

**STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH DESCRIPTIVE
TEXT INTO INDONESIAN**

THESIS

Submitted by

OKA SUSI FITRIANI

NIM. 140203273

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2020/2021**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

OKA SUSI FITRIANI

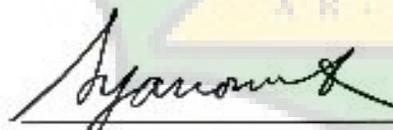
NIM. 140203273

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

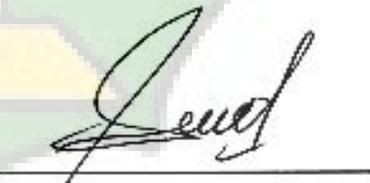
Main Supervisor,

Co-Supervisor,



Dr. Syarwan Ahmad, M. LIS

Date: 14 / 1 / 2021



Dr. phil. Saiful Akmal, MA

Date: 14 / 1 / 2021

It has been defended in *Sidang Munaqasyah*
in front of board of the Examination for the working paper
and has been accepted partial fulfillment of the requirements
for bachelor of Education Degree in English Language Teaching

On

Friday, 29 January 2021
15 Jumadil Akhir, 1442 H

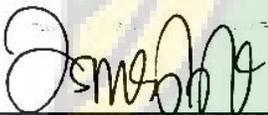
In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

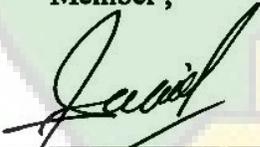
Secretary,


Dr. Starwan Ahmad, M.LIS


Asma, M.Ed

Member,

Member,


Dr. phil. Saiful Akmal, M.A


Prof. Dr. T. Zulfikar, M.Ed

Certified by

The Dean of *Facultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




Dr. Musliqur Razali, S.H., M.Ag.

NIP. 5903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Oka Susi Fitriani

NIM : 140203273

Tempat/ tanggal lahir : Aceh Selatan/ 22 Juli 1995

Alamat : Cadek, Kajhu, Baitussalam, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Students' Difficulties in Translating English Descriptive Text into
Indonesian**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Januari 2021



Saya yang membuat surat pernyataan,

Oka Susi Fitriani

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise to Allah SWT, the master of the universe, for the mercy and blessing who has given me the opportunities, health, and strength to accomplish this thesis as one of the requirement for Sarjana Pendidikan (S.Pd) in Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University, in 2021. Peace and salutation present to our prophet Muhammad SAW, which has brought us from the darkness into the brightness.

However, this thesis would not be completed without the guidance, advice, support, and help from a number of kind and friendly people. Therefore, I would like to express my sincere gratitude to my academic supervisor Dr. Maskur. My main supervisor Dr. Syarwan Ahmad, M.LIS., and my co-supervisor Dr. Phil Saiful Akmal, M. A. For their guidance, suggestion, and motivation during this research process. Also, the biggest thanks to all of English Department lecturers and staff for the knowledge and great experience during my studies in this department. May Allah grant them heaven.

Next, special thanks are also directed to my beloved father; Kasmizar K. my dearest mother; Randani. Thank you so much for always praying for me, support me, for all happiness and the love you have given. Then Especially honor for my family members is my dearest sisters; Amel and brothers; Irul. Then, my special thanks are to Siti Baida urmila, as my only motivator in every difficult condition. Thank you for are your help and cares. I would like to thank my friend, thank you so much for being my friends in this thesis process.

Then, I would like to say thanks to the six participants as the interviewers. Who have been already to take their time to participate in this study, i am very appreciate their kindness in helping me to conduct my research. Also, for information that they share to answer my research, without their participation this study would not have been completed.

Banda Aceh, January 7th, 2021

The Writer,

Oka Susi Fitriani

TABLE OF CONTENT

ACKNOWLEDGEMENT	i
LIST OF CONTENTS	iii
LIST OF APPENDICES	v
DECLARATION LETTER	vi
ABSTRACT	vii
CHAPTER I : INTRODUCTION	1
A. Background of study	1
B. Research Question.....	4
C. Research Aim.....	4
D. Significance of Study	4
E. Terminology.....	5
CHAPTER II : LITERATURE REVIEW	7
A. Translation	7
1. Definition of Translation.....	7
2. Types of Translation.....	8
3. Methods of Translation	9
4. Process of Translation	15
B. Difficulties	16
1. The Difficulties in Translation	16
C. The Relevant Research.....	18
CHAPTER III : RESEARCH METHODOLOGY	19
A. Research Design.....	19
B. Population and Samples	20
C. Data Collection.....	21
D. Data Analysis	23
CHAPTER IV : FINDINGS AND DISCUSSION	24
A. Result.....	24
B. Discussion	32

CHAPTER V : CONCLUSION AND SUGGESTION 38
A. Conclusion..... 38
B. Suggestion..... 39

REFERENCES..... 40
APPENDICES



ABSTRACT

Name : Oka Susi Fitriani
NIM : 140203273
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis Working Title : Students' Difficulties In Translating English Descriptive Text Into Indonesian (A Case Study at the Fourth Semester Students of English Language Education)
Maint Supervisor : Dr. Syarwan Ahmad, M. LIS
Co- Supervisor : Dr.phil. Saiful Akmal, MA
Keywords : Students; Students' Difficulties; Translation; Descriptive Text.

This research is entitled “Students’ Difficulties in Translating English Descriptive Text into Indonesian (A Case Study at the Fourth Semester Students of English Language Education)”. It can be seen that this is qualitative research and the aim of this research are to know students’ difficulties, and how students overcome the difficulties. The method used in this research is a qualitative method. The sample was 7 fourth Students of English Language Education, Faculty of Education and Teacher Training Ar-Raniry State Islamic University. They were selected randomly by using purposive sampling. The finding indicates that The students faced many difficulties in the descriptive text in the translation process. The difficulties they got were the different patterns of the source language, unfamiliar vocabulary, the high level of the text, grammatical meaning, and the culture of the text. To overcome these difficulties in the translation process, there were 5 strategies mostly used by the participants. They were as follows; translation by using Dictionary, exercising word for word translation, by using free translation, by more general word and translation by paraphrase using related word. It was easy to understand the content of the descriptive text when they used these translation strategies.

CHAPTER I

INTRODUCTION

A. Background of Study

The translation is considered the fifth skill in the learning a foreign language besides the four language skills (listening, speaking, reading, and writing). Mastering translation is important for English Education students for communicating with other people from different countries. Students or someone should understand the language in that country, and the way to understand it is by using translation. Therefore, translation becomes a medium to develop knowledge and understand the foreign language, especially English. In line with this, Elsadig (2015) argues that translation is needed intensely and the progress of knowledge such as science, culture, and technology.

In English Education of UIN Ar-Raniry, translation is the compulsory subject; translation I and Translation II. Each has two credit semesters (SKS) in each semester. Both translation subjects are studied in the third and fourth semesters after the students previously finished several English basic courses such as grammar, writing, and reading. Logically, their knowledge gets some improvement in translating English into Indonesian after studied several English basic courses.

Nida and Taber (2003) states that translation consists of reproducing in the receptor language the closest natural equivalent of the source language message,

first in terms of meaning, and secondly in terms of style. From the statements above, it seems that translation consists of transferring the English language meaning to the Indonesian language. In addition, Sayogie (2009) also states that translation is an effort to find the equivalent meaning of a text in both of the first and second languages. In short, the meaning of translation is looking for the same meaning of a language into another language.

Silviana (2008) points out that grammatical rules such as adverbs, verbs, and nouns have proven as one of the barriers in the translation. It means that someone who wants to translate the text (translator) needs to understand and use the appropriate grammar to make a complete sentence. Those are appropriate uses of grammar, proper word meaning, and cultural sense. Indonesian text into English is not easy. In the basic English skill, the translation was difficult because it required the learners to master both the English language system that had the different representation of native language as the target language and Indonesian as the source language. The students had to compare meaning into the target language, especially Indonesian, into English (Lestariana, 2017).

Therefore, in short, most of EFL learners' specifically Indonesian learners encounter the difficulties in translating English into Indonesian due to the differentiation of the expressions, idioms, cultural sense, and grammatical rules (structure, adverb, and others). The difficulty lies in the fact that every language has its different structure and vocabulary, making the second language learner find

difficult to do it. Puspitarini (2001) argues that “every language has its system, although it may share specific features with language”. Also, a translator must have a good command of the source language and the target language. The translator also needs to know the language rules and even for the most experienced translator also has much trouble.

Studies on text types in language teaching are numerous. One of them is produced by Akmal and Hadi (2015) who researched about applying team teaching to improve students' ability in understanding English narrative text.

Previously, there are several previous studies related to this research. These studies can support this research and become a consideration to do further research. For the first previous study, a study 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. Fifty-three students participated in her research, and the study was reported that the students had serious grammatical adjustment and lexical adjustment.

For the next previous study, a study about Students' Difficulties in Translating Idiomatic Expression from English into Indonesian by Paramita, Miftahul and Aimah (2018), in English Language and Literature International Conference (ELLIC), they examined the difficulties experienced by students during the translating process. 18 English Education students were taken as the sample of the study by purposive

sampling. The students' translation results were analyzed to know the accuracy level. Students experienced during the translating process is about lexical difficulty at 73%, stylistic difficulty at 67.5%, cultural difficulty at 66%, and 64% for grammatical difficulty.

Based on the description and several previous studies above, it is interesting to conduct research entitle STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH DESCRIPTIVE TEXT INTO INDONESIAN (A Case Study at the Fourth Semester Students of English Language Education Department of UIN Ar-Raniry), In this case, the researcher only focused on students' difficulties in translating English into Indonesian.

B. Research Question

The Research Question of this Study is:

- a. What are the students' difficulties in translating English text into Indonesia?
- b. How students overcome the difficulties of translating English text into Indonesia?

C. Research Aim

- a. To find out the factors which make the students difficult in translating English text.
- b. To find out the way students overcome the difficulties.

D. Significance of Study

This study contributes positively to:

For Students, this study gives additional knowledge to the English Department of UIN Banda Aceh in the learning translation process.

For English Teacher, this study gives the teacher information about the difficulties faced by students in translating. Therefore the teacher can use good strategies to minimize the problem.

For the English Department Institution, Fakultas Tarbiyah dan Keguruan the writer expects that the result of this study would give benefit and it is supposed to be the way to improve the quality of education.

For others who want to conduct the research in similar topics with a different design, this study is hoped to provide information and can be used as references to do the next research.

E. Terminology

Based on the title, “Students’ Difficulties in Translating English into Indonesian: a case study at English Department of UIN Ar-Raniry the researcher divided some operational definition correlated to the terms.

1. Translation

The translation is a kind of activity that inevitably involves at least two languages and two cultural traditions (Hartono, 2012:15). In addition, Budiando and

Fardhani (2010) define that translation as a craft that consists of replacing a written message and/or statement in one language by the same message and statement in one language with the same message and statement. In his definition, he emphasizes that the essential thing in translation is the message. The translation should convey the same message as the message of the source language (SL) presented.

Based on all definition above, we can conclude that translation emphasizes transferring ideas, messages, and meaning from the source language into a target language.

2. Difficulties

Difficulties are mistakes, misjudgments, miscalculations, and error form an important aspect of acquiring information (Brown, 2000:216). The difficulties in translating are when someone translates the text from the source language (Indonesian) to the target language (English) but does not understand how to use adverbs, verbs, and nouns so will make the sentence is not perfect.

Based on the expert stated above, the difficulties of translation are when someone translates from the source language into the target language but does not understand grammatical categories.

CHAPTER II

LITERATURE REVIEW

A. Translation

1. Definition of Translation

Experts have presented many theories about translation. The translation is also a kind of activity that inevitably involves at least two languages and two cultural traditions (Hartono, 2012:15). Nida (2003) defines translation as reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning, and secondly in terms of style. From the statements above, translation consists of transferring the English language's meaning to Indonesian language.

In addition, Budianto and Fardhani (2010) define translation as a craft consisting of an attempt to replace a written message or statement in one language with the same message or statement in another language. Translation has its excitement and interest. A satisfactory translation is always possible, but a good translator is never satisfied. In his definition, he emphasizes that the essential thing in translation is the message. The translation should convey the same message as the message of the source language (SL) presented. Moreover, Newmark (2001) states that translation is a craft consisting of replacing a written message or statement in one language with the same message or statement in another language.

Based on all definition above, the translation emphasizes on the matter of transferring idea, message, and meaning from the source language into target language.

2. Types of Translation

There are some types of translation, as stated by linguists. Catford (2009) divides translation in terms of the extents, level, and ranks of translation. Based on the extent, there are full translation and partial translation. In a full translation, the entire text is submitted to the translation process, every part of the source language text is replaced by target language text material. However, in partial translation, some part of the source language text is left unable to translate. There are simply transferring and written in the target language text.

Based on the differences in translation related to the grammatical (phonological) level at which translation equivalence is made, there are level-bound translation and unbounded translation. The level-bound translation is like a total translation, but in which the selection of target language equivalents is deliberately limited to one level or few levels (low in the level scale) in the level of grammatical units. However, normal total translation in which equivalences shift freely up and down the rank scale might be unbounded.

Furthermore, Koumtoudji (2013) distinguishes that the varieties of translation into two types based on the translation approach used in producing the target text; semantic translation, which attempted to give, as closely as the semantic and syntactic structures of the second language, the exact contextual meaning, and communicative

translation which attempted to produce an effect to readers close as possible to that obtained on the original sense of readers. Semantic translation focuses on the researcher and source language; communicative translation focuses on the reader and target language.

3. Methods of Translation

Translation methods are more likely to be in a way that translators use in the translation process for their purposes. The method of translation greatly influences the translation. It means that the translation of the text is largely determined by the translation method chosen. It is because the purpose and the desire translator will affect the overall result of the text translation. Molina and Albir (2002) claim that 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 method of translation greatly influences the translation. It means that the text's translation is largely determined by the translator's method. It is because the purpose will affect a whole of the result in the textual translation.

Newmark (2001) describes that there are eight methods of translation:

1. Word-for-word translation

The source language is translated into the target language by a single word in most common meanings, which can also be out of the context. A translator uses word-for-word translation method to translate from the source language into the target language. In this method, the cultural word is used in translating. It depends on the source language that the translator used to translate a text. This method can also

be used when faced with a difficult phrase. By doing preliminary translation (pre-translation) word 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 itu'* so the correct sentence should be *"saya menyukai anak pintar itu."*

2. Literal translation

This method is still the same as the previous method that is *word for word*. However, the previous study still have out of context. This method can also be used as the first step in trying a translation. The difference between word-for-word is in the source language's grammatical construction, which attempts to be converted near the target language's grammatical construction. The source language grammatical format is translated by their nearest meaning into the target language and it must equivalents 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 translated literally still like odd. The sentence should be translated “*hatinya tentram.*”

3. Faithful translation

Translation by this method tries to form contextual meaning but still around grammatical structure in source language. This translation is trying as faithfully as possible against the target language. It 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 force the grammatical structures in target language.

For instance:

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

TL: Alvin menyadari terlalu baik bahwa ia nakal.

In this sentence actually the word ‘well’ does not need to be translated. The sentence should be translated “*Alvin terlalu menyadari bahwa ia nakal.*”

4. Semantic Translation

It is different from faithful translation method. It focuses on the literal translation. It means do the translation in good grammatical. Moreover, this is appropriate for expressing the translation text and presenting every detail of the

source text in the contextual meaning. 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 faithful translation, the semantic translation should compromising meanings from the source language into the target language as 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

It is the freest form of translation used for plays or comedies and poems, in poems like the themes, character, and plot. Moreover, culture source language that can collaborate into target language culture and the text rewritten. Translation adaptation is widely used to translate comedies, poetry, drama, short story, narrative, and others. Here is the transition of target language culture to the source language, and the original text is rewritten and adapted into the target language. If a poet adopts a drama script to be played, he must retain all the characters in the original script, and the plot is also maintained. Nugraha, Nugroho, and Rahman (2017) also describe the example:

SL: The rising sun is found not to be rising sun. It is the world which goes around.

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

6. Free Translation

A free translation is usually the meaning in the language is longer than the original text, intended to make the content or message from the text more clearly accepted to the target reader language. In this method, the translation is long-winded and long-term. It means the text from source language can be translated by paraphrasing.

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 example, the meaning is longer than the original text to make clear the message from the text.

7. Idiomatic Translation

This method reproduces the original ‘message’ but tends to distort the nuances of meaning by choosing daily language and idiom where it does not exist in the

original. The idiomatic translation uses a natural form in target language text, in accordance with 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.

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

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

8. Communicative Translation

It focuses on readability and naturalness; communicative translation gives the chance to express the message into target language to be communicated and this method also concerned about the effectiveness of the translation language. The communicative translation aim to explain the message from a text to the readers until they get the point of the text. The communicative translations try to make the appropriate contextual meaning of the original so that the content and language can

be accepted and understood by the reader. Nugraha, Nugroho, and Rahman (2017) describe the example:

SL: Awas anjing galak.

TL: Beware of the dog.

In this sentence not translate “Beware of the vicious dog” because the sentence already indicates that the dog is vicious.

4. Process of Translation

According to Fengling (2017), the process of translation is summarized under three processes:

- a. An analysis is needed to find messages translated from the source language into the target language and consists of clear grammar;
- b. Transfers are associated with analyzing the source language results to be transferred to the target language;
- c. Restructuring is an agreement between the type and style of language and techniques that may apply to the style referred to in the translation.

Then, there are four levels of translation process states by Ordudari (2007), they are:

- a. The level of the source language text, the language level, where we start and which continuously (but not continuously) go back to;

- b. Referential level. The level of objects and events, real or imaginary, the more we must visualize and wake up, and which is an important part, first from understanding, then from the process of reproduction;
- c. A more general, cohesive grammatical level, which traces the train of thought, the tone of feeling (positive or negative) and the various presuppositions of the source language text. This level includes understanding and reproduction. This presents an overall picture, which we may have to adjust the language level;
- d. Level of naturalness, common language according to the author or speaker in certain situations.

In short, after understanding the message and the structure of the source language, the next step is to change the content, meaning, and message of the source language into the target language in this step. The translator should be able to find words equivalent from the source language to the target language. Finally, students can be a good translator if they have knowledge of translation, such as methods, procedures, and the translation process. This way will help the students to have a good translation.

B. Difficulties

1. The Difficulties in Translation

Translation involves two different languages. Therefore, the difference between the system and the structure then the source language and target language

becomes the main obstacle in translation (Wu, 2008). In the translation process, translators were not doing translation without difficulties. A translator would face many kinds of difficulties in their work, for instance in difficulties related to the meaning, problems of ambiguity meaning, variance, equivalence, contextual or situation meaning, and grammatical meaning.

Newmark (2001) states that there were 4 problems in cultural differences that can bother translation process, they are:

1. Ecological problem

Ecological problems occur because there are some differences in existence, such as places, animals, plants, or creatures that exist only in the source language but not in the target language. For instance, the name of the animal in Indonesia is “*orang utan*”. In the other place, they call them *monkey* or *big monkey*.

2. Material culture

Material culture deals with objects produced by humans by a particular culture. Each culture has its specific characteristics and expressed in its material. The material included in this category includes food, clothing, house, and city, transportation. For instance, the name of the food likes “*lemang*”. It still 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.

3. Social culture

Social culture connects with a human lifestyle; there are so many elements in different social cultures and include the naming of ceremonies, things, people and many more that exist only in one culture. Different cultural backgrounds will reflect in the use of language in an ever-present society, and it can cause problems to occur when the translator must translate words that exist only in the source language, but there is no equivalence in the target language. For example, the word “*peusijek*” ceremony that exists only in Aceh. Even some ceremonies have the same purpose in other languages, but the way the ceremonies and elements in them will be different from each other.

4. Religious culture

Religious culture is related to the belief for each God in one place. Each belief has different terms in the way they do it. This term may cause some difficulty in transferring or translating from source language to target language. Target readers who have different religions also have different interpretations in terms of trust from the source language. This problem may make the target reader challenging to understand the meaning of a religious term if the translator cannot find appropriate meaning 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 an activity to throw stones into other stones three times. However, this way of translating 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*”.

C. Descriptive Text

1. Definition of the descriptive text

The descriptive text describes a person's characteristics, places, pictures and any object (Johan, 2018:13). It means that the descriptive text explains how something looks, feels, sounds, smells, and taste. According to Zetira (2015), the descriptive text is recreates sense impression from the explanation that used the linking verb to explain the things. Then, descriptive text is different from another text. In the descriptive text, the writers focused on the identification and the description of the text. Utami (2014) state that the descriptive text's function is to give the readers information and stimulation about the objects' characteristic. There are several language features of the descriptive text, Such as (Anggun,2016):

- a. The descriptive text focus on the specific participants as the main character.
- b. The explanation text used linking verbs to classify and describe the appearance or qualities and part of phenomena.
- c. There is the action verb used when the writers describing the behaviour or the users of the text.
- d. To describe the feeling, the text used mental verb.
- e. The nominal verb frequently used to describe.

f. There are adjective verb and adverb to add information and provide a more detailed description.

2. The purpose of the descriptive text

The function of the descriptive text is to persuade readers about things in particular ways. As the example of the descriptive text is the used of descriptive text by the advertiser to persuade the reader to buy their product, as the example, the travel agents will describe places to persuade the readers to visit them. In short, the function of the descriptive text is to explain the object for the readers. The function aims is to show the readers and persuade them about the object

D. The Relevant Research

There are relevant researches related to this research. These relevant researches can support this research and become a consideration to do further research. It will describe the following.

Lucito (2018) examines an analysis of translation process by 15 students as participants of the research. In the translation analysis, the researcher used the theory of translation method based on Newmark's theory. In this research, the method used a qualitative descriptive method which includes interview and document analysis. The researcher found two strategies mostly used in the translation process: translation by a more general word and translation by paraphrase using the related word.

CHAPTER III

RESEARCH MEHTODOLOGY

In this chapter, the writer explains about research methodology which consists of research plan, research subject, technique of collecting data and technique of analyzing data.

A. Research Design

This research employed the qualitative research method of the case study. A qualitative method was chosen because this study aimed to provide an insight into the case of translation difficulties in the English language education department of UIN Ar-Raniry, precisely translating English descriptive text into Indonesian text.

In conducting this research, qualitative method was used to find students' difficulties in translating. According to Creswell (2014), the qualitative research is an approach for exploring and understanding the meaning individuals or groups involves emerging questions and procedures, data typically collected in the participants' setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations the meaning of the data.

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

B. Population and Samples

Hartas (2010) defines population as a group of individuals that share the same characteristic that is of interest to the study. He also claims that the researcher starts selecting a few individuals who meet the criteria for inclusion in a certain study. In the other words, a population is a group to which the researcher wants to generalize the sample's findings. In this study, the population was the fourth-semester students who had done translation first in the third semester in English Language Education of Ar-Raniry State Islamic University.

This study's population 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 six (6) 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, 2014). Here, the researcher chose six (6) students whose translation value B or A, as the participants in this research. In this case, In this study, the researcher used purposive sampling as the technique of selecting the sample. Purposive sampling is a sampling technique with a purpose. According to Hartas (2010), he claims that the researcher chose respondents that fit to the purpose of specific study.

C. Data Collection

In this study, the method of the data collection used is interview for English students.

1. Interview

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 indirectly through phone, social media interaction, because it allowed the researcher to confirm the answer from the participants and I could observe the nonverbal of them.

Furthermore interview is a systematic research instrument in the form of verbal communication and it is aimed to get information from a conversation (Alshenqeti, 2014). In this study, the researcher interviewed the students about students' difficulties in English translation process and the way they overcome the difficulties using semi structure interview and it consist of 10 questions:

1. What do you think about translation ?
2. Have you ever translated the descriptive text from English into Indonesia ?
3. Why do you think the test is difficult/easy ?
4. What the difficulty do you get from the text that has been done ?
5. How do you translate the English text into Indonesian?
6. Do you think translating the descriptive text is difficult?
Why?
7. What should you do when you get difficult in translation process ?

8. Do you have some strategies to do in translation process?

9. Do you ever use one of these strategies in translating?

- Translation by a more general word
- Translation by more neutral / less expressive word
- Translation by cultural substitution
- Translation by paraphrase using related word
- Translation by illustration

10. Why do you choose one of them to your strategies in translation process?

In general, interview was divided into three types. 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 6 participants which consist of 10 questions. The results of interview would be analyzed later.

D. Data Analysis

In this study, the result of data collection through interview was recorded, then 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. 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. Therefore, the conclusion was determined from the categories of data.



CHAPTER IV

FINDINGS AND DISCUSSION

As explained in the previous chapter, the interview is a data collection technique in this study. In this interview, the researcher tried to determine the factors that make the students challenging to translate and know-how they overcome the difficulties. There are 10 (ten) questions asked to be answered by interviewed based on their opinions. There were 6 (six) students from all of the students in semester four. There are 1 (one) male and 5 (five) female.

A. Result

The researcher conducted the research and got the participants' complete data for 3 (three) weeks. After collecting data, the researcher wrote the interview transcript and analyzed it to get the essential data. Then, the researcher made the points of the students' answers.

The result of the data is divided based on the research question. As mentioned before, the first research question is, "what are the student's difficulties in translating English descriptive text into Indonesian?". Moreover, the second is "How students overcome the difficulties of translating English descriptive text into Indonesian?"

The following is the analysis of student's answer in the interview section :

a. The difficulties in translating English into Indonesia

1. The different pattern of source language

According to Munday (2008), translation means transferring the source language into the target language, and it also has its style. Ghazala (2008) also stated that another translation problem is the text style from both languages. Therefore, the translation process becomes a challenge for the translator. Based on students' answered, translating descriptive text is problematic because of it is hard to get the meaning of the meaning because the different pattern of the language. One of the participants/participant 1 (P1) stated:

I think to translate the text is kind of difficult task. Because we don't literally translate the whole passage word by word, yet we need to fully understand the context and the culture in it. Moreover, we need to make the translated text makes sense to the target language readers because of the different pattern from every language, especially English and Indonesian language. (P1)

Then, Lailaturrahmi (2018) also mentioned that another kind of translation problem is the language style. Style is the translators' different choices regarding the shape, grammar, word, and phonology (Lailaturrahmi, 2018:13). Lorscher (2005) also supported that students learning a foreign language (amateur translator) usually adopt a form-oriented approach and monitor the emerging translation in terms of meaning only. Therefore, students' text is not equivalent to the original text but also contain grammatical and stylistic errors (Lorscher,2005:605). Marlina also stated that many students tend to translate the sentence word by word without looking at the text's context.

2. Unfamiliar vocabulary

According to Alfaori (2017), choosing the right word in the translating process is one of the challenging tasks encountered by the translator. Based on the interview result, it found that there are some difficulties in translating text. The students explained that the most difficulty in translating the text is the unfamiliar word found in the descriptive text. Participant 2 answered this question:

Maybe in the vocabs, actually I am not rich in vocabulary. In the descriptive text, we will find some words that we never heard before. So, I must find it in vocabulary.(P2)

Marlina, et all (2015), also supported that most of students experienced difficulties in translating the English text into Indonesian that are the students' have a lack of knowledge about English vocabulary.

3. The high level of the text

In the high-level of the text point, IA as participant 2 explained that translating English text into Indonesian text is hard because sometimes the text serves the high level or unfamiliar vocabulary.

It depends on the level of vocabulary. When the text used a high level of vocabulary, it becomes difficult for me to translate it. However, in this case, I assume that it is a little bit easy because some text still uses the familiar word in daily life. Besides, the descriptive text is often short and more comma (,). So, that's why it sometimes become easy and hard. (P2)

Besides that, another participant also said that

Actually, it is medium because sometimes I easy to translate it and sometimes it difficult. For me, it depends on the language itself. If the language is too higher, or maybe I never heard that words before, it will be difficult for me.

And also if I have seen or heard the object that will be described, it will be easier for me, because I can imagine that object. (P6)

According to Owji (2017), one of the higher levels from the text means that there are the syntactic problems faced by translators such as word classes, grammatical relations, word order, style, and pragmatic aspects.

4. Grammatical meaning

Owji (2013) defined that translation problems also occur in grammatical relations. Based on his statement, grammatical relation is the difference that exists among the languages in the way of the constituent of a sentence functions within that sentence (Owji, 2013:17). These problems also face by participant 1 that she said:

First, there are many vocabularies that I only know one meaning of it. Meanwhile, English vocabulary has many meanings in Indonesian vocabulary. So to place the proper meaning for one vocabulary, I think, it's hard. Second, to translate the grammar or the tense it's a bit challenging. Last, to translate but to make it short and crystal clear to the reader is the hardest . (P1)

Then, Plonska (2012), observed that many translations procedure by the students only focused on vocabulary centered and detriment of the grammar.

5. The Culture of the text

The translation is the process of transferring meaning from two different languages. In the translation process, there are cultural problems that can bother the translation process such as ecological problem, material culture, social culture, and religious culture (Newmark, 2001). Based on the result of the interviews, the

researcher collected the data that showed from the participants there are only 3 obstacles in translation faced by the students is contextual or situation meaning (culture of the text).

a. Ecological problems

Ecological problems occur because of the differences in the existence of the names of the places, animals, plants, or any creature in the source language. However, it is not in the target language. It made some students confused in the translating process (Newmark,2001). It was also faced by participant 5. According to her

There is the difference term used in both languages that are being translated.
(P5)

b. Material Culture

Material culture is about the objects produced in a particular culture. It is because each culture has its specific characteristic of vocabularies. Then, students need to rich vocabulary by reading about various cultures and to be familiar with the cultural word (Newmark,2001). It happened with the participant 1. As he said:

I think to translate the text is kind of difficult task. Because we don't literally translate the whole passage word by word, yet we need to fully understand the context and the culture in it. Moreover, we need to make the translated text makes sense to the target language readers because of the different pattern from every language, especially English and Indonesian language. (P1)

b. The Overcome of Translation Difficulties

1. Using dictionary

According to Mahmoud (2017), the dictionary is a suitable reference to the language study where teacher and student are not available. He adds that the translator may consult a dictionary to comprehend the source text to produce the target text (Mahmoud,2017:171). Based on the participant's answer, Almost all of students to overcome the difficulties in the translating process is using a dictionary.

As P4 NF explained:

I would suggest to look into the dictionary or to read more or to train more as I am used to the Idea of translating. (P4)

Then, another participant also showed the same response:

I often use dictionary to find the meaning, especially online dictionary in mobile handphone. It really help me. I also use my sense (In Bahasa) with the meaning of English in order to catch a suitable meaning with English. In this case, sometimes I reduce or add the meaning of the word to make the translation more perfect. (P2)

Based on the explanation, using a dictionary is one of ways to overcome students' obstacles in the translating process. Gorgis and Kharabsheh (2009), also believed that the use of a dictionary involves problem-solving and decision-making skills that need to be taught and tested. However, the use of a dictionary in the translation test is to need dispensing of time-consuming.

2. Word for word translations

The word-for-word translation is the source language word translated into the target language by a single word in most common meanings, which can be out of the context (Newmark,2001). Four of six respondents answered that they often used word-for-word translations. It is because they can know the meaning of the difficult vocabulary to understand the context of the text. As participant 2 said:

Usually, I translate with my strategy like looking for the difficult vocabulary and then I open the dictionary to find the meaning of the word after that I start to translate the text. (P2)

In the same way, participant 5 said that the way she translated the English text into Indonesian text was using word-for-word translations.

Sometimes, I translated the text in every sentence. But sometimes, I translate word by word. Based on how the story about. (P5)

In short from this interview, word-for-word translation is the way of the translation process from the source language to another language by every single word in the text.

3. Free translation

Based on the result of the interview, two of six students answered that translating the source text (English text) based on the meaning of the sentence of the text is easier than another method. It is because every language has their pattern. NU said as participant 3

I translate the text by explain the meaning. Because English has different language pattern with another language. (P3)

This is also supported by Newmark (2014) that free translation is the use of the meaning from the target language than the original text. The function is to clearly accepted by the reader as the target language. The last participant CH said:

I will explain the meaning and also take summary. (P6)

In conclusion, free translation is the process of translating the language by explaining the meaning of the language rather than showing the meaning.

4. Translation by a more general word

Translation by a more general word refers to the use of the common word (Superordinate) to overcome the lack of specificity in the target language to compare the source language (Lucito, 2018).

I think I use translation by a more general word. (P2)

5. Translation by paraphrase using a related word

Translation by using a related word is used to explain the meaning of the source language into the target language. The function is to overcome the lack of equivalence in the target language (Lucito,2018). Based on Chesterman's (2012), paraphrase strategy concerns the overall meaning of the source text, it creates a liberal approximate translating and some lexical items that ignored in this strategy (Owji, 2013). Based on the data collected, four students NF, NU, CH, and DM preferred to use the translation by paraphrase using a related word. As NF said:

I usually use paraphrase in translating a text-based on my mind. (P4)

NU as P3 also said that she used paraphrase in translating English descriptive text to the target language (Indonesian). She explained that she used translation by paraphrase related word.

Hmmm. I ever used the translation by paraphrase using related word.(P3)

As Baker's Taxonomy, there are some strategies used by professional translator one of them is translation by paraphrase using a related word (Owji,2013). Owji (2013) stated that this strategy is used when the source item is lexicalized apart the target language.

B. Discussion

This study aimed to determine the factors that make the students challenging to translate the English text and determine how students overcome the difficulties. The data collected by using phone and social media. In this study, 6 participants interviewed, they were the students from semester four in UIN Ar-Raniry, mastered in English Education Department. There are two research questions. In this research, the finding and discussion section provided the data based on the research question's answer.

After the researcher conducted the data from the interview process, there are two difficulties in translating English text into Indonesia. The translation is a craft consisting of an attempt to replace a written message or statement in one language

with the same message to another language (Budianto & Fardhani,2010:2). In this research, the researcher found several students' difficulties translating the English descriptive text into Indonesian text. The difficulties are unfamiliar vocabulary, the different language pattern, grammatical meaning, the text's culture, and variance (synonym). In short, there are many difficulties faced by students in translating the descriptive text.

The result of the interview shows that most students' difficulty is unfamiliar vocabulary. All of the students stated that there were some vocabulary difficulties when they translated the English descriptive text into Indonesia. The first is the unfamiliar vocabulary. All of the students said they had found many unfamiliar vocabularies in the descriptive text such as a specific word in the English descriptive text. It becomes the challenges for the students to transform the text into the target language. In translating, it is about changing the word used in text and the precise meaning to make readers understand the text. Second, the students also felt difficulty with the text's high level of words, such as synonym words. In the descriptive text, there are many synonym words that hard to understand. It is because English has many synonym words that they rarely found in the other text. Third, when they translated the text, English vocabulary also has many meanings in Indonesia from one vocabulary. Therefore, some students are sometimes confused to translate the text correctly.

Another difficulty is a different pattern of language. Both English and Indonesian language have a different pattern of the language. As Nida and Taber said in Munday (2008), every language has a different style. Based on the data interviewed, one of the participants said that one of the difficulties in translating the English text was the pattern of the text. It is hard to get the sense of the text into the target language text. Therefore, the students must pay attention to the pattern of the language itself.

The next obstacle of the translation process is the high level of vocabulary. Based on students explanation, they stated that other challenges in translating English descriptive text into Indonesian text are the high level of vocabulary used in the text. English has many synonym words. Therefore, the high level of synonym used in the text becomes an obstacle for the student to understand. According to Owji (2017), the high level means the translator's syntactic problems. It includes students' understanding of the word classes, grammatical relation, word order, style of the text, and the language's pragmatic aspect.

Then, the difficulty in translating English descriptive text into Indonesian text is the grammatical meaning of the language. Based on the fact that showed by Plonska (2012) shows, many students only concern the vocabulary of the word. However, they detrimental to the grammar pattern of the language. It also happened with participant 1. She felt a little bit challenging to translate the grammar meaning

from the text. It is because the translator must create a clear-information to the target language readers.

The last point of students' difficulty in translating English into Indonesia is the culture of the text. The translation is the process of transferring meaning in different languages. The cultural became the challenges because it will bother the translator to get an exact meaning. There are two cultural difficulties in translating English descriptive text into Indonesian text, such as ecological problems and material problems. The ecological problems occur because of the different concept of meaning from places, animals, and plants in the source language. Then, material culture occurs because of the different characteristics of words in both languages. Therefore, five points above become the difficulties for students in semester four to translate English descriptive text into Indonesian text.

The second research question is "how students overcome the difficulties of translating English text to Indonesia?". Based on research finding to overcome the difficulties of translation from the English descriptive text into Indonesian text, every student has their comfortable media, method and strategy to solve their challenges.

As the media, almost five from six students used a dictionary to help them with unfamiliar vocabulary. Gorgis and Kharabsheh (2009) support that using a dictionary involves problem-solving and decision-making skills that need to be taught and tested. It means that using a dictionary will help students to overcome their

translation difficulties. However, there is only one student that preferred to ask the lecture rather than using the dictionary.

In the method, all of the students have their method to solve their challenges. 4 of 6 students NF, IA, NF, and DM preferred to use the free translation method in translating the text. A free translation uses the meaning from the target language than the original text (Newmark,2001). The way students in the translating English descriptive text is by explaining the meaning of the sentence. They did not focus on the pattern of English and Indonesian vocabulary. They only focused on transferring the meaning to target language readers. However, 2 participants CH and NU used word-by-word methods to translate the English text into Indonesian text. Based on their explanation, they felt more comfortable to translate it word by word. It means that the way they translate it based on the vocabulary served in every sentence. They also focused on unfamiliar vocabulary.

The last way to overcome the difficulties of translating English text into Indonesian is by using strategy. Based on the finding data, from 5 strategies in the translation process, they only used two kinds of strategies: *the translation by paraphrase using a related word* and *the translation by a more general word*. It is because these strategies will help easy to understand the context of the content from the text. In the translation by paraphrase using a related word, the students explained the original text's meaning into the target language reader. The function of paraphrase using the related word is to reduce the inequality meaning of the translated text. It

also supported by Lucito (2018), that the function of translation by using a related word is to overcome the lack of equivalence in the target language.

In the translation by more general word, it used by 4 participants in semester four. Based on the data, participant 4 said that she used translation by more general word is more leisurely. Another participant IA stated that using more general words become easy when he got the difficult vocabulary. Therefore, it is easy to use more general word.

In conclusion, based on the findings data above, the researcher can conclude 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The translation is considered the fifth skill in learning the foreign language besides the four language skills (listening, speaking, reading, and writing). Mastering translation is essential for English Education students for communicating with other people from a different country. According to Lucito (2018), translation is a difficult skill for a translator to understand the its source and the target language readers. Elsadig (2015) argues that, translation is needed intensely and knowledge such as science, culture, and technology. Therefore, translation sometimes becomes hard for students. As stated in this research, some difficulties found in English's translation process into Indonesian text.

In findings research, there are data interviewed from 6 students in semester four. This study aimed to determine the factors that make the students difficult in translating the English descriptive text and find out how students overcome the difficulties. The conclusion from the first research question is; firstly, there are several difficulties in translating English descriptive text into Indonesian text, such as the different pattern of the source language, unfamiliar vocabulary, the high level of the text, grammatical meaning, and the culture of the text.

Secondly, the last research question concludes that the researcher found some strategies to overcome their challenges in translating English descriptive text into

Indonesian text, such as using dictionary as the alternative media. Gorgis and Kharabsheh (2009) support that using a dictionary involves problem-solving and decision-making skills that need to be taught and tested. Then, the last is using word-for-word translation and free translation as the strategies. The differences between free translation and word-for-word translation are free translation explained meaning from the target language than the original text. The word-for-word translation used source word translated into the target language (Newmark, 2014). The last uses translation by a more general word and translation by paraphrasing using related words to overcome the difficulties.

B. Suggestion

This research provides more knowledge for the English students about some difficulties and strategies in translating English descriptive text into Indonesian text. After conducted the result, there are some suggestions based on the research.

1. This research can use as additional information for the next researcher who wants to conduct the same research.
2. The next research recommendation is to collect the data with the larger participant to get more information about students' difficulties in translation and overcome them.
3. Students must pay attention to the pattern from both languages, improve their vocabulary, and more practice.

REFERENCES

- Alfaori. (2017). *Equivalence problems in translation*. David Publishing
- Alshenqeeti, H. (2014). Interviewing as a data collection method: A critical review. *English Linguistic Research*, 3(1).
- Anggun, S. K. (2016). An analysis of descriptive text in English textbook using transitivity system (A case study of reading passages). *Journal of English and Education*, 4(1), 147-158.
- Budianti., & Fardhani. (2010). *A practical guide for translation skill*. UIN MALIKI Press.
- Brown, D. H. (2000). *Principles of language learning and teaching (4th ed.)*. Longman
- Basrowi, & Suwani. (2008). *Memahami penelitian kualitatif*. Jakarta: Rineka Cipta
- Bordens, K. S., & Abbott, B. B. (2014). *Research designs and methods: A process approach (9th ed.)*. New York, NY: McGraw Hill.
- Chesterman, A. (2012). *The spread of ideas in translation theory: Memes of Translation*. Shanghai Foreign Language Education Press.
- Cresswel, J. W. (2012). *Educational research*. Pearson Education, Inc.

- Cresswell, J. W. (2014). *Research design quantitative, qualitative, and mixed method approaches (Fourth edition)*. Sage Publication.
- Catford, J. C. (2009). *A linguistic theory of translation*. Oxford University Press.
- Elsadiq, m. K. (2015). *Problems in translating English and Arabic languages' structure: A case study of EFL Saudi students in Shaqra University*. European Centre for Research Training and Development UK.
- Fengling, L. (2017). A comparative study of Nida and Newmark's translation theories. *International Journal of liberal Arts and Social science*, 5(8), 31-39.
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Antipodean Educational Enterprises.
- Ghazala, H. (2008). *Translation as problems and solutions*. Umm Al-Qura university.
- Gorgis, d. T., & Al-Kharabsheh, A. (2009). The translation of Arabic collocations into English: Dictionary-based vs. Dictionary-free measured knowledge. *Translation Journal*, 1(9), 22-32. Retrived January 6,2021, from <https://translationjournal.net/journal/63theory.ht>
- Hartas, D. (2010). *Education research and inquiry*. Continuum International Publishing Group.
- Hartono. (2006). *Statistik untuk penelitian*. Pustaka Pelajar Offset.

- Johan, R. (2018). *Introducing descriptive text to the students used English tourism brochures*. Thesis. English Department. Faculty of Cultural Science. Hasanuddin University.
- Kounmtoudji, E. (2012). *Translating Alice in Wonderland for different audiences through the years*. A Research Report Submitted to The faculty of Humanities, University of The Witwatersrand, Johannesburg, In Partial Fulfilment of the Requirements for The Degree of Master of Arts in Translation.
- Lailaturrahmi. (2018). *The students's problems in translation English text onto Indonesian text (A study at the fourth semester students of English language education department of UIN Ar-raniry)*. Thesis. English Language Teaching. Teacher and Training Faculty. Islamic University of Ar-Raniry.
- Larson, M. (1998). *Meaning-based translation (A guide to croos-language equivalence)*. University Press of America, Inc.
- Lestariana, E. (2017). *An analysis of translating collocation problem on undergraduate thesis abstract of the english education study program*. Jurnal Kajian Ilmu Pendidikan.
- Lorscher, W. (2005). The translation process: Methods and problems of its investigation. *Meta*, 50(2), 579-608.

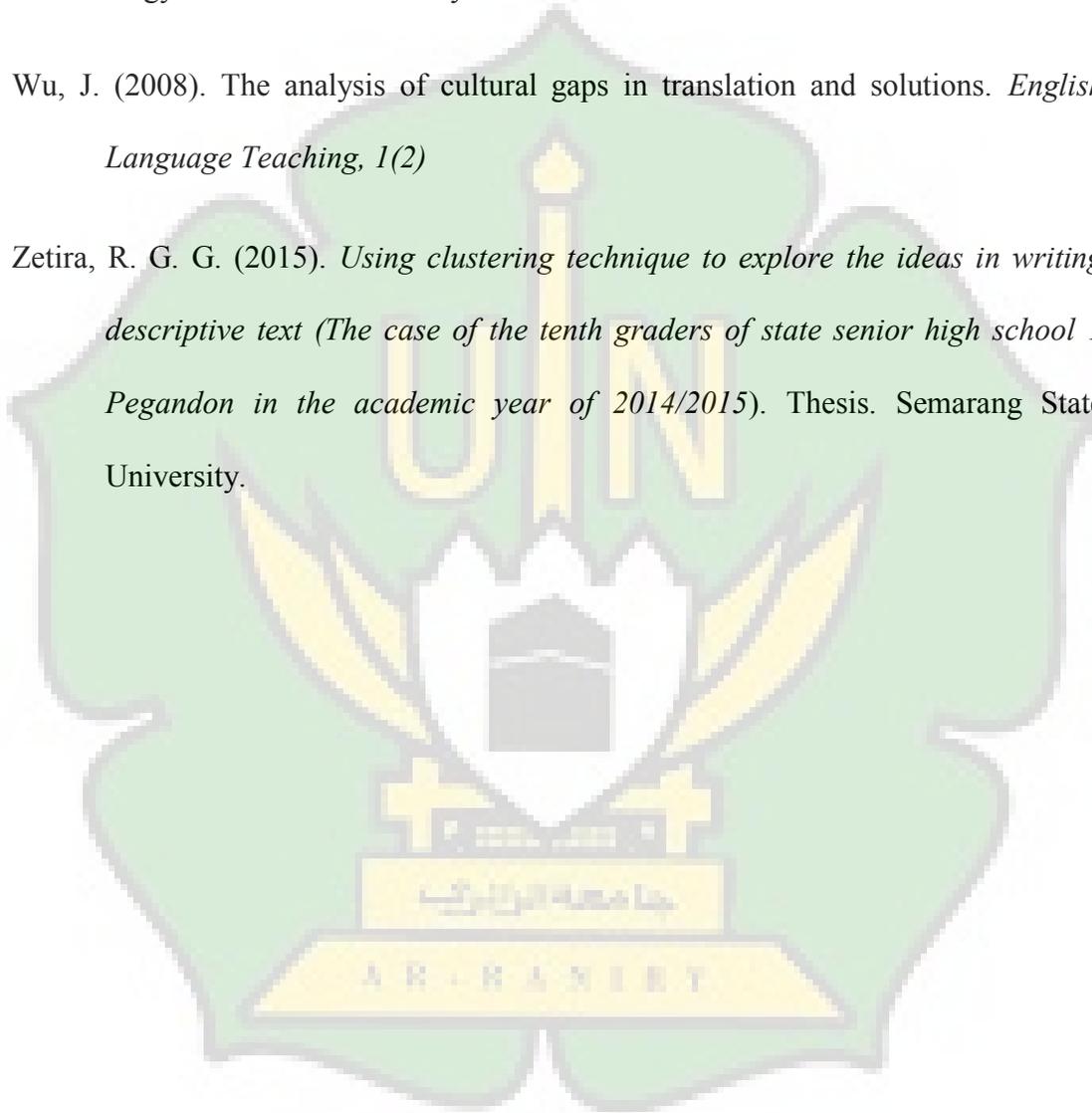
- Lucito, M. (2018). *A case study: the analysis of students' difficulties and strategies used in english translation process*. Thesis. English Language Teaching. Teacher and Training Faculty. Islamic University of Ar-Raniry.
- Mahmoud. (2017). Should dictionaries be used in translation test and examinations?. *English language teaching*, 10(3), 171-176.
- Marti. (2002). *Students' difficulties in translating English text into Indonesian at the English department of jember university in 2002/2001 Academic Year*. Jember University.
- Molina, L., & Albir, A. H. (2002). Translation techniques revisited: A dynamic and functionalist approach. *Meta*, 47(4).
- Munday, J. (2008). *Introduction translation studies: Theories and applications (2nd edition)*. Routledge.
- Nida, E.A., & Taber, C.R. (2003). *The Theory Practice of Translation*. Brill.
- Newmark, P. (2001). *A textbook of translation*. Shanghai Foreign Language Education Press.
- Nugraha, A., Nugroho, A. B., & Rahman, Y. (2017). English-Indonesian translation methods in the short story “ A blunder” by Anton cheknov. *Indonesian EFL Journal*, 3 (1)
- Newmark, P. (2014). *A Textbook of Translation*. Hongkong:Pearson Education

- Ordudari, m. (2007). Translation procedures, strategies and methods. *Tranbslation Journal*. Retrived from <https://www.bokorlang.com/journal/41culture.htm>
- Owji, Z. (2013). Translation strategies: A review and comparison of theories. *Translation Journal and The Author*. 17(1).
- Owji, Z. (2017). Translation strategies: A review and comparison of theories. *Translation Journal*. 17(1). Retrived january 6, 2021, from <https://translationjournal.net/journal/63theory.htm>
- Paramita., Miftahul., & Aimah. (2018). *Students' difficulties in translating idiomatic expression from English into Indonesian*. English Language and Literatur International Conference (ELLIC).
- Plonska, D. (2014). Strategies of translation. *Psychology of Language and Communication*. 18(1), 67-74. <https://doi.org/10.2478/pic-2014-0005>
- Puspitarini, y. (2001). *Meaning in translation*. A paper. IAIN Raden Intan Lampung.
- Sayogie, F. (2009). *Teori dan praktek penerjemahan*. Pustaka Anak Negeri.
- Silviana, E. (2008). *An analysis of student's difficulties in translating narrative text (A case study at eleventh grade of SMK Hass Ashabulyamin Cianjur)*. Thesis. STKIP Siliwangi
- Sugiyono. (2007). *Metode penelitian kuantitatif dan kualitatif dan R & D*. Alfabeta.

Utami, T. A. A. (2014). *Improving the ability in writing descriptive texts through brainstorming technique for grade vii students at SMPN 1 Piyungan*. Thesis. Yogyakarta State University.

Wu, J. (2008). The analysis of cultural gaps in translation and solutions. *English Language Teaching*, 1(2)

Zetira, R. G. G. (2015). *Using clustering technique to explore the ideas in writing descriptive text (The case of the tenth graders of state senior high school 1 Pegandon in the academic year of 2014/2015)*. Thesis. Semarang State University.



TRANSKRIP INTERVIEW

PARTICIPANT 1:

Interviewer : What do you think about translation?

Interviewee : Translation is to translate or to change one language to the target language. Frankly, translation is a tool to make the cross culture things easier to be understood by translate the source language to the target language

Interviewer : Have you ever translated the descriptive text from English into Indonesia ?

Interviewee : I'm not sure, I think I've never translated the descriptive text intentionally before. But, I've ever translated some newspaper articles for my translation course.

Interviewer : Why do you think the test is difficult/easy ?

Interviewee : I think to translate the text is kind of difficult task. Because we don't literally translate the whole passage word by word, yet we need to fully understand the context and the cultur in it. Moreover, we need to make the translated text makes sense to the target language readers because of the different pattern from every language, especially English and Indonesian language

Interviewer : What the difficulty do you get from the text that has been done ?

Interviewee : First, there are many vocabulary that I only know one meaning of it, meanwhile English vocabulary has many meanings in Indonesian

vocabulary. So to place the proper meaning for one vocabulary, I think, it's hard. Second, to translate the grammar or the tense it's a bit challenging. Last, to translate but to make it short and crystal clear to the reader is the hardest task.

Interviewer : How do you translate the English text into Indonesian?

Interviewee : Sometimes I used word by word to translate it... hmm

sometimes I used word by word and translate each sentence

Interviewer : Do you think translating the descriptive text is difficult? Why?

Interviewee : Yes, because the vocabulary is not familiar for me.

Interviewer : What should you do when you get difficult in translation process ?

Interviewee : I would suggest to look into the dictionary or to read more or to train t more as I'm used to the idea of translating.

Interviewer : Do you have some strategies to do in translation process?

Interviewee : Yes, I have

Interviewer : Do you ever use one of these strategies in translating?

- Translation by a more general word
- Translation by more neutral / less expressive word
- Translation by cultural substitution
- Translation by paraphrase using related word
- Translation by illustration

Interviewee : Translation by a more general word.

Interviewer : Why do you choose one of them to your strategies in translation process?

Interviewee : Because it makes me easy in translating the text.

PARTICIPANT 2:

Interviewer : What do you think about translation?

Interviewee : Translation is to translate or to change one language to the target language.

Interviewer : Have you ever translated the descriptive text from English into Indonesia ?

Interviewee : yes, I have

Interviewer : Why do you think the test is difficult/easy ?

Interviewee : Itu depends on level of vocabullary. In this case, I assume, it is little a bit easy because the text still uses familiar word in daily life. Beside, the descriptive text is often short and has more comma (.). So that's why, it is little a bit easier than other texts.

Interviewer : What the difficulty do you get from the text that has been done ?

Interviewee : Sometimes, I feel difficult with the high level of word from the text. Even, I often find specific word and synonym in descriptive text.

Interviewer : How do you translate the English text into Indonesian?

Interviewee : Usually I translate with my strategy like looking for the difficult vocabulary and then I open the dictionary to find the meaning of the word after that I start to translate the text

Interviewer : Do you think translating the descriptive text is difficult? Why?

Interviewee : Yes, because many difficulties vocabulary that I got.

Interviewer : What should you do when you get difficult in translation process ?

Interviewee : I often use dictionary to find the meaning, especially online dictionary in my mobile handphone. It really help me. I also use my sense (in BAHASA) with the meaning of English in order to catch a suitable meaning with English. In this case, Sometime I reduce or add the meaning of the word to make the translation more perfect.

Interviewer : Do you have some strategies to do in translation process?

Interviewee : Yes, I do have strategy in translating the text.

Interviewer : Do you ever use one of these strategies in translating?

- Translation by a more general word
- Translation by more neutral / less expressive word
- Translation by cultural substitution
- Translation by paraphrase using related word
- Translation by illustration

Interviewee : I think I use translation by a more general word

Interviewer : Why do you choose one of them to your strategies in translation process?

Interviewee : Hmm.. because it makes me understand the text when I translate it and it is the easier strategy in translating when I got the difficult vocabulary

PARTICIPANT 3:

Interviewer : What do you think about translation?

Interviewee : I think translation is an activity changing information from one language (the source) to another language (the target)

Interviewer : Have you ever translated the descriptive text from English into Indonesia ?

Interviewee : sometimes

Interviewer : Why do you think the test is difficult/easy ?

Interviewee : Easy, because many familiar vocabularies.

Interviewer : What the difficulty do you get from the text that has been done ?

Interviewee : New word that i have not discovered.

Interviewer : How do you translate the English text into Indonesian?

Interviewee : I will explain the meaning and I also take summary.

Interviewer : Do you think translating the descriptive text is difficult? Why?

Interviewee : Yes, because sometime the used of synonym in the descriptive text make me confused in translating the text.

Interviewer : What should you do when you get difficult in translation process ?

Interviewee : Use any apps to find the meaning of it.

Interviewer : Do you have some strategies to do in translation process?

Interviewee : Yes, I have

Interviewer : Do you ever use one of these strategies in translating?

- Translation by a more general word
- Translation by more neutral / less expressive word
- Translation by cultural substitution
- Translation by paraphrase using related word
- Translation by illustration

Interviewee : Hmmm.. I ever used the translation by paraphrase using related word.

Interviewer : Why do you choose one of them to your strategies in translation process?

Interviewee : Because it makes me easy in translating and it will be make me easy in understand the meaning.

PARTICIPANT 4:

Interviewer : What do you think about translation?

Interviewee : Translation is the process of interpreting words from a language to another language

Interviewer : Have you ever translated the descriptive text from English into Indonesia ?

Interviewee : yes, I have

Interviewer : Why do you think the test is difficult/easy ?

Interviewee : It's neither easy nor difficult, it is moderate.

Interviewer : What the difficulty do you get from the text that has been done ?

Interviewee : The most common difficulty that I get is that there are some vocabularies that I dont know because I dont have vast vocabularies and sometimes the vocabulary that I know doesnt match well with the context. Therefore I can't translate the text perfectly

Interviewer : How do you translate the English text into Indonesian?

Interviewee : I use word by word

Interviewer : Do you think translating the descriptive text is difficult? Why?

Interviewee : Yes, I think it is difficult. Because I have never translate descriptive text before.

Interviewer : What should you do when you get difficult in translation process ?

Interviewee : I try to think the synonym of the word that I am going to translate or the easy way that I can do is using the dictionary

Interviewer : Do you have some strategies to do in translation process?

Interviewee : Yes, I do

Interviewer : Do you ever use one of these strategies in translating?

- Translation by a more general word
- Translation by more neutral / less expressive word
- Translation by cultural substitution
- Translation by paraphrase using related word
- Translation by illustration

Interviewee : I think I have use translation by a more general word.

Interviewer : Why do you choose one of them to your strategies in translation process?

Interviewee : Because I think it's easier to use general word to make my translation good.

PARTICIPANT 5:

Interviewer : What do you think about translation?

Interviewee : Study of communication from source language to the target language.

Interviewer : Have you ever translated the descriptive text from English into Indonesia ?

Interviewee : yes, I have. But not often

Interviewer : Why do you think the test is difficult/easy ?

Interviewee : It's easier to translate English to Indonesia than Indonesia to English.

Interviewer : What the difficulty do you get from the text that has been done ?

Interviewee : The difference Term used in both language that are being translated.

Interviewer : How do you translate the English text into Indonesian?

Interviewee : Sometimes I translate the text in every sentence. But sometimes I translate word by word. Based on how the text about

Interviewer : Do you think translating the descriptive text is difficult? Why?

Interviewee : Yes, aaa.. because I think many unfamiliar word, that's make me difficult in doing translating

Interviewer : What should you do when you get difficult in translation process ?

Interviewee : Do research and asking help from lectures/teachers.

Interviewer : Do you have some strategies to do in translation process?

Interviewee : Yes, of course I have.

Interviewer : Do you ever use one of these strategies in translating?

- Translation by a more general word
- Translation by more neutral / less expressive word
- Translation by cultural substitution
- Translation by paraphrase using related word
- Translation by illustration

Interviewee : I used translation by paraphrase using related word.

Interviewer : Why do you choose one of them to your strategies in translation process?

Interviewee : Because when I translate by using that strategy it makes me more understand the content of the text.

PARTICIPANT 6:

Interviewer : What do you think about translation?

Interviewee : Translation is the changing of L1 into L2 or vice versa

Interviewer : Have you ever translated the descriptive text from English into Indonesia ?

Interviewee : yes, I have

Interviewer : Why do you think the test is difficult/easy ?

Interviewee : Actually it is Medium, because sometimes I easy to translate it and sometimes it difficult. For me, it's depend on the language it self. If the language is too higher , or maybe I never heard that words before, it will be difficult for me. And also if I have seen or heard the object that will be describe, it will be more easy for me, because I can imagine that object.

Interviewer : What the difficulty do you get from the text that has been done ?

Interviewee : Maybe in the vocabs, actually I am not rich in vocabulary. In the descriptive text we will find some words that we never heard before. So I must find it in dictionary.

Interviewer : How do you translate the English text into Indonesian?

Interviewee : I translate the text by explain the meaning.

Interviewer : Do you think translating the descriptive text is difficult? Why?

Interviewee : Yes, because in the descriptive text, the object will be explain in very detailed and sometimes vocabulary that used in the text is high and it is difficult to understand.

Interviewer : What should you do when you get difficult in translation process ?

Interviewee : Google Translate helped me a lot.

Interviewer : Do you have some strategies to do in translation process?

Interviewee : Yes, I use one of them there is translation by paraphrase using related word

Interviewer : Do you ever use one of these strategies in translating?

- Translation by a more general word
- Translation by more neutral / less expressive word
- Translation by cultural substitution
- Translation by paraphrase using related word
- Translation by illustration

Interviewee : Yes, I use one of them there is translation by paraphrase using related word

Interviewer : Why do you choose one of them to your strategies in translation process?

Interviewee : I use it because that strategy make me easy in translating the text.