficulties/error in Indonesian-English abstract translation that the abstract consists of 7 sentences and the abstract consists of 154 words. From 154 words, student 1 (SHM) did the error were 124, student 2 (MRQ) did the error were 136, student 3 (QSR) did the error were 132, student 4 (GBN) did the error were 124, student 5 (LIM) did the error were 125, and student 6 (TAAM) did the error were 141.

Discussion

The research findings explain two objectives of the research there are 1) to investigate the difficulties Indonesian-English translation of the sixth semester students of English education study program in Muhammadiyah Kotabumi University. Judging from several categories of translation difficulties, such as lexical meaning, grammatical meaning, and stylistic meaning categories. The researchers collected and analyzed the data based on data collected from documentation of 6 students who have low score in Indonesian-English translation, it was found that there were several difficulties in Indonesian-English translation experienced by those 6 students of sixth semester English education study program in Muhammadiyah Kotabumi University. Based on the data analysis, there were found three difficulties experienced by students in translating Indonesian-English. Based on the analysis result of students' difficulties in Indonesian-English abstract translation above that consist of 7 sentences, the result shows that 6 students as the research subjects chosen that they have difficulties in Indonesian-English abstract translation in term of lexical, grammatical, and stylistic meanings. The difficulties or the error can be seen from the underlined parts of the target language and the others that were not underlined is the correct one. the number of difficulties or error in Indonesian-English abstract translation that the abstract consists of 7 sentences and consists of 154 words. From 154 words, student 1 (SHM) did the error were 124, student 2 (MRQ) did the error were 136, student 3 (QSR) did the error were 132, student 4 (GBN) did the error were 124, student 5 (LIM) did the error were 125, and student 6 (TAAM) did the error were 141. Furthermore, based on previous research that relevant with this research result conducted by Susilowati (2014) it was revealed that the lack of vocabulary and grammar mastery is the main problem in translation difficulties. Lexical meaning problems related with vocabulary. From the research result error in lexical meaning are generally caused because students did not master the vocabulary during the process of translating. Next is grammatical meaning problem related with grammar, from the research result difficulties in grammatical meaning are generally caused because students did not master the grammatical during the process of translating Indonesian-English.

Conclusion

Based on the research result and discussion above, it can be concluded that the sixth semester of the English Education Study Program of Muhammadiyah Kotabumi University that chosen 6 students as the research subjects of this research had difficulties in Indonesian-English abstract translation in term of lexical, grammatical, and stylistic meanings. The difficulties or the error can be seen from the underlined parts of the target language and the others that were not underlined is the correct one. the number of difficulties or error in Indonesian-English abstract translation that the

abstract consists of 7 sentences and consists of 154 words. From 154 words, student 1 (SHM) did the error were 124, student 2 (MRQ) did the error were 136, student 3 (QSR) did the error were 132, student 4 (GBN) did the error were 124, student 5 (LIM) did the error were 125, and student 6 (TAAM) did the error were 141. So it is suggested for the lecturer, especially for translation lecturer it will be more effective to focus on the aspects of vocabulary and grammar in the teaching learning process of translation. It means that lecturer has to consider to encourage the students' vocabulary and grammar mastery in teaching material which will be used on the process of translation learning. The next suggestion is for English students should increase and enrich vocabulary and grammar mastery because those are important part of translation, especially in Indonesian-English translation.

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