

## CHAPTER V

### DISCUSSION

In this chapter, the writer discussed from the findings of the research about the students' problem in General Translation faced by Fourth Semester students. The discussion contained the two research findings found by the writer.

#### **5.1 Problems Faced by Fourth Semester Students in General Translation Class**

Based on the result of findings, the writer found that there are several problems faced by fourth semester students of English Education Department in General Translation Class.

As already discussed in review of literature according to Davies (2004:34) stated that a translator will face many kinds of problems in translation. Nida and Taber (1982) said that many factors are crucial to the process of translating and no explanation of translating can claim to be comprehensive if these factors are not systematically considered. Translation is a complex process, involving linguistic and non-linguistic factors. According to the students' statements, the writer found in Linguistic factors as follows:

##### a. Linguistic Factors

###### ➤ Lack of Vocabulary

They feel difficult to find the correct or appropriate meaning based on the context of text. Most of the English words had more than one meaning. That's why when he/she want to translate English text but the words that used never heard before, it was hard for them to understand the meaning and difficult to translate it. So, they need to choose the suitable meaning to make a perfect translation. In addition, they are also met the problem in arranging the words. The words pattern in English was different from the Indonesian words pattern. Some of students still lack knowledge about the structure of the sentence both English and Bahasa. So, as EED students have to know first about the structure of the sentence before translating. Below is about some of students' statements about the lack of vocabulary were:

*“Find the right words to translate into the target language”*

*“The problem is the main of the meaning of the translate”*

*“Very specific vocabulary and certain grammatical structures can make it difficult to describe unclear meanings”.*

*“I have difficulty when there are words that I have never heard of or know. So, translate them into the sentences become difficult”*

It is also proved by Hatch in Safnil (2004) as cited in Kurniadis stated that vocabulary mastery are very important. When the knowledge of the language someone is limited, he/she cannot use it in communicating. It means that vocabulary mastery also has an important role in comprehending both spoken and written, as in translation. Wilkins in Thornbury (2004:13) stated that without grammar can be conveyed, without vocabulary nothing can be conveyer. It means that even someone has good grammar but it will be useless if they do not know many vocabularies.

➤ **Difficulty in translating an idiom**

Idioms are difficult to learn because they are not literal, and they do not mean what they say Mcpartlandas cited Hussein et al (2000). Based on the findings, the highest percentage in linguistic factors which proved 38,5 % or 10 of 26 choose option 1 often (sering) and 34,6% or 9 of 26 students choose option 2 sometimes (Kadang-kadang). There was significant similarity between option 1 and 2. This case caused by the knowledge about idiom was still less and many students do not know what is the idiom. They feel difficult to understanding which one an idiom or not. It is happened because idioms cannot be understood from the literal meaning of the words which they are composed; or they difficult to understand from individual words (Redman, 1997). Another reason why most of students do in correct translating idioms because the target language they are going to translate has a different culture. It means that the culture also influence how the students understand the context. The students' problem in translating idioms have been supported by (Baker 1992) there are two factors which make idiomatic expression translation in English difficult. First, the translator lack of equivalence of the target language. They do not know the acceptable translation of some words into target language since different languages

express different linguistic features. The latter, culture specific idioms are also not easy for the students to translate into the target language.

➤ Translation Method

Some of students argued that Translation method can be affect with the translation too. Translation methods are a way the translators used in the translation process. The method of translation greatly influences the translation. It means that the translation of text is largely determined by the method of translation that chosen by the translator because the purpose and desire translator will affect on the result of the text translation. However in the fact, they rarely use the translation method when translating the English text into Indonesian text. They usually use the free translation or translate the text through word by word. From this situation it can be supported by Molina and Albir (2002) stated that the method of translation refers to the way in which is a particular translation process is performed for the purpose of the translator, and can be affect in the whole text. Also it can be proved by the students statements *“The main problem I learned in the general translation class is translating word for word which at first, I was accustomed to translating sentences in my own language and now I have to learn to translate word for word that is not necessary true”*.

➤ Difficult to translate in long sentences.

The other problem is difficult to translate in long sentences. It can be proved in questionnaire with 46,2% or 12 of 26 students choose option 2 (kadang-kadang) and 23,1% or 6 of 26 students choose option 1 (sering). It means that when they translate in long sentence they have to consider what the translation method used, because it can be affect in the translation itself. The students feel easier in translating short sentences. For students who choose option 2, means that they have already used translation method like word for word, but sometimes they still feel difficult. And for the students who choose option 1, means that they often had difficult to translate in long sentence or they confused to choose translation method.

- Cannot find the exact equivalent.

According to Pinchuk in Suryawinata and Hariyanto (223) stated that translation as a process of finding a target language to be equivalent toward the source language utterance. The equivalent in translation is the closest target language with the source language which is used by the translator. The equivalence in translation can be reached by mastering the language skills. Equivalence is very important in translation; the translator should try to find an equivalent between the source language and the target language. This case caused by the knowledge about study some linguistic theories related to equivalent was still less, the students do not know what the equivalent of translation is. Problem equivalence is related to the structure and syntax of the language. To convey the some meaning, a language frequently used different form from another language. This is due to a fact that each language has its own system and rules different from other.

- Ambiguity words

Ambiguity is commonly occurred in written language. Kriedler (1998) defines ambiguity as the condition where by any linguistic form has two one more interpretation. It means that the reader cannot clarify the ambiguity directly to the writer because there are two meanings or more find in sentence. It can be proved in the table questionnaire 42,3% or 11 of 26 students choose option 2 (kadang-kadang) and 26,9% or 7 of 26 students choose option 1 (sering). It was a high number of the students' problem when they found the ambiguity words. Students who have choose option 2 (kadang-kadang), it means that they found the ambiguity words, but not literally they choose the correct meaning. Students feel difficult to translate a word that has more than one meaning, they sometimes cannot choose the correct meaning of that word. Word choice is "the component that decides whether or not a product of translation makes sense" (Jackson, 2005:131) in (Tandikombong et al, 2016). It can be proved also by students answer "*Find the right words to translate into the target language, "Ambiguity problems in text"*".

➤ Difficulty in finding a word that did not exist in the dictionary

This case caused by the vocabulary was still less. They still less of practice in translating. This situation it can be proved by al-Saeed (1989) stated that choosing the right word in translating a text is one of the most difficult tasks the dictionary the translator encounters during the translation process. It is so difficult that the translator has to resort to the dictionary to find the right word to get the meaning across to the reader but most often the dictionary may not help.

b. Non-linguistic Factors

From the table above, the writer found that there was a problem in translating English text into Bahasa on the non-linguistic factor. The biggest problem that was encountered by the students in translating English into Bahasa text was physic value which was 34,6% or 9 of 26 choose option 1 and 53,8% or 14 of 26 students choose option 2. It was a high number of the students' problem in non-linguistic factors. This case was caused by the knowledge and understanding of the students' about physic value in translating was still less.

Item questionnaire number 11 "*I had difficulty in translating words that related to economic value*". From the table above, showed that 30,8% or 8 of 26 students choose option 1, and 57,7% or 15 of 26 students choose option 2. This case was caused by the knowledge and the understanding of the students about economic value in translating was still less and lack of vocabularies about economic.

Item questionnaire number 9 "*I had difficulty in translating words that are related to medical value*". From the table above, showed that 34,6% or 9 of 26 students choose option 1, and 46,2% or 12 of 26 students who choose option 2. This case was caused by the knowledge and the understanding of the students about medical value in translating was still less.

Item questionnaire number 10 "*I had trouble in translating words that related to agricultural value*". From the table above, showed that 26,9% or 7 of 26 students choose option 1 and 57,7% or 15 of 26 students choose



option 2. This case was caused by the knowledge and understanding of the students about agricultural value in translating was still less.

Item questionnaire number 5 “I had difficulty in translating words that are related to social-political values”. From the table above, showed that 23,1% or 6 of 26 students choose option 1 and 57,7% or 15 of 26 students choose option 2. It means that this case was caused by the knowledge and understanding of students about political-social value in translating was still less.

Item questionnaire number 1 “*I had problem in translating words that are related to technical value*”. From the table above, showed that 23,1% or 6 of 26 students choose option 1 and 50% or 13 of 26 students who choose option 2. This case was caused by the knowledge and understanding of students about technical value in translating was still less and also have limit of vocabularies.

Item questionnaire number 3 and 6 has same total score “*Problem in translating words that are related to ideological and chemistry value*”. This case was caused because of the limit of vocabulary and also students less to practice translating the text about ideological and chemistry values.

Item questionnaire number 2 “I had difficulty in translating words that related to cultural value”. From the table above, showed that 26,9% or 7 of 26 students choose option 1 and 38,5% or 10 of 26 students choose option 2. This case was caused because of the understanding about the source language itself about culture was still less and also less of practicing.

Item questionnaire number 4 and 7 has the lowest score 70 and 69. From the table above, showed that both of them (Historical and Biological Value) have significant similarity. This case was caused students knowledge and understanding still need to improve again and need more practice to translate it.

From the Problems that students face it, it was about linguistic and non-linguistic factors. It can be seen that the knowledge and understanding about linguistic and non-linguistic factor in translating activity was still less.

So, the lecturer should give more practices in translating and give more information about linguistic and non-linguistic factor in translation.

This result of this research has similarity to the research that was conducted by Mei Sakriana Hadrus (2017) entitled “The Analysis of Students Difficulties in Translating Argumentative text from English to Indonesian at the second grade students of SMA Negeri 1 Lappariaja Bone Regency” the writer found that linguistic factors more prominent than non linguistic factors. In linguistic the most students had difficulty in translating long sentence and for non-linguistic the students had difficulty dealing translating text that are related to cultural value.

## 5.2 Students’ Solution in Solving Translation Problem

Regarding the answer of statement of the research which asked about how the way fourth semester students’ of English Education Department in General Translation class solve their problems in translation. The writer could be concluded students’ way of solving their problems in translation for linguistic and non-linguistic factors as follows:

### a. Improving the Vocabulary

Vocabulary becomes a big problem for novices’ translators. Students agree that if we want to translate well, then we have to improve the vocabulary; by remembering many vocabularies, the students would be easy in understanding foreign language, especially in English. In improving the vocabulary, the students could find another exercise or practice more to translate, and then take a note when found the new words that never heard before. The students considered that vocabulary was the most important thing in language learning. According to Clouston (2013:2), “Vocabulary is central of language, because without sufficient students cannot understand others or express their own ideas”. Some of students’ solutions about improve the vocabulary to solve the problem are:

*“I will learn more vocabulary & more practice deciphering some reading articles”*,

*“I should study again and again, enrich vocabulary and listening anything in English then translate it”*,

*“Improve my vocabulary skill”*

b. Asking friend or learning from friend

Learning together with friend was one of the ways to decrease the problem and is helpful. Which students could ask for help from their friend to a check on their translation result or help them to find the right meaning. Learning from friend has many advantages such as; sharing knowledge, exchanging thoughts, learning for responsibility and friend can increase enthusiasm in learning. As Trevelyan (1904:198) stated that there is no distinction of college or academic rank between teachers and the taught. The teachers at one class are often students at another. We are friends educating each other.

c. More Practice

Practice help students acquire expertise in subject matter and therefore it help to distinguish novices from experts in given subjects (Ericsson, Krampe& Clemens, 1993). The more efficient you are with practice time; it will develop itself in behavior. When it comes to learning a new skill, you may often feel discouraged by the progress, but it is important to realize that learning skill has a process. Students who have joined in General Translation class still meet many problems in translating. Therefore, they still need to practice in translating. With practice, the skill can be developed in their habit and motivate in learning translation.

d. Asking the Lecturer

Asking the lecturer is also one of the ways in solving translation problems. Direction from the lecturer was the way for students to overcome their translation problems.

e. Finding another sources about translation

Sources are important in learning activity, which we can get new information or knowledge to help in learning. Students should look for other sources that related to translation; because many resources are available, it will be easier for them. They will be able to find how to translate correctly with good translation techniques.