AN ANALYSIS OF THE DIFFICULTIES IN TRANSLATING DESCRIPTIVE TEXT AT SECOND GRADE STUDENT OF SMA N 1 KETAPANG

A Thesis
Submitted as a Partial Fulfillment of the Proposal for S-1 Degree

By:

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ABSTRACT

This research was conducted based on the phenomenon that occurred in high school. especially in SMA N 1 Ketapang, South Lampung. Students often make mistakes in translating descriptive text from English to Indonesian. They have difficulty in translating descriptive texts because of grammatical differences between English and Indonesian. Therefore, this thesis discusses Analysis Of The Difficulty Of Translation Description Text For Class XI Students SMA N 1 Ketapang. The purpose of this study was to find out the difficulties of students translating descriptive texts from English to Indonesian & find out how students overcome difficulties in translating descriptive texts from English to Indonesian. This research was conducted based on a qualitative descriptive analysis. The subjects of this study were the first semester students of SMA N 1 Ketapang, South Lampung. with a sample of class XI students, totaling 20 students who were considered to use purposive sampling technique. In collecting data, this study used a written assignment document to analyze the students' translation results and interviewed difficulties in translating descriptive texts based on 5 strategies in translation.

The researcher was concluded that unfamiliar vocabulary becomes the most difficult challenge in translating the English descriptive text into Indonesian text. It is because unfamiliar vocabulary becomes the challenges in translating the text. To overcome the challenges, the most familiar media that used by the students are the dictionary. It is because a dictionary will serve much information about the unfamiliar word. Another way to overcome the difficulties is by using a suitable strategy based on themselves in the translating process.
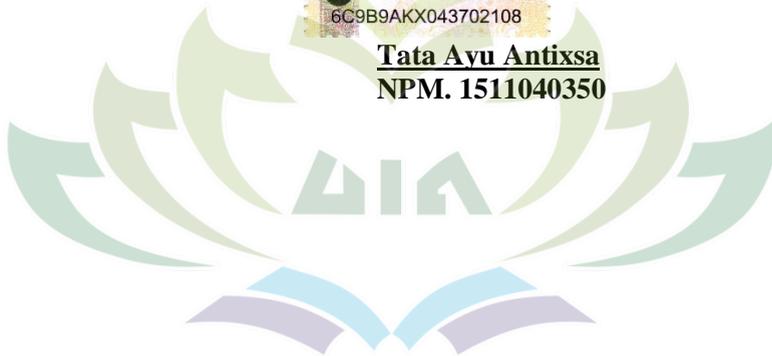
DECLARATION

I hereby certify that this thesis with the title : The Analysis of the Difficulties in Translating Descriptive Text at Second Grade Student of SMA N 1 Ketapang. Completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged text.

Bandar Lampung, 05Th March 2022
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MOTTO

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فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝

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Indeed, after hardship there is relief, verily after hardship there is relief
(QS. Al Insyrah : 5-6)

DEDICATION

From the deep of my heart, this thesis is dedicated to every people who cares and loves me. I would like to dedicate this thesis to :

1. Praise to Allah SWT, thanks for everything.
2. My beloved parents my father Mr. Satiman, S.Pd and my mother Mrs. Risnawati who always love me, always try to make me happy. And always pray all day long, give me financial support and motivation to study hard until now. Thanks for giving the writer spirit.
3. My beloved Sister & brother, Titin Elsa Antika, Amd.Ak, Reyzen Elcenoran Jaya who always gave me love, spirit, and support for my succes.
4. I dedicated also this paper for My beloved Sertu Mar Safiul Makin who always motivated me to do my best
5. My beloved friends Desi Nopitasari, S.Pd and Dina Fitriana, M.Pd, who always give support, and always solve my problem when the writer get a difficulty.
6. All of my special classmates of PBI F 2015
7. My Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Tata Ayu Antixsa. She was born in Bangunrejo, Ketapang Sub-district, South Lampung District on November 27Th 1997. She is the second of the third children from Mr. Satiman and Mrs. Risnawati. She has one sister & brother, named Titin Elsa Antika & Reyzen Elcenoran Jaya

She graduated from elemantary school at SDN 1 Bangun Rejo in 2009. Then, she continued her study at SMP N 1 Ketapang in 2012. Next she entered her senior high school in SMA N 1 Ketapang, Lampung, she took a science program and graduated in 2015. In the same year, she registered as an S1-degree student of English Education as her major.

The Researcher

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ACKNOWLEGDMENT

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CHAPTER I
INTRODUCTION

A. Title Affirmation

In translating texts, sometimes the techniques are ignored. So that we understand the meaning easily, but rewriting them in the target language is doesn't. In the world of academics is not only to understand the meaning but also how we convey what we understand to readers who only understand the target language. Ignoring this translation technique can lead to confusion for the readers of the translation, which has implications for reducing the attractiveness of a text or reading.

As we know, literary works, texts or readings do not only come from one nation but various tribes and nationalities in the world have a role in this, and exchange ideas, stories, texts, or literary works are needed for sure. Likewise with English, of course, a lot of reading from the source language is needed by the world community, one of which is the Indonesian nation. So this language transfer is needed in literacy and literature.

In this study, researchers will analyze and discuss the difficulties of translation in a descriptive text. The text is certainly often found in various aspects of life. Like on Wikipedia, news, travel experiences, and so on. In this case, the researcher analyzes what difficulties are faced and what techniques are used and not used by the translator, which in this case is the students.

The title of this research is "An Analysis Of The Difficulties In Translating Descriptive Text At Second Grade Student Of SMA N 1 Ketapang". The research

design in this study is qualitative that it will be an analysis method for the researcher, which examines a problem based on empirical data, in this study data is taken from observations of the results of the translation carried out by students.

Text translation is the act of changing the language of the text from the source language to the target language. The students who became the object were the Second Grade Students of SMA N 1 Ketapang who also studied English, and were indeed trained to translate English into Indonesian.

B. Background of the Problem

Humans are social beings. We want to be in the company of friends or family and share our lives with them. We need to interact and communicate with each other, share, get information Etc. Language is essential in every aspect of social life, mainly communicating with each other. Moreover, in this globalization era, communication is needed for sharing ideas and getting many kinds of information from others. English is the first foreign language taught from junior high school to university in Indonesia. It is good progress in education development in Indonesia to face globalization. English has become an international language used to communicate worldwide. As a result, learning English becomes the need for all people who want to access updated information and science development in all fields. For this reason, most people should learn English.

English has four language skills: listening, speaking, reading, and writing. Nevertheless, before learning those four skills, people should translate English

as a foreign language to Indonesian as their mother tongue. Some people have problems when they read English, especially for people in a country where English is regarded as the foreign language as in Indonesia. English information becomes one of the problems that cause Indonesian people not to understand the meaning of information published in English.

In the teaching and learning process, the teacher often finds students who feel difficulty in English. Some of the students consider that English is hard to be learned. The student's difficulty understanding the meaning of the word, less comprehension of the material, and difficulty translating some text in English books become problems that the students face. If the students can not solve each word, sentence, or paragraph in a text, they cannot understand and comprehend the meaning of the text.

Nowadays, translating activities continue to be essential, especially in Indonesia. Translation activity has a significant benefit in developing knowledge or science and international exchange of culture. Translation transforms one language into another and gives the correct information to convey its content well. In this case, foreign literature influences much toward Indonesian literature because they are closely related to each other scientifically.

The translation replaces textual material in one language (SL) and is equivalent to another language (TL). In other words, translation involves transferring a message from one text into another text, from the source language (SL) into the target language (TL). It is said that an appropriate translation is a translation that

produces language equality in the structure of the target language (TL).[1]

The translation renders the meaning of a text into another language in the way the author intended the text. On the other hand, translation can be seen as (co) generation of texts under specific constraints, that is, the relative stability of some situational factors and, therefore, register, and, classically, change of language and (context of) culture. From the statements, there are different opinions about the definition of translation. While from the writer's point of view, there are no universally accepted principles of translation. Although the students can speak English, they still cannot translate well. The ability to solve is not possessed by students who can speak English.

The translation is becoming more and more important in international and intercultural activity for facilitating the mutual understanding among different and conflicting racial, ethnic, religious, and cultural groups. This is because translation can bridge communication among people with foreign languages and cultures. For this reason, he adds that training translation people from different places and backgrounds can understand each other. Without translation, people with foreign languages and cultures will difficult to communicate.[2]

Mainly we use language to express ideas, feelings, develop sciences, transfer technologies, and keep in touch with others. The differences in language

[1] Catford, J.C. (1965). *A Linguistic Theory of Translation*. Oxford: Oxford University Press. Page: 20.
[2] Tian, chuanmao. (2005). *Notes in Teaching Translation between Chinese in English.*

bring us the need to transfer the language from one to another. The translation is a fascinating subject to professional and amateur translators and students. If the students can translate well, they will learn, improve their capability, and be broad-minded. Then, they can creatively produce new findings and new ideas. However, translation is not an easy task for intellectuals to deal with. Translators faced the complexity of work concerned with lexicon study, grammatical structure, communication situational, and culture. Moreover, some students still consider English challenging to learn, mainly when translating English text into Indonesian.

C. Identification and Limitation of the Problem

Based on the research background, the researcher theoretically has several reasons why he chose a theme related to the difficulty of translation from the source language to the target language. Descriptive text is a text that we often encounter in our environment, and often becomes important information. This information will not be easily obtained if it comes from a language that is not the same as the recipient of the information, therefore it is necessary to transfer the language from the source language to the target language. Translating this descriptive text is not easy, especially for a student in a senior high school. Because sometimes they use certain terms or idioms, such as in news, experience stories, culinary tours, and so on, which of course are following the culture of the informant. Students in translating must consider everything, from opening sentences, contents, serious explanations, intermezzos, expressive sentences, standard sentences, non-standard sentences, idioms, and so on. Some words are needed, some have been replaced,

omitted, or added to clarify.

Based on these indications, the researcher identified the problems as:

1. There are many things to consider when translating descriptive text, such as in news language, academic language, political language, or others compared to other text translations, some of which already have a fixed format;

2. Descriptive translation also translates context and if any, culture from source to the target language, any translation errors can change the reader's understanding;

3. Because it does not only shift the language but also shifts the context and purpose of the sentence, it will not be the same between the source language and the target language for sure.

According to the identification above, the researcher will limit the research to:

1. The student's abilities and difficulties in translating a descriptive text

2. The translating from English into Bahasa Indonesia.

D. Research Questions

Related to the previous explanation above, the research problem was formulated into questions as follows:

1. What difficulties do students face in translating descriptive text from English to Indonesian?

2. How students overcome the difficulties in translating descriptive text?

E. The Objective of the Research

The objectives of the research are as follows:

1. To find out the student's difficulties translating descriptive text from English to Indonesian.
2. To find out how the students overcome the difficulties in translating descriptive text from English to Indonesian.

F. Significance of the Research

1. For the students

   The researcher expected the research as an input to the students to motivate in learning translation; it is expected to be a valuable contribution in translating based meaning so that the students have an excellent quality to translate descriptive text.

2. For the teachers

   The result of this research is expected to be helpful information for English teachers who are directly involved in the teaching and learning process to develop the teacher's ability to anticipate those problems in their teaching. The teacher also would get effective way and efficient in teaching translation, especially in descriptive text.

3. For the other researcher

   Hopefully, this research was interest the other researchers for researching translation. Then from this research, the other researchers can propose some strategies or techniques in teaching translation, especially in translating descriptive text. In addition,

this research will become a reference for the other researcher.

G. Previous Research

There is some relevant research that has already discussed translation and descriptive text.

1. First, research under the title "The Analysis of Naturalness and Accuracy of Student's Translation of Children's Stories at the Ninth Grade of Junior High School of "Madani Alauddin Pao-Pao." The research concluded that the naturalness and accuracy of students' translations of children's stories were classified as almost entirely successful, which was proved by the mean score obtained from the test.[3]

2. Second, in her thesis "An Analysis of Students, errors in translating English Verbal Idioms Into Bahasa Indonesia (A Study at the Sixth Semester students of the English Study Program in the Academic Year of 2009/2010). This research aimed to investigate students' errors and their strategies in translating English Verbal idioms into Bahasa Indonesia. The subject consisted of 25 students. The result showed students difficulties was to find out the suitable term with the context of the sentences, and most of them translated English verbal idioms without concerning the correct meaning with the expressions without concerned the practical purpose with the phrases of the target

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[3] Akib Muarib A. (2015). The Analysis of Naturalness and Accuracy of Student's Translation of Children's Stories at the Ninth Grade of Junior High School of Madani Alauddin Pao-Pao : Thesis of UIN.

language.[4]

3. Last, in her research "Translating Similes (A Study on the sixth Semester Student of English Study Program of 35 Universitas Bengkulu in the Academic Year 2001/2002)". This researcher used the descriptive method and collected the data using a translation test. The population in this research was only 33 students of English Education Study Program UNIB in academic years 2001-2002. The finding shows that 63,6 % of students had difficulties translating simile sentences, categorized as linguistic factors. The student did not know the suitable techniques for solving the idiom, especially English simile, and did not specifically learn the expression.[5]

Based on the above relevant research, the writer concluded that the student ability in translating English text into Bahasa Indonesia was still low. The students faced many solving problems, which made the students soft in translating the text. The previous research about translation has some differences from the previous study. One of the differences was the researcher focused on finding the student's difficulties in translating. The researcher analyzed the problems in translating and the factors that caused the hardships, especially in description texts.

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[4] Sari. (2010). *An Analysis of Students Errors in Translating English Verbal Idioms Into Bahasa Indonesia*.

[5] Fajrin, Ahmad. (2012). *Students Perseption on Translating Difficulties English Text Into Bahasa Indonesia* (A study at sixth Semester of English Education Study Program of FKIP Universitas Bengkulu in the 2011/2012 Academic Year : Thesis of Universitas Bengkulu.

H. Research Method

The research method is a scientific way to get data with a specific purpose and usefulness. The scientific way means that the research activity is based on scientific traits, namely rational, empirical, and systematic.[6] So, the method of research in a particular field (education) can be interpreted as a scientific way to get data objective, valid and reliable with the purpose can be found, proved and developed knowledge so that in turn can be used to understand, solve, and anticipate problems in the field of education what meant is.

a. Research Design

The researcher used the qualitative descriptive method to know students' techniques and strategies in the English translation process. In the qualitative descriptive way, the researcher described the practices and procedures students employ in the English translation process based on the result of students' translation. Meanwhile, the development of students' translation is the document in this research. The paper was then analyzed based on Newmark's and Baker's theories.

Qualitative research is used to gather data systematically, but the data are purely descriptive and not numerical. According to Lexy J. Moleong (2006), qualitative research methods intend to understand the phenomena experienced by research subjects. For example, behavior, perception, motivation, action, etc., holistically, and by way of description in the form of words and language, in a

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[6] Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.

particular context that is natural and by utilizing various natural methods.[7] In addition, the definition of research methods, according to Sugiyono (2015), is research that is used to investigate, find, describe, and explain the quality or privilege of social influences that cannot be defined, measured, or described through a quantitative approach.[8]

According to Richard Johnson (2005), research using a qualitative approach can be divided into five types. The types of qualitative research are as follows:

1. Phenomenology. Phenomenology is a form of research in which researchers seek to understand how one or more individuals experience a phenomenon. This research method begins by observing and examining the focus on the phenomenon under study and paying attention to the subjective aspects of the object's behavior. Next, the researcher explores information with meaning or gives meaning to the phenomenon under study.

2. Ethnography. Ethnography is a form of research that focuses on describing the culture of a group of people. This research examines the structure and function of language in culture and how each individual communicates in society.

3. Case Study. Case Studies are a form of research that focuses on providing a detailed

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[7] Lexy J. Moloeng. (2006). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosda Karya. Page: 75.
[8] Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R&D.* Yogyakarta :Alfabeta Bandung.

account of one or more cases. The purpose of the case study is to examine a phenomenon in a society that is carried out in-depth to find out the background, circumstances, and interactions.

4. Basic Theory Method. The primary theory method is a qualitative approach to generate and develop data from the theory collected by researchers. This research is carried out to strengthen pre-existing ideas by examining existing basic principles and rules so that basic conclusions can be made that form the basic principles of a theory.

5. Historical Method. The historical method is a study of events that occurred in the past. This research focuses on past events and reconstructing them with various data sources that still exist today.

The data in qualitative research are made up of written descriptions of people, events, opinions, attitudes, and environments, or combinations of these. The data may be derived from direct observations of an individual's behavior, interviews, written statements, or public documents.[9]

Descriptive research describes a phenomenon or events using either quantitative or qualitative data.[10] It aimed to describe students' difficulties translating descriptive text from

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[9] *Ibid*
[10] *Ibid*

English to Indonesian.

b. Research Subject

This research was conducted at SMA N 1 Ketapang. The subjects in this study were students of class XI. The data source of this study was taken from the ninth grade at SMA N 1 Ketapang. For more detail, it can be seen in the table below:

Table 3.1

Number of Students One Class from Grade XI Representatives of SMAN 1 Ketapang in The Academic Year of 2021/2022

CLASS	GENDERS		TOTAL
	MALE	**FEMALE**	
IX IPS I	9	11	20

Sources: Documentation of the students at appendix I class the IX grade of SMA N 1 Ketapang in The Academic Year of 2021/2022

From the data above, this research took a class as the sample. The data was obtained from class XI IPS I. That consisted of 20 students, divided into 9 male students and 11 female students.

In addition, the source of the data for this study from the English teacher was the transcript of the grades of English lessons in class to compare the difficulties students face in translating descriptive texts. In addition, data sources are also taken from books and content related to theory.

c. Research Sampling

In qualitative research, a crucial component is the selection of respondents who was be used in the study. As is the case in quantitative analysis, it is necessary to have a sampling technique in qualitative research. Although we know that there are still many side techniques that can be used in qualitative research. The side techniques that can be used in qualitative research are as follows:[11]

1. Purposive sampling;
2. Systematic purposive sampling;
3. Stratified purposive sampling;
4. Quota purposive sampling; and
5. Snowball sampling.

In this qualitative research, the researcher uses research sampling type of purposive sampling technique to determine the respondents who will be used in the study. Purposive sampling; The researcher determines which respondent criteria can be selected as a sample. The criteria in question describe the demographics of the respondents, for example, in terms of age, gender, whether to use a product or not, whether the product in question has been used for more than a few years or not.

d. Research Instrument

One of the characteristics of qualitative research is that the researcher acts as an instrument at the same time picker data. Non-human instruments (e.g., questionnaires, interview guides,

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[11] *Ibid*

guides observation, and others) can also be used, limited function to support the researcher's task as a critical instrument. Therefore in qualitative research, the presence of Researchers is absolute because researchers must interact with the environment, both humans and animals non-humans in the research arena. His presence in the research field must be explained, whether it is known or not known by the research subjects. This is related to the involvement of researchers in the research arena, whether actively or passively involved.[12]

Research instruments are tools needed or used to collect data. This means, by using these tools, the data is collected. In qualitative research, the main instrument in data collection is a human, i.e., the researcher himself or another person who helps the researcher. In qualitative research, the researcher collects data by asking, listening, and taking. Researchers can ask for help from other people to collect data, called interviewers. In this case, an interviewer directly collects data by asking, asking, listening, and talking.

The researcher used two research instruments to collect the data in this study. They are explained as the following.

1. Documentation. The Researcher used data from classroom activities in translation to know the way students translate English – Indonesia. The translation activity is only once to translate a descriptive text. It was to

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[12] Wahidmurni. (2017) *Pemaparan Metode Penelitian Kualitatif*. Page: 5.

understand the methods used in the translation process. It purposed to find the data and answer the difficulties students face in translating descriptive text and the factors that make students difficulties.

2. Interview. The interview is a systematic research instrument in verbal communication, and it aims to get information from a conversation. In this study, the researcher interviewed the students about the difficulties, methods, and strategies used by students in the English translation process. She used open-ended questions. There were 10 questions about students' difficulties, methods, and strategies in the translation process.

e. Data Collecting Technique

In qualitative research, the instruments used by the researcher was be an interview and documentation. The explanation about the instrument that was used in this research is as follows:

1. Interview

The interview is a conversation with a specific intention. Two people commit the conversation: the interviewer who submits some questions and the interviewee who answers the questions.[13] So, the interview is used gain information by asking some questions to the interviewee. The researcher

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[13] Lexy J. Moloeng. (2006). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosda Karya. Page: 186

records the interviewees' responses then transcribes the responses from the recorder. In this study, the interviewees were grade IX students and English teachers at SMA N 1 Ketapang.

2. Documentation

Documentation has long been used in research. Documentation is used as a source of data that can be used to examine, interpret, and even assess the data's validity.[14] The document is written information about something observed. Documentation has long been used in research. Documentation will use data sources that can be used to review, interpret, and even assess the validity of the data. Documents are written information about something that is observed. This case contains the difficulties of class IX students of SMA N 1 Ketapang in exploring descriptive texts from English to Indonesian.

f. Data Analysis Technique

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others.[15] So the researcher will analyze the data based on the following processes.

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[14] *Ibid*

[15] Sugiyono. (2014). *Memahami Penelitian Kualitatif. Bandung : Alfabeta.* Page :*88*

1. Collecting and reducing data

   The researcher gathers the data from interviews and documentation in this study. As there are a lot of data collected, the researcher focuses on the student's difficulties in translating descriptive text.

2. Categorizing the data

   After the data collected and reduced are complete, the researcher learns and comprehends them to be categorized into the theories and explains each student's responses in terms of translation.

3. Triangulation

   It combines the research data in one form to make it easy for the researcher to conclude the data.

4. Concluding

   The last step of analyzing the data is to conclude all the research data.

g. The Trustworthiness of the Data

   Qualitative research needs the validity of the data. The validation of data analysis designates the quality of the researcher's result. In this research, the researcher uses triangulation to develop the trustworthiness of data. Triangulation is essential to validate claims and to discover inconsistencies throughout the research process.[16] Distinguished triangulation technique into four, namely: data triangulation (source triangulation),

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[16]*Heigham*, Juanita dan Robert A.*Croker*. (2009). *Qualitative Research in Applied*. Linguistics: A Practical Introduction. Honorifics. New York: Academic Press.

research triangulation, method triangulation, and theory triangulation.[17]

1. Data Triangulation

    Data triangulation is also called source triangulation. Data triangulation is a kind of triangulation that directs the researcher to obtain data by getting the information from one particular source, such as the document containing the data that closely relates to the problem needed by the researcher.

2. Researcher Triangulation

    Triangulation researcher techniques result from research, whether data can be valid or not by the other research.

3. Method Triangulation

    The researcher does the triangulation method to collect similar data by using different methods or techniques of data collection. In this study, the triangulation methods are done using observation, documentation, and interview.

4. Theory Triangulation

    Triangulation of this type is carried out by using more than a theory. For example, an event that occurs in a community was examined not only by the perspective of social theory but also by using other theories, such as cultural, political, or economic theory.

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[17]*Patton*, Michael Quinn. (2006). *Metode Evaluasi Kualitatif.* Yogyakarta: *Pustaka*.

From the kinds of triangulation above, this research will use method triangulation by checking whether the data obtained through the source because this study compares the data from interviews with observations in the field.

I. Indicators of Translating Problem

1. Accuracy

The accuracy aspect refers to how the message corresponds between the source and target texts. This aspect should be given top priority in translation. This is because accuracy is a logical consequence of the basic concept of translation. A reader is called a translation if the text has an equivalent relationship with the source text.

Testing the accuracy of the translating text can be carried out by an expert who is good at mastering the source language, target language, and the field will be translated well. Testing can also be done by comparing the source text with the target text.[18]

2. Clearness

Accuracy is not enough. The accuracy of a translation must be framed with clarity. What is the meaning of a translation if the reader cannot understand it? It can be said that one of the indicators of quality translation is related to the level of understanding according to the reader. A translation is considered good if oriented towards the target text reader. So, this aspect of clarity concerns

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[18] Larson L. Midred.Routledge (1998). *Encyclopedia of Translation*. Studies.London and New York.

the readability of the translation results. Therefore, the clarity of translation is related to all the elements in a text, including vocabulary and sentence construction that affect the text's understanding. Readers' responses to the translation results can indicate the level of clarity.[19]

3. Naturalness

This last side is related to a natural translation to be understood and felt well by the readers. The effect on the target audience cannot be ignored. Equally necessary is how the translator can present the situation in the source language back into the target language. Therefore, a translation uses the target grammar. So, the source text's message must be conveyed in a straightforward, clear, and natural translation language. The aspect of reasonableness relates to the effect that a translation produces.[20]

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[19] *Nida*, Eugene A. and Charles R. (1984). *Tabe.Meaning-Based Translation "A Guide to Cross-Language.Equivalence"*. New York: University Press of America.
[20] Httpss://www.mandandi.com/2016/07/Indikator-kualitas-terjemahan.html

CHAPTER II
LITERATURE REVIEW

This chapter is organized into several parts. The first part is about the definition of translation. The methods in the translation are in the second part. The third part discusses the difficulties in translation. Finally, it is followed by the strategies in translation.

A. literature Review

1. Translation

In general, the process of translating, it deals with source language (SL) and target language (TL). Translating is a complex skill that a translator needs to understand the source text and put it into the target language, keep the style when translating, and be a competent translator in both foreign languages and mother tongue. The translation is the process of changing a text from one language into the target language about the written message or statement without changing the meaning in the source language.[21] Translation means reproducing the letter in the source language with the most reasonable and closest equivalent in the target language, either from the meaning of style in translating. A translator should first aim to re-imagine the contents of the message that is contained in the text. However, to reproduce the news, inevitably, grammatical and lexical adjustments are required.

The translation is an activity changing the meaning from the source language into a target language. Therefore a translator to be aware of the methods is used in

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[21] Newmark, Peter. (1998). *A Textbook of Translation*. New York: Prentice Hall.

translating. The purpose of the transfer language process is to change a written source language text into an equivalent target-language text and need syntax, the systematic and pragmatic understanding in analyzing the processing from the source language.[22] Moreover, the contents of translation are about imitating the message from the source language into the target language in terms of meaning and style.[23] The translation product should make it easy to understand the text's letter to the target readers and use a good structure translating into a target language. Yaqub (2014) describes the process of translation in the following figure:

Figure 1: Diagram in Translation
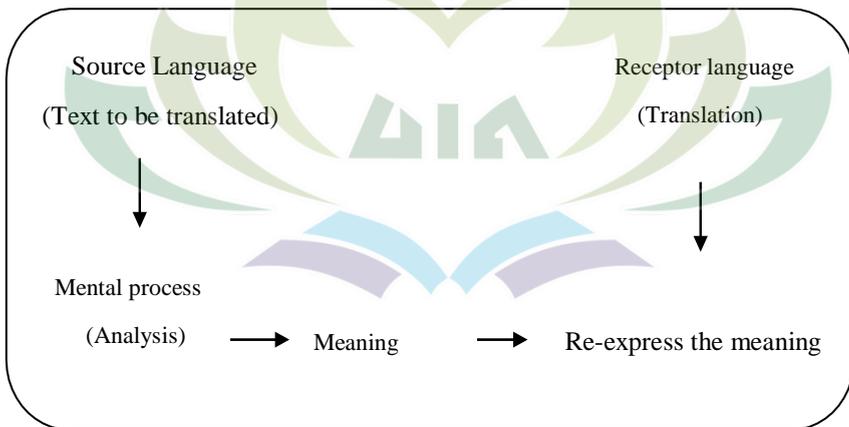
From the diagram, the source language analyzes the grammatical relationship and the meaning of words. Then, changing the meaning from the source language into

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[22] Zainudin, I.S., & Awal, N.M. (2012). *Translation techniques: Problem and solutions*. Social and Behavioral Sciences. Page: 59.

[23] Siregar, R. (2016). *Translation procedures analysis: English-Indonesian motivational book*. IOSR Journal of Humanities and Social Science (IOSRJHSS). Page: 21.

the target language and re-expressing the meaning of the materials in how the rules and styles in translating into the target language. Based on the diagram, translation changes the meaning from one language (source language) into another language (target language) with many spoken, written, or signaled mediums. Pay attention to the equivalent from the grammatical in the target language.[24] The process changes the meaning of textual material from the source language into the target language by equivalent grammatical.

Besides that, translation is an important activity in the modern area. It is an exciting topic for linguists, professional translators and amateur translators, and language teachers because the translation is related to languages, analysis, and description, in the process of translation that has considerable in using categories of language to describe from the source into the target language. In other words, it must use the theory of general linguistic theory.

The translation expresses something in another language (or target language) to what has been described in a language (source language) by maintaining the semantic equivalent and linguistic style.[25] Based on several definitions of translation mentioned above, there is an agreement that translation is related to the relationship between two languages that transfer meaning from the source language (SL) to the target language (TL) with the accuracy of the message.

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[24] Yaqub, M, O. (2014). *Text-types translation types and translation assessment: A case study of chapter 112 of the holy Quran in Rodwell, Al-Hilali and Khan's translation*. International Journal of Humanities and Social Science.

[25] Sharififar, M. (2010). *Applicability of Newmark's procedures to translation of religious cultural elements from English into Persian*. Iraanian Journal of Applied Language Studies.

2. Methods in Translation

Translation methods are more likely to be in a way that translators use in the translation process for their purposes. The form of translation greatly influences the translation. It means that the translation of the text is primarily determined by the method of translation chosen by the translator because the purpose and the desire translator will affect the overall result of the text translation. The translation method refers to how a particular translation process is performed for the translator, the global option that affects the whole text. So the way of translation greatly influences the translation.[26] It means that the translation of the text is primarily determined by the process of translation used by the translator because the purpose will affect a whole of the result in the textual translation. Newmark (1988) describes that there are eight methods of translation:

1. Word for word translation

The source language word is translated into the target language by a single word in most common meanings, which can also be out of the context.[27] A translator uses the word-for-word translation method to translate from the source language into the target language easily. In this method, the cultural word is used in decoding. It goes back to the source language that the translator used to translate a text. This method can also be used when faced with a problematic phrase. That is by doing preliminary translation (pre-translation) word

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[26] Molina, L., & Albir, A.H. (2002). *Translation techniques revisited: A dynamic and functionalist approach*. Page: 47.

[27] Newmark, Peter. *A. (1988). Textbook of Translation*. New York: Prentice Hall.

for word, then reconstructed into a translation of appropriate expression. For example:

SL: I like that clever student.

TL: Saya menyukai itu pintar anak

The translation is unacceptable in the Indonesian language because the correct wording is not *'itu Pintar anak'* but '*Anak Pintar it* so the correct sentence should be *"saya menyukai Anak Pintar itu."*

2. Literal translation

This method is still the same as the previous one, word for word. The matching meaning is still out of context.[28] This method can also be used as the first step in trying a translation. The difference between word-for-word is in the grammatical construction of the source language, which attempts to be converted near the grammatical structure of the target language. Their nearest meaning translates the source language grammatical format into the target language, and it must have equivalent meaning. Moreover, the lexical words are translated singly, out of context. For instance:

SL: His hearth is in the right place.

TL: Hatinya berada di tempat yang benar.

From the translation looked, the sentence that translated was still odd. The sentence should be translated *as "hatinya tantrum."*

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[28] *Ibid*

3. Faithful translation

Translation by this method tries to form contextual meaning but still around grammatical structure in the source language.[29] This translation is pushing as faithfully as possible against the target language. This makes incompatibility with the target language rules, especially the translation of cultural terms, and then the translations often feel odd. A faithful translation interprets the original contextual meaning without forcing the grammatical structures in the target language. For instance:

SL: Alvin is too well aware that he is naughty.

TL: Alvin menyadari terlalu baik bahwa ia nakal.

The word 'well' does not need to be translated in this sentence. The sentence should be translated *"Alvin terlalu menyadari bahwa ia nakal."*

4. Semantic translation

This is different from the exact translation method. It focuses on the literal translation. It means do the translation in good grammatical. Moreover, this is appropriate to express the translation of the texts and present every detail of contextual meaning of the source text. Semantic translation is more flexible than faithful translation. Faithful translations are odder and more bound to the source language, while semantic translation is more flexible with the target language. In contrast to accurate translation, a semantic translation should compromise meanings from a source language into the target language as

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[29] *Ibid*

long as it is within reasonable limits.

For example:

> *SL: He is a book-worm.*

> *TL: Dia (laki-laki) adalah seorang yang suka sekali membaca buku.*

> In *'book-worm'* phrase is flexibly translated based on the cultural context. But, the translation in the example should be translated to *"dia Seorang Kutu Buku."*

5. Adaptation

> This is the most accessible form of translation used for plays or comedies and poems, in poems such as the themes, character, and plot.[30] Moreover, culture source language can collaborate into target language culture and the text rewritten. Translation adaptation is widely used to translate comedies, poetry, drama, short story, narrative, etc. Here is the transition of target language culture to the source language, and the original text is rewritten and adapted into a target language. If a poet adopts a drama script to be played, he must retain all the characters in the original script and maintain the plot.

> *SL: The rising sun is found not to be a rising sun. It is the world that goes around.*

> *TL: Matahari terbit ternyata bukan matahari terbit. Dunialah yang sebenarnya mengorbit.*

6. Free translation

> Free translation is usually the meaning in the target language is longer than the original text,

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[30] *Ibid*

intended to make the content or message from the text more clearly accepted to a reader target language.[31] In this method, the translation is long-winded and long-term, and we can translate the text by reading the text from the source language and translating it by paraphrasing. Moreover, when translating the text into a target language, we do not look to the original text's form and content.

For example:

SL: Look, little guy, you all should not be doing this.

TL: Dengar nak, mengapa kamu semua melakukan hal-hal seperti ini. Ini tidak baik.

Based on the model, the meaning is longer than the original text to make the text's message clear.

7. Idiomatic translation

This method reproduces the original 'message' but distorts the nuances of meaning by choosing daily language and idiom where it does not exist in the original.[32] The idiomatic translation uses a natural form in target language text by its grammatical construction and lexical choices. A truly idiomatic translation does not look like a translation—the results of the translation as like the results of writing directly from native speakers. Then, a good translator will try to translate the text idiomatically. For instance:

SL: A teacher has a duty to bring up students both intellectual and moral

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[31] *Ibid*
[32] *Ibid*

TL: Seorang guru mempunyai tugas untuk mendidik siswa baik intelektual maupun moral.

Here, the phrase *'bring up'* means *'mendidik'* because it is an idiom. We cannot translate it 'membawa, etc..'

8. Communicative translation

It is focused on readability and naturalness. Communicative translation gives the chance to communicate the message into the target language. This method is also concerned about the effectiveness of the translation language.[33] The purpose of communicative translation is to explain the news from a text to the readers until they get the point of the text. Communicative translations try to make the appropriate contextual meaning of the original so that the reader can accept and understand the content and language. Nugraha, Nugroho, and Rahman (2017) describe the example:

SL: Awas anjing galak.

TL: Beware of the dog.

This sentence did not translate "Beware of the vicious dog" because the sentence already indicates that the dog is vicious.

3. The Difficulties in Translation

Difficulties can be defined as conditions characterized by certain obstacles to achieving results. Learning difficulties can be interpreted as a condition and a learning process characterized by specific challenges to achieve learning outcomes. These learning challenges are not just an instructional or pedagogical problem but refer to a psychological problem. Students who get challenged

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[33] *Ibid*

in the learning process will get fewer learning results.[34]

Translation involves two different languages. Therefore, the difference between the system and the structure between the source and target languages becomes the main obstacle in translation.[35] In the translation process, translators were not doing translation without difficulties. A translator would face many problems in their work, such as difficulties related to the meaning, problems of ambiguity meaning, variance, equivalence, contextual or situation meaning, and grammatical meaning. There were several problems in cultural differences that can bother the translation process, they are:

1. Ecological problem

   Ecological problems occur because of differences, such as the names of places, animals, plants, or creatures that exist only in the source language but not in the target language.[36] For instance, the animal's name in Indonesia is *"orangutan."* In the other place, they call them *monkeys* or *big monkeys*.[37]

2. Material culture

   Material culture deals with objects produced by humans by a particular culture. Each culture has its specific characteristics and is expressed in its material.[38] The material included in this category is food, clothing, house, city, transportation, etc. For instance, the name of food like *"lemang."* It is still

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[34] Dimyati.(2006). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.

[35] Wu, J. (2008). *The analysis of cultural gaps in translation and solutions*. English Language Teaching.

[36] Newmark, Peter. (1998). *A Textbook of Translation*,. New York: Prentice Hall.

[37] *Ibid*

[38] *Ibid*

translated into English *"lemang"* and can mention the meaning by illustrating it to make the target reader more understand. Lemang, like bamboo rice, glutinous rice cooked in hollowed bamboo with coconut milk and salt.[39]

3.   Social culture

Social culture is be connected with human lifestyles. There are so many elements in different social cultures, including naming ceremonies, things, people, and many more that exist only in one culture.[40] Different cultural backgrounds will be reflected in the use of language in an ever-present society. It can cause problems when the translator must translate only words in the source language. Still, there is no equivalence in the target language. For example, the term *"plus ijuk"* ceremony exists only in Aceh. Some rituals have the same purpose in other languages, but the traditions and elements will differ.[41]

4.   Religious culture

Religious culture is related to the belief in each God in one place. Each faith has different terms in the way they do it.[42] This term may cause some difficulty transferring or translating from source to target language. Target readers who have other religions also have different interpretations in terms of trust from the source language.

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[39] *Ibid*
[40] *Ibid*
[41] *Ibid.*
[42] *Ibid.*

This problem may make it difficult for the target reader to understand the meaning of a religious term if the translator cannot find the appropriate definition for the target language. For example, in Islamic terms, there is a process of *"haji"* which is in doing *"haji"* there is have the activity *"lempar jumroh,"* which is difficult to understand for English speakers who are mostly Christians. This term can be translated into throwing stones into another stone three times. But of course, this way of solving keeps the target reader confused by the term's true meaning. Thus, there must be more explanation to show the true meaning of the term *"lempar jumroh.*[43]

4. Strategies in Translation

Strategy is "the best way to achieve a goal." A strategy is an essential tool for teachers in educating students because if the teacher doesn't use the right strategy, it's likely that students will not succeed in absorbing each subject matter appropriately and effectively.[44]

Translation strategy is a procedure used by translators in solving translation difficulties. Therefore, the translation strategy starts from realizing difficulties by the translator and solving the problem. A translator can use five strategies in the translation process:

1. Translation by a more general word (Superordinate)

This strategy uses the common word (superordinate) to overcome the lack of specificity in the target language to compare the source language. For example, the term *'shampooing'* can be translated into Indonesian as *'menu'* because the general word of the

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[43] *Ibid*
[44] Surachmad, Winarno. (2001). Page:12.

word *'shampooing'* is washing. A translator also can translate *'daffodil,'* which is a name of a bulbous flower with a yellow trumpet-shaped corona, into *'Bunga'* as the more general word in Indonesia.

2. Translation by more neutral / less expressive word

This strategy is used if a word has no direct similarity in the target language or the target language has no meaning of the word.[45] This is also used when the translator feels that expressive word translation will hear impolite to the target reader. For example, from the datum '*We'd go out in the yard and feed up to five hundred feet of string through a mixture of ground glass and glue*,' the translator can translate the word "ground" in the source language that has meaning "Tanah" replaced by word "bubuk." This strategy has to do with differences in expressive meaning.

3. Translation by cultural substitution

This strategy involves the replacement of culturally specific items or expressions with target language items that do not have the same propositional meaning but are likely to have a similar impact on the target reader.[46] The main advantage of using this strategy is to give the reader a concept by which he can recognize something familiar and exciting. For example, a translator can translate *'jaguar,'* a large flesh-eating spotted cat of control, and S. America as *'harimau,'* meaning is similar. The translator substitutes the term *'jaguar,'* which seems strange in Indonesian, into *'harimau,'* which they are accustomed

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[45] Baker, M. (1992). *In other words: A course book on translation*. London & New York: Routledge.

[46] *Ibid*

to the meaning of *'harimau'* here, I am likely to have a similar impact on the target reader—dealing with the problems in culture-specific concepts this strategy can be used.

4. Translation by paraphrasing using a related word

    This strategy tends to be used when the concept expressed by the source item is pronounced in the target language but in a different form. For example, a translator can translate '*brain boy*' as '*Anak berakal* .' The word 'brain' means the organ inside the head that controls thought, memory, feelings, and activity in the source language.

5. Translation by illustration

    This is a strategy in which the possibility of translating words in the target language with lengthy explanations and explaining the meaning from a word.[47] It is also to overcome the lack of equivalence in the target language. This strategy will be helpful if the Source Language word lacks Target Language equivalent. This strategy could only be used if the word refers to a physical entity that can be illustrated. For example, when we talk about *'angklung,'* we show the picture because there is no easy way to translate *'angklung'* into English without illustrating this stuff, and just explaining is not enough.

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[47] *Ibid*

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