

EXPLORING STUDENT'S DIFFICULTIES IN TRANSLATING BIOLOGY ENGLISH TEXTS

(A Case Study at Biology Department)

THESIS

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Submitted to *Fakultas Tarbiyah dan Keguruan*
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In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

by :

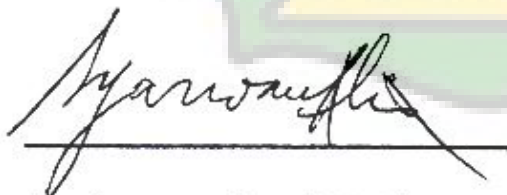
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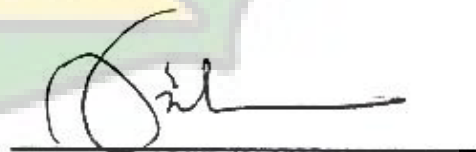
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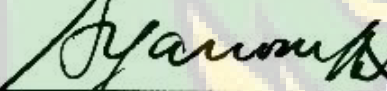
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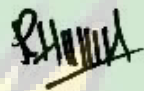
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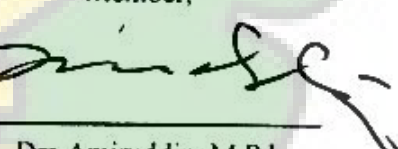
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ABSTRACT

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Keywords : translation; students difficulties; translation tools

This research aims at investigating students' difficulties in translating biology English text. This research aims (1) to explore difficulties faced by biology department students' in translating biology English text (2) to find out the translation method used by the Biology Department students in translating biology English text and (3) to find out the translation tools used by the Biology Department students to overcome their problems in translating biology English texts. The research is conducted at Biology Department UIN Ar-Raniry. This research employed a qualitative research approach in which the data were qualitatively collected through interview method. The participants are ten students at biology department who has finished "English for science" courses at 2nd semester. This research found that: (1) there are four difficulties faced by biology department students in translating biology English text. The difficulties were lack of vocabulary, the complexity of stylistic, the competence level of translator and grammar (2) the method used by students in translating biology English text were word for word translation and literal translation (3) the translation tools used by students to overcome their difficulties in translating biology text are manual dictionary, Google translate and dictionary program (electronic dictionary).

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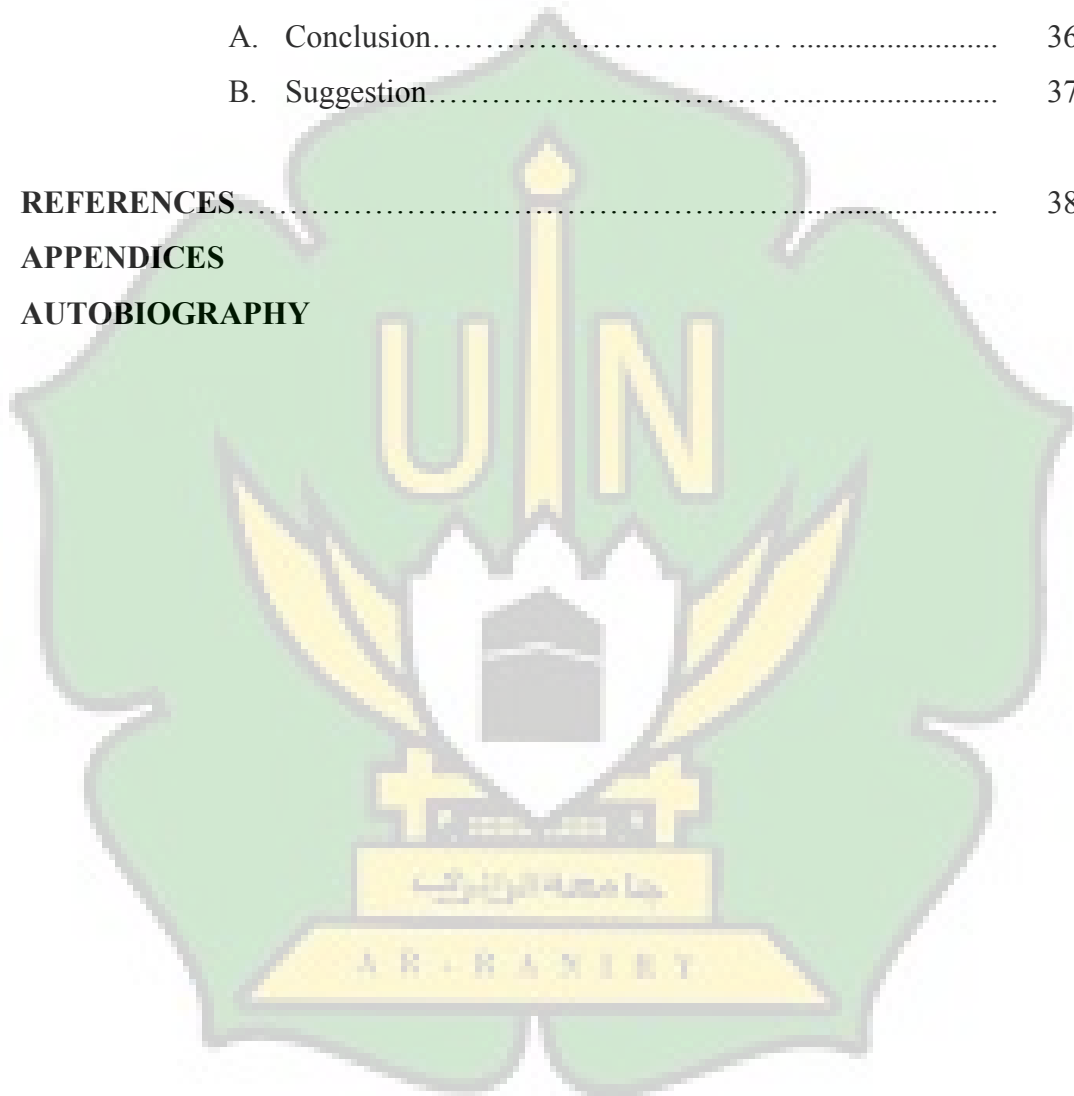
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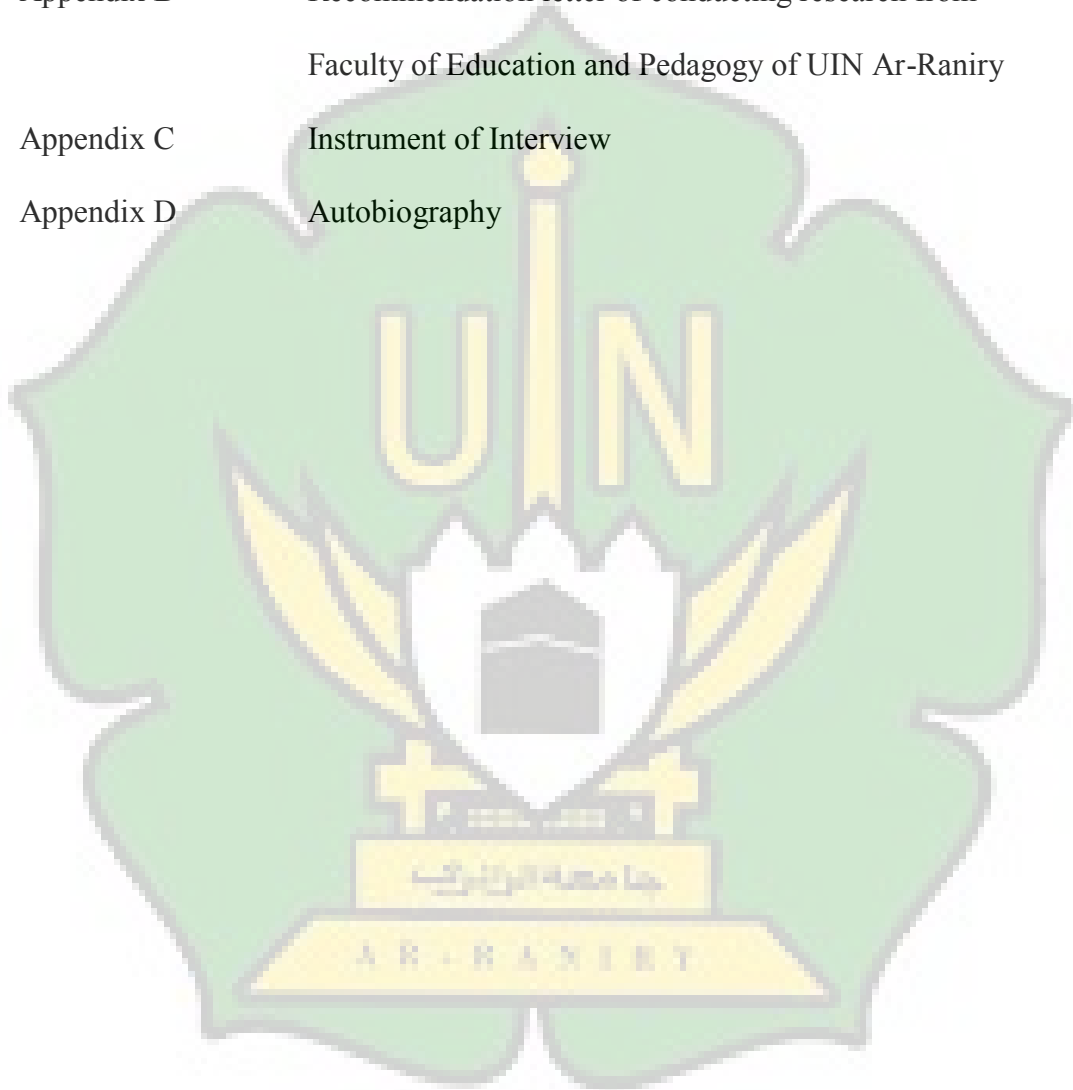
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CHAPTER 1

INTRODUCTION

A. Background of Study

The English language has a great importance not just as an international but as a lingua franca of the 21st century. No one can consider himself as a part of this globalization if he does not master two things: English and computing. In most fields, almost every paper is published in English and all conferences use English. Many texts and books of different fields are written in English. Due to its importance and influence in almost all significant fields such as science, technology, education and trade, English language is offered as a basic course in all departments of Ar-Raniry state Islamic university in the beginning year including Biology department.

In Biology department, English course has 4 credit hours. 2 hours for basic English and 2 hours for English for science (Muhibuttaby et al, 2017). Given the course students are expected to be able to understand Biology English text well.

However, there are some difficulties faced by the students in translating English text. According to Arono & Nadrah (2019) the difficulties are grammatical errors, textual meaning also literally works. In which according to Nababan (2008), it happens because both source language and the target language indicate by the differences of structure. In other ways Nababan (2003) divided the problem faced by a translator into 4 categories they are the differences between source

language And the target language, the complexity of stylistic, the level competence of the translator and the quality level of the source language.

According to Newmark (1988), “translation is a craft consisting in the attempt to replace a written message and/ or statement in another language.” The basic purpose of translation is to produce a various type of texts, comprising literary, religious, scientific etc. translation is not simply changing a message from the source language into a target language. Translation is an act of problem solving.

Based on the explanation above, the books or texts written in English are not easy to translate. According to Yuri, Fauzi and Fitriawati (2006) In translation, there are three types of texts that can affect the work of translators including expressive text, vocative text, and informative text. Among the three types of those texts, informative text, especially scientific text, is the one of the hardest to be translated. The first reason is there are many terms in certain field that have certain meanings where the translator needs to find out the real meaning in order to get accurate translation. The second reason is the language used in informative text is plain and the fact in the topic will be the core of translation. It means the translator should really transmit the original message to the target language readers completely and carefully without adding or reducing the information

The fact that biology English texts is one of the hardest texts to be translated makes the writer interested to do a research about this topic. The researcher would like explore more about other difficulties faced by Biology department students. Further it is expected that there will be some solutions concerning to resolve the

difficulties experienced by the students especially in translating biology English Texts.

B. Research Question

Related with the previous explanations above, the research problem of this research was formulated into question as follows:

1. What are the difficulties faced by Biology Department students in translating Biology English Texts?
2. What are the translation methods used by Biology Department students in translating biology English text?
3. Is there any translation tools used by Biology Department students to overcome their difficulties in translating Biology English Texts?

C. Research Aims

The aims of the research are:

1. To investigate difficulties those are faced by Biology Department students in translating Biology English Texts.
2. To find out the translation tools used by the Biology Department students to overcome the problems in translating biology English texts.
3. To find out the translation method used by the Biology Department students in translating biology English text.

D. Significance of Study

The significance of the study consisted of three significances:

a. For the students

The researcher expects that this study can provide some information for students in guiding them in translating biology English texts. Therefore, they certainly know the major difficulties faced by other students so they will be able to obtain a lesson from this research in order to avoid the same problems. As the result, the students have a good quality to translate Biology English Text.

b. For the lecturer

The result of this research is expected to be useful for teachers who directly involved in teaching and learning at Biology department. They can provide more meaningful feedback and provide students with proper methods while learning. Also the teachers can anticipate those problems in their teaching, the teacher also would get effective way and efficient in teaching English for non-English students.

c. For the other researchers

The result of the study was hopefully can be used as a reference and general guidance for those who want to conduct the similar research.

E. Terminology

In this research, the writer uses some explanation in order to give a better understanding based on the following key terms:

1. Translation

Newmark (1981:7) defines *translation* as “an attempt to replace a written message and/or statement in one language by the same message and/or statement in another language.” In this study translation means translating an English text related to biology field study.

4. Biology English Texts

Biology English texts is an informative scientific text written in English about a branch of knowledge that deals with living organisms and vital processes. The biology English text that the writer means in this study is the text that written in English related to biology that has been learn by biology department student in “English for science” courses at 2nd semester.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews literature pertaining to the research problem. Therefore there will be four sections. The first section will discuss the theory of translation, the second section will discuss the difficulties and problems in translating English texts. The third section will discuss the translation tools.

A. Theory of Translation

1. Definition of Translation

Throughout the history of translation studies, hundreds of expert mentioned various kinds of definitions for translation. Different experts in translation propose different definition. They defined translation from the perspectives of object, character, purpose, role, etc. The following are some definitions put forward by some experts.

Brisling (1976) state that “translation is the transferring of thought and ideas from one language (source) to another (target).” herethe language could be in written which is called translation or in oral form which normally called interpretation. Whereas in Oxford advanced Learners Dictionary (2000:1438) translation is defined as the process of changing something that is written or spoken into another language.

In the other hand Catford (1965) gives a definition to the term “translation”as follows: “translation is the replacement of textual material in one

language by equivalent textual material in another language.” There are two key words in this definition: textual material and equivalent.

The next definition is taken from Nida and Taber (1982) “Translation consist of reproducing in the receptor language the closest natural equivalent of a source message, first in term of meaning and secondly in term of style.” While Newmark (1974) mentions that “translation is an exercise which consist in the attempt to replace a written message in one language by the same message in another language.” In Newmark definition the important thing is translation is the message should be equivalent not the form.

According to the definitions given by the experts translation is a process to convey the content of the message in the source language to the target language equivalently and also maintaining style as good as in the target language.

2. Criteria of a Good Translation

Larson (1998:6) explains that there are three criteria of the best translation:

- 1 The target language (TL) uses the normal language forms of the receptor language.
- 2 The target language (TL) communicates to the receptor language speaker, as much as possible, the same meaning that was understood by the speaker of SL.
- 3 The target language (TL) maintains the dynamic of the original source language (SL), which means the translation is presented in such way that will evoke the same response as the SL attempted to evoke

While ,Tytler (1979:15) in Munday (2001:26) indicates three general rules of a good translation:

1. The translation should give a complete transcript of the ideas of the original work.
2. The style and manner of writing should be of the same character with the original.
3. The translation should have all the ease of the original composition.

3. Translation Method

According to Newmark (1988) there are eight types of translation methods that was highlighted into Flattened V Diagram.

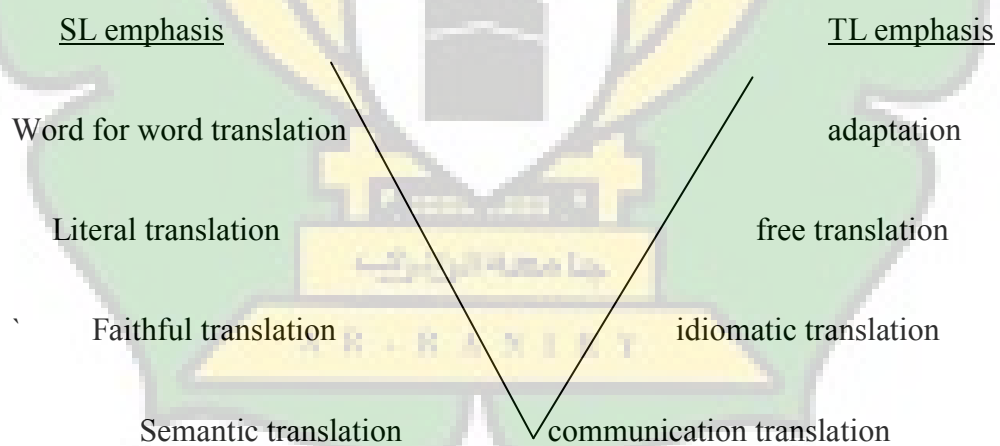


Figure 2.1 translation method (adopted from Newmark, 1985)

Newmark describes his translation method as follows :

a. Word for word translation

In which the SL word order is preserved and the words translated singly by their most common meanings, The main use of word-for-word translation is either to understand the mechanics of the source language or to construct a difficult texts a pre-translation process.

b. Literal translation

In which SL grammatical construction are converted to their nearest TL equivalent, but the lexical words are again translated singly. Out of the context.

c. Faithful translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norm) in the translation. It attempts to be completely faithful to the intention and the text-realization of the SLwriter.

d. Semantic translation

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sound) of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version.

e. Adaptation

Which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, character, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.

f. Free translation

Free translation reproduces the matter without the manner, or the content without the form of original. Usually it is paraphrase much longer than the original, a so-called 'intralingua translation' often prolix and pretentious, and not translation at all.

g. Idiomatic translation

It reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialism and idioms where these do not exist in the original.

h. Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

4. Translation Process

Translation process is the procedure or steps of technical devices used to transfer the meaning in SL message to TL message equivalently. Behind this simple process lies various activities like checking grammar, syntax, idioms,

semantic and the like of the sources language and also the culture of it speakers. (Budianto&Fardhani, 2010, p.27)

According to Nida and Taber (1969, as cited in Larson, 1984) there are three steps in translation process:

- 1) Analyses the meaning/ message into its simplest and structurally clearest form
- 2) Transferring the messages in SL into the TL by finding out the equivalent meaning of the text.
- 3) Restructuring the equivalent meanings of SL to RL with acceptance forms/sentence message.

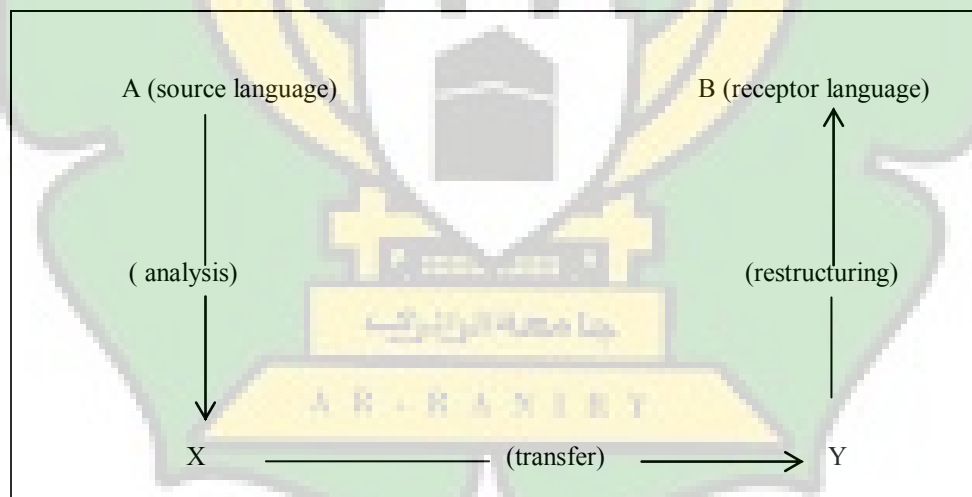


Figure 2.2 The three Process of translation (Nida and Taber. 1969 in larsom 1984)

B. The difficulties in translation

The difficulties in translation is when someone translates a text, he does not understand how to use adverb, verb, noun so that the sentences are not correct. As

Choliludin (2013) said that many who have problems in translating due to lack of mastering the techniques of translating. It is because of having few vocabularies or lack of mastering English sentence structure or the rules of translation. in addition Arono and Nadrah (2019) said that most students find difficult in doing translation because of lack of vocabularies.

According to Nababan (2003) there are some difficulties faced by a translator in the translation process

1. The difference of source language (SL) and target language(TL) system

The translation would not be difficult task if every language in this world had same system. Each language in this world has different system in semantic, lexical and morpheme. The translator should know how to analyze the lexical items (words) of the source text in order to translate them. The words that are used by the original writer may have different meaning in the target language so that he/she must have good knowledge about the two languages and scientific vocabulary.

2. The complexity of stylistic

The writing style of the text will affect the difficulty level of translation. Because every text has it own style for example scientific texts such as biology English text has a different style with literal text such poetry

3. The competence level of the translator

The competence level of the translator is one of the most important thing in the process of translation. The background knowledge and competence of the

translator in both of SL and TL can affect the work of translation. If the translator has a good background knowledge it will easiest him in translating a text and vice versa.

4. The quality level of the source language

The difficulties in the process of translation can be also caused by the poor level of the source language. When the source language content incorrect spelling, structure and functional it will make the text difficult to comprehend.

While according to Arnold (2008, as cited in Sandra, 2018) there are several types of translation problem.

1. The Ambiguity

Ambiguity appears when one cannot decide which meaning that should be chosen. In ambiguity, the problem is some-times, words in English have multiple meanings and functions whether it is a noun, a verb or even adjective. The term used for this case is polysemy. For example, should the word 'use' be translated into 'menggunakan' or 'kegunaan' in Indonesian language? The answer is both are possible to become the meaning of the word 'use' in Indonesian based on its context in English, after understanding the context, it can be decided which one is the most appropriate to be the meaning of the word 'use'. It must be translated into 'menggunakan' if the word 'use' in the sentence is functioned as verb, meanwhile, 'kegunaan' is used when it is functioned as a noun.

2. Structural and Lexical differences between language

Structural and lexical differences, the problems among others that often arise are, first, the existence of dummy do in English that is not common in Indonesia language. Look at the example below about dummy do in English:

Source Text: I -never -not -listen -to the music

Target Text:

(1) Saya –tidakpernah -tidak -mendengarkan – music

(2) Saya -selalu -mendengarkan–musik

Even though two translation results provided are understandable in Indonesian language, but it is very rare in the culture of Indonesian language to use dummy do as shown in the first translation result.

3. The Attempt to Find Equivalencies

Equivalence occurs when the lexis of source text can be replaced by the lexis of the target text without the replacement of grammar. Sentences structure in English and Indonesian language are quite similar, where acceptable sentence should contain subject (noun) and predicate (verb). But the problem is, in a text there are various types of sentences, such as simple sentence, complex sentence and complex com-pound sentence. A sentence might contain preposition, articles, adverb, adverb of time and place and many more. Baker (1992 as cited in alfori 2017) said that grammatical equivalence rules may vary across languages and this may pose some problems in

terms of finding a direct correspondence in the TL. In fact, she claims that different grammatical structures in the SL and TL may cause remarkable changes in the way the information or message is carried across. The problems may also come when someone who translate the text rely on what is served in the translation tool one used to find the meaning of the words without considering whether the result of translation will sound natural or not.

4. Grammatical Problem

Grammatical problems include, for example, questions of temporality, aspectuality (the appearance indicates how the process is represented or the state expressed by the verb from the point of view of its development, as opposed to time itself), pronouns, and whether or not to make the subject pronoun explicit. Trisnawati (2014) said that since structurally there are many differences between English and Indonesia, the shift in grammar are unavoidable.

5. Cultural Issues

Cultural issues may arise from differences between cultural references, such as names of food, festivals and cultural connotations, in general. The precise use of the term “cultural translation” remains controversial. It is also as yet unclear how the concept will impact on some of the fundamental assumptions of translation studies (Buden et al, 2019). The translator will use language localization to correctly adapt the translation to the culture targeted. A very simple example is a financial translation which includes dates. If the text is in English, it

is most likely, but not absolutely certain, that 05/06/2015 will mean June 5. However, as everyone knows, the same sequence in another language refers to May 6.

6. Variety of meaning

A unit of language lexical composition – word – usually contains a variety of meanings (polysemous word), and the system of word meaning in a language is usually not fully the same as the system of suitable word meaning in another language. For example, the word '*house*' means '*rumah*' in Indonesian. It accords only with one of its meanings; whereas, the word '*house*' also means '*king offspring*'.

C. Translation tools to overcome the difficulties

In translating a text, a translation tool can help the translator minimize their difficulties. Beside pen and paper, translators can use another tool either conventional or modern tools (Suryawinata and Hariyanto, 2003, p.27).

1. Conventional tools

Pen and paper are common conventional tools which are usually used by translators in doing translation. Besides, dictionary can be a conventional tool which can help translators doing their jobs. Dictionary is a book which contains the words of a language with their meanings arranged in alphabetical order.

According to the language being used, dictionary can be divided into monolingual, bilingual, and multilingual dictionary. Monolingual dictionary only uses one language. The examples are Oxford Advanced Dictionary, *Kamus*

Bahasa Indonesia, and others. Bilingual dictionary uses two languages such as English-Indonesia dictionary. Last, multilingual dictionary consists of more than two languages such as English-Indonesia-Arabic dictionary. When using bilingual or multilingual dictionary, translators need to pay their attention more. It is because the meaning of bilingual and multilingual dictionary is not always equivalent.

2. Modern Tools

As a result of technology improvement, there are many inventions found. In translation field, experts found modern tools which can support translator's work. One of Modern tool in translation field is electronic dictionary. Electronic dictionary is similar to calculator in the form of shape. It is practical to be brought and quickly to find the meaning of word. However, electronic dictionary gives limited information about the words and also without giving example like conventional dictionary did.

The other modern tool is dictionary program which can be used in computer. It is an easy way because translator only needs to download and install the program into their computer. Moreover, there are many programs that can be downloaded freely. It makes the tools very economical. Besides, this tool is useful for saving translator's time because opening dictionary usually spends much time. By using this program, translator only needs typing the word that he/she looks for.

Furthermore, the other result of technology improvement is the available of internet sources. Translator can use internet as his/her tool in helping his/her

work. Nowadays, there are many websites that related to translation field. The websites provide online dictionaries and materials about translation.

In brief, tools are things that help the translators in doing their jobs. However, tools have many disadvantages. Translators must also have knowledge so that they can take advantage of the tools. The knowledge is related to the languages being used including the structure and the culture of the languages.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter explained several aspect of methodology including research location, research design, research participants, data collection and data analysis.

A. Brief Description of Research Location

This research was conducted at Biology Education Department, faculty of Education and Teacher Training UIN Ar-Raniry. It is located on jl.Ibnusina, no 2 Darussalam, Syiah Kuala Banda Aceh. This department achieved “B” accreditation from BAN-PT (The National Accreditation Agency for Higher Education) Indonesia. Biology Department specializes in teaching science of nature focusing in plants and animals, this department prepares its graduates to be biology teachers at school or professional lecturer in universities.

In addition, Biology Department had more than 20 lecturer who taught in this department, including some permanent lecturers and assistant. Most of them were graduated from reputable universities either national or international university. In the other hand, Biology Department also had more than 500 active students who come from any regions of Aceh.

B. Research Design

This research was designed as a qualitative research. Qualitative research focus in understanding and explaining a social phenomenon in the individuals or groups ascribe to social or human problems. The researcher physically went to the people, setting, site or institution to interview in its natural setting. According to

Cresswell (2012), qualitative research is an approach for exploring and understanding individuals or groups involve emerging questions and procedures, data typically collected in the participants' settings, data analysis, inductively building from particulars to general themes, and the researcher making interpretations the meaning of the data.

Furthermore this research was designed to find out the difficulties faced by Biology students' in translating Biology English text. In this study the researcher interviewed Biology department students to gain the data about the difficulties in translating biology English text. Students were asked several questions related to difficulties in translating English text.

C. Participants

Cresswell (2008 as cited in sari, 2016) defined population as “a group of individuals who have the same characteristic.” The population taken in this study was the students at biology department who have fulfill their courses in “basic English” and “English for science.”

For selecting sample, the writer used random sampling technique because random sampling technique is the purest and the most straightforward probability sampling strategy. It is also the most popular method or choosing a sample among population for a wide range purposes. In random sampling each member of population is equally likely to be chosen as part of the sample. It has been stated that “the logic behind random sampling is that it removes bias from the selection procedure and should result is representative sample.” (Gravetter, 2011, p. 146)

So, the participant of this study were 10 students who have been chosen randomly using random sampling technique and have been fulfill their courses in “basic English” and “English for science.”

D. Methods of Data Collection

In collecting the data, the researcher used interview as the instrument. According to Esterberg as cited in Sugiyono (2013), an interview is two-person meeting to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about particular topic. Thus, in this study the writer applied face to face interview.

The interview technique chosen was semi structure interview. Griffiee (2012) said that the question in semi structure interview are structured but the researcher is free to ask additional question to get a clear description or clarification and follow up the question. Therefore, the interviewer can handle the conversation if the topic out of the context.

In the interview process, the writer interviewed all the participants by recording their answer and opinion using smartphone. The note was also taken during each interview in order to highlight ideas of particular interest and important point. As a first step in the interview process, the participants were introduced to the purpose of this study, research procedure, and expected benefits. The participants were also allowed to ask if they had any questions about the research study. Then, the researcher transcribed all of the answers to analyzed results of interview.

E. Methods of Analysis

In this research, the writer analyzed the data using thematic analysis. Thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as interview transcript. The researcher closely examines the data to identify common themes topics, ideas and patterns of meaning that come up repeatedly. As stated by Clarke and Braun (2013, as cited in Maguire & Delahunt, 2017) thematic analysis aimed to identify themes, such as patterns data that are important and use the themes as address the research.

In addition, the data of the interview were interpreted based on the categories, for example the data of the interview are classified into theme A, theme B and theme C. The categories are identified by familiarizing and coding with the data. Then, to analyze the data, the writer divided data in two sections or themes based on two research questions.

Then, the writer separated the useful and unuseful data, this process aimed to get clear information about the topic to be discussed. After that, the writer concluded the data based on information to support the research data as the data credible.

CHAPTER 4

FINDING AND DISCUSSION

This chapter presents the result from the data interview analysis. The purposes of this study are to explore the difficulties faced by students of the Biology Education Department in translating Biology English text and the methods they used to overcome the difficulties.

A. Research Findings

This research used interview to gather the data. The researcher took 10 students of biology education department who had finished “English for Science” courses as the participant. They were asked about their difficulties in translating biology English text and the method they used in overcoming their difficulties. The following are the result of the interview.

1. The Students’ Difficulties in Translating Biology English Text

There were four difficulties faced by students in translating biology English text. They are lack of vocabulary, the complexity of stylistic, the competence level of the translator, and grammar.

a. Lack of vocabulary

Among ten interviewed participant, they gave different answer when they were asked about the difficulties in translating biology English texts. Most of the participants in this research mentioned that they were lack of vocabulary. It is happened because there are many vocabularies they didn’t acquire since English is not their focus subject. As the participant 2 said:

“The difficulties that I faced in translating Biology English text is I was ` lack of vocabulary, there are many vocabularies I still didn’t acquire also There are many vocabularies which is difficult to translate. Our main course is Biology not English. So, it is difficult to translate biology English text.”

In the same way participant 1 said that, during their learning process in the university they only learn basics English for II credit semester. This makes the participant didn’t mastering English well and lack of vocabulary. As she mentioned:

“It’s really difficult to translate Biology English text because we only learn English for II credit semester and we only learn the basic one. so we have a minim vocabulary.”

In addition participant 5 said that she feel confused in translating Biology English text because she was lack of vocabulary. As she mentioned:

“There are some difficulties I faced in translating a text, for example I was lack of vocabulary and become confused to explain it.”

The data show that one of the difficulties faced by the participant in translating biology English text is lack of vocabulary. It is because the participants were non English student and they had a limited time in learning English.

b. The complexity of stylistic

Another difficulties faced by the participant in translating biologyEnglish text is the complexity of stylistic. It is because every text has its own style for example Biology English text it is a scientific one, it has a lot of term in it is field study. Also, biology English text is different from the texts that have been learnt by the participant in the school. As stated by participant 3:

“Since the text is scientific it is difficult for me in translating biology English text. Because the text is different from other text that I have learn when I was in senior high school.”

Participant 6 added:

“I feel difficult because the text in biology is different from the text in Indonesia like narrative text. There are a lot of new vocabulary and term that I did not know.

While Participant 3 said that she feel a little bit surprised in translating biology English text because it was her first time to get at such a different text from what she has been learn. The text make her took a long time to understand and translate the text. As she mentioned:

“yeah I feel difficult in translating biology English text because when I see the text for the first time I was like “ woahh” I got a little bit surprised. It was really different from the text I have read before. It’s difficult and I take a long time in translating biology English text.”

Based on the explanation above, it can be concluded that the writing style of the text will affect the difficulty level of translation. It happened because Biology English text has its own characteristic. The participant also felt unfamiliar with text since in their previous learning institution they only learn narrative text, descriptive text and etc.

c. The competence level of the translator

Some of the participants said that they faced obstacles in translating biology English texts in term of their background knowledge. Some of them mentioned that they did not have good background knowledge of the source language (English) and the content of text (Biology field study). As participant 4 said that:

“My difficulties in translating biology English text are first, I did not understand English. It is really difficult for me to learn English. Second to be honest I did not acquire biology lesson really well. So, English plus Biology it is really make me dizzy.”

In the other hand, participant 6 mentioned that the obstacle for her in translating biology English text was because she had poor background knowledge of English language. For her, the Basic English language (vocabulary) was already difficult but in biology English text she needs to translate unfamiliar vocabulary related to biology which makes the text complicated to translate. As she mentioned:

“My difficulties is I did not acquire English well, I even did not acquire the basic word in English so, it is really difficult for me to translate biology English text which the vocabulary being used is more higher and unfamiliar, it also related to the biology. So, it is really complicated to translated English text with a poor English skill.”

Based on the opinion above, it can be conclude that the competence level of the translator has an important role in the translation process. The background knowledge and the competence of the translator in this case the participant can affect the work of translation. If the participant has a good background knowledge it will make him/her easy in translating biology English text and if the participant has a poor background knowledge it will make him/her difficult in translating biology English text.

d. Grammar

Among ten interviewed participants, there are two participants who mentioned that they felt difficult in translating biology English text in term of grammar. They felt difficult to understand the different form of tenses. The participant 8 said:

“...then I feel difficult when there is a word like “been” something like that. If there is a word “have been” I wondering what it means because, for example “Lepidoptera has been” we need to translate the Lepidoptera word first, after that we search for the Lepidoptera means bla..bla..bla.., but then there is a word “has been” when I translated it the sentence did not match. Maybe there is other meaning behind that word or maybe been is to be for verb 3 or for something like that. I got confused and at the end I did not fully understand the sentence.”

Also Participant 9 added:

“I did not really got difficult if I translate the vocabulary related to biology, because sometimes I understand it but for the English sometimes I got confused because of the grammar. Like the word ‘breathing’ it is using verb-ing right? Its mean ‘sedangbernafas’ right?But sometimes the meaning become more understandable if I translated it into “pernafasan.” I don’t why it turns like that.”

Based on the opinion above, it can be concluded that grammar is one of the element that make the participant difficult in translating biology English text. It is because each language in this word has different grammatical structure. These grammatical differences post problem to the participant to find the accurate proper and meaning in the target language. The result was similar to Ibrahim (2017) who found that one of the difficulties students in translating English text was grammatical aspect.

2. Translation Method used by students' in translating biology English text

After the researcher interviewed the participant, There are two translation methods used by the participant in translating Biology English text. The translation methods are word for word translation and literal translation.

a. Word for word translation

Among ten participants almost all of them answered word for word as their method in translating Biology English text. As Participant 4 said that she choose word for word translation method because it give a clear meaning for her to know the meaning for every word (vocabularies). She mentioned that:

“I used word for word translation because it give me a clear meaning for each word while if I translate using sentence, sometimes the meaning of the word in the beginning word become the last and vice versa.”

Participant 5 mentioned that she used word or word translation method can get new vocabulary.

“Word for word because by using word or word I got a new vocabulary”

In the same way participant 7 added:

“I choose word for word translation method because it can added my vocabulary.”

While participant 6 said that she used word for word translation method If she already know the conjunction in the sentence, she only translate a new word that she did not know before. As she stated:

“I usually used word for word translation if I understand the conjunction in the sentences, I will translate the difficult word only, I will underlined the word and wrote it in the book.”

Based on the data above, we concluded that word for word translation is a common method used by the participant or non-English students in translating a text. Word for word translation it easy to apply because there many translation tools that can support this method for example dictionary and Google translate.

b. Literal translation

There are some of the participants who prefer literal translation as their method rather than word for word translation. For the participant, literal translation give clear and better meaning. However, if they translate word for word into sentences it gives a different meaning. As participant 1 stated:

“if I translate word for word into a sentence it give a different meaning. While I translated a sentence it give a clear meaning.”

In other ways participant 8 continued that she will used literal translation if word for word method create ambiguous meaning. She mentioned that:

“If the meaning of the sentence became ambiguous after I translated using word for word translation I would rather use literal translation to solve the problem.”

Based on the participant responses, they use literal translation because they had just little background knowledge of the grammatical structure. They able to identified the ambiguousness of word for word translation. So they choose literal translation to get a clear meaning.

3. Translation tools used by students in overcoming the difficulties in translating Biology English text.

After the researcher interviewed the participants, the answer showed that there are some tools used by the participant to help them to overcome their

difficulties in translating Biology text. They are conventional tools which is manual dictionary and modern tools which are Google translate and electronic dictionary.

a. Dictionary

Among ten interviewed participants, six of them said that they used manual dictionary to help them in translating biology English text. They used manual dictionary because it easy to find and sometimes the lecturer did not allow them for using their smartphone in the classroom. As the participant 1 said:

“I always used manual dictionary because the lecturer always ask us to bring our dictionary to the classroom, so if there is any word we did not understand, we search the word in the dictionary.”

Participant 10 added that she often used monolingual dictionary like oxford dictionary because the meaning more accurate, easy to bring and always available. Participant 10 said that:

“for solving the difficulties I often read the dictionary, the dictionary that I used is oxford dictionary because it more accurate also it easy to bring and did not lose of battery.”

In the other way participant 4 said that she used manual dictionary if she translate one or two words she did not but if the she translate a long text she will used Google translate. As she mentioned:

“I translate some words using manual dictionary but if the text is very long i used Google translate.”

The result showed that conventional tools which dictionary help the participant to overcome some of their difficulties in translating biology English

text in term of vocabulary. Some of the dictionary is easy to access and provide more accurate information.

b. Google translate

Another way to overcome the difficulties in translating Biology English text mentioned by the participant is by using *Google translate*. They prefer to use *Google translate* if the text translated by them is too long after that they will check again if there is something sound unnatural. They also said that they used *Google translate* because nowadays *Google translate* is easy to access. Participant 3 said:

“I used Google translate because it is easy to access, I can translate text all in once, then I checked a little bit. So, it is easiest for me in translating the text.”

Participant 2 added:

“for the word that I can’t translate I search it on Google translate because Google translate is easy to access.”

In a similar way participant 9 said that:

“I used Google translate because it is easy to access.”

Based on the participant response, *Google translate* has advantages for helping them in minimizing their difficulties in translation. *Google translate* is also a common thing for them to use in this era, because nowadays, there are many websites related to translation field that anyone can access it easily.

c. Dictionary program

Among ten participants, only one participant mentioned dictionary program as the tool that can help her in minimize the difficulties. The participant said that

she will use dictionary program in her phone if she did not find the meaning of the word in the manual dictionary. Participant 6 said that:

“....I will search the word in the dictionary first then if I did not find it in manual dictionary I will dictionary program in my phone...”

Based on the quotation above, it can be concluded that dictionary program is her last choices in minimizing her difficulties. It can happen because in using dictionary program first she needs internet connection and then she needs to install it first before accessing the dictionary program.

B. Discussion

The purpose of this study was to explore students' difficulties in translating biology English text and how they overcome it. After the writer had obtained the result, she considered there were some opinions and various answer of research question.

The first research question of this study was asking about students' difficulties in translating biology English text. The result show that there are four difficulties faced by the students in translating biology English. They lack of vocabulary, the complexity of stylistic, the competence level of the translator and grammar. Most of the students find it difficult in translating Biology English text because of lack of vocabulary. It can happen because Biology Education Department students were non English student and they were unfamiliar with English since it not their main focus subject at their department. The students' difficulties in translation because of lack of vocabulary have been supported by Arono&Nadrah (2019) they said that most students find it difficult in doing

translation because of lack of vocabularies. In their research twenty one students always find it the most difficult in translating because they need many vocabularies with percentage 87,50%. It is only two students at percentage of 08,33% said that they are often difficult to translate because of vocabularies, whereas only one student said that he seldom find it difficult to translate because of new vocabularies.

Another difficulties faced by students in translating biology English text are the complexity of stylistic. It can be happened because Biology English text has its own characteristic. As it is supported by Nababan (2003) the writing style of the text will affect the difficulty level of translation. The next difficulty is the competence level of the translator.it happened because the students has a poor background knowledge of the source language and the field study. This difficulty is the same as it is stated by Nababan (2003) that one of the difficulties faced by the translator is the competence level of the translator.

The last difficulty was grammar. Students of biology education department do not know how to translate the sentences or the text well since they lack of mastering grammatical pattern of a language. When the sentence are complicated and long, they feel difficult to translate it well, (Fahrurrozi, 2003). As it is stated by Choliluddin (2013) one of the problems in translating is due to lack of mastering English sentence structure.

For the second research question, the participant asked about the translation method that they used in translating biology English text. The participant

mentioned two translation methods they were word for word translation and literal translation. Word for word translation is a common method used by the participant or non-English students in translating a text. Word for word translation is easy to apply because the words singly translated by their common meaning. On the other hand Literal translation used by students because it makes the meaning more accurate. The methods are the same as mentioned by Newmark (1988) that they are several methods used by a translator including word for word translation and literal translation.

For the third research questions students' response that they used translation tools to help them to overcoming their difficulties in translating biology English text. A large number of students prefer use dictionary and Google translate because the tool are easy to access. They used dictionary because it help them in overcoming difficult words because sometimes dictionary give more accurate meaning. While students prefer Google translate because it helps them in translating a long text and also nowadays the available of internet sources are spread widely.

CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

In this section, the researcher would like to draw some conclusions. As already mentioned in the first chapter of this thesis, the aims of this study were to find out students' difficulties in translating biology English text. Here the researcher concludes the data obtained in the previous chapter.

1. The researcher found out there are four difficulties faced by biology department students in translating biology English text. *The first* difficulty is the lack of vocabulary. It happened because English is not their main courses in the faculty. *Second*, the complexity of stylistic, it difficult because biology English text has it owns characteristic which differs from other text. *The third* difficulty mentioned is the competence level of the translator. It happened because the participant has poor background knowledge of the Biology study field. The last difficulty is grammar, it is difficult for them because the participant did not acquire the structure language of English.
2. The participants overcome their difficulties in translating Biology English text using three translation tools. They are manual dictionary, Google translates and dictionary program. The participants choose manual dictionary because it provides more accurate meaning. While the participant used Google translate because of its easy to access and

dictionary program become their last choice because they need to install the program before using it.

3. There are two translation methods used by the participant in translating Biology English text. *First* is the word for word translation, the participant prefers this method because it makes them easy in translating each word. *Second*, the method they used is a literal translation. The participant prefers this method because the meaning becomes more acceptable rather than using the word for word translation.

B. Suggestion

In line with the finding of this thesis, the writer would recommend several suggestions for students in the biology department, the lecturers and further researcher as follows:

1. For the students

It is expected that the student should improve themselves in learning English even though it's not their main course at the university. Because by learning English can help the students to gain more knowledge in their field study from international sources for example from an international journal that used English as their main language.

2. For the lecturer

It is expected that the lecturer should provide proper methods in teaching translating. The lecturer should be creative in creating some strategies and asked them to practice more by giving them biology English texts during their teaching

process so, the lecturer can minimize students' problems in translating biology English text.

3. For further researcher

The writer hopes this study can be continued by other researchers as a reference and general guidance for those who want to conduct similar research. Also, the writer suggested for a further researcher can investigate more detail about students' difficulties in translating Biology English text by adding the number of the participants and explore more about the technique they used in translating Biology English text.



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Nomor : B-11220/UN.08/FTK/KP.07.6/07/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

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- Menetapkan** :
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2. Fithriyah, S. Ag., M. Pd
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- Untuk membimbing Skripsi :
- Nama : Rayhana
NIM : 150203201
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring Student's Difficulties In Translating Biology English Texts (A Case Study In Biology Department)
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
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Ditetapkan di: Banda Aceh
Pada Tanggal: 31 Juli 2019

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Dekan

Muslim Razali

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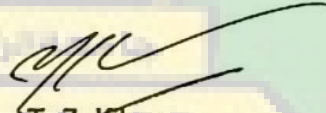
Nama : Rayhana
NIM : 150 203 201
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

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Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 18 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

QUESTION OF INTERVIEW

1. Apakah anda menyukai pelajaran bahasa inggris?
2. Untuk mahasiswa pendidikan biologi, kalian mempunyai mata kuliah khusus English for science, apakah kalian menyukai mata kuliah tersebut?
3. Apa yang kalian pelajari dalam mata kuliah English for science?
4. Apakah anda menyukai kegiatan menerjemahkan sebuah teks?
5. Apakah anda mengalami kesulitan dalam menerjemahkan teks Biologi bahasa inggris?
6. Apa kesulitan-kesulitan atau kendala yang anda hadapi dalam menerjemahkan teks Biologi bahasa Inggris ?
7. Apa strategi yang anda lakukan untuk mengatasi kesulitan-kesulitan tersebut?
8. Mengapa kamu memilih strategi tersebut untuk mengatasi kesulitan tersebut?
9. Metode apakah yang anda gunakan dalam menerjemahkan sebuah teks?
10. Apakah metode tersebut memudahkan anda dalam menerjemahkan sebuah teks?