Undergraduate Students' Difficulties in Translating an Editorial of the Jakarta Post

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Abstract

The objective of this research was to find out the students' dominant difficulties in translating an editorial text of The Jakarta Post. The subjects of this research were 30 seventh semester students of Education Study Program at Universitas Bengkulu in the academic year 2020/2021. This research used a quantitative descriptive method. The data were collected with a questionnaire and were counted in percentage terms. The results of this research showed that there were 5 students' dominants difficulties in translating the editorial, i.e. a.)The difficulties in understanding unfamiliar words(60%), b.) The difficulties in understanding the texts although they understand the meaning of the words but they could not understand it coherently. Sometimes one sentence looked like disconnected with another sentence so it became odd (57%),c.)The difficulties in understanding the difficult sentences (47%), d.)The difficulties in translating the words that had multiple meanings which made it difficult for them to determine which meaning was correct and in understanding the ambiguous words (43%), and e.)The difficulties in translating phrases (43%). In conclusion, among all the dominant difficulties in translating the editorial the most dominant one was the difficulties in understanding unfamiliar words (60%). It was suggested that the undergraduate students should study lexicology and syntax intensively.
Keywords: Analysis, Difficulty, Translation, Editorial.

Introduction

Translation is a process to substitute one language into another language. In translation the words that used depend on the translator's point of view. On the other hand, people may argue that translation is a process in getting the meaning from source language (SL) into target language(TL).Translation is the process of transferring a written text from source language to target language, conducted by

the translator, or translators in a specific socio-culture context (Hatim and Muday,2004). Another expert also define that the translation is the skill of understanding the source text and rendering it in the target language by using the register, the background knowledge, and other language resource according to the intended purpose (Kelly, 2005). According to Bell in Ordudari (2008) translation is about transferring the meaning from source language into target language.

Translation is considered as the fifth skill in learning the foreign language besides the other four languages skills – listening, speaking, reading, and writing. Translation is the transmission of a thought in a language to another language. Translation is not an easy activity, because to translate well, one has to be smart and has much knowledge of translation. Most of them are confused in translating the mesage from source language (English) into the target language (Bahasa Indonesia). Mastering translation is important for the students of English Education Program since they learn the foreign language – English. Translation becomes a primary necessity for students who learn English as a foreign language. In Indonesia for example, many sources or learning materials are provided by experts in English. The demands on the translation of English language into various kinds of languages including Indonesians are increasing. In this case, translation is very useful to translate many books, journals and article that are written in English into Indonesian.

There are so many studies that investigate translation, Hardus (2017) conducted the analysis about students' difficulties in translating argumentative text from English into Indonesian, she found that students' difficulties in translating argumentation text between linguistic factor and non linguistic factor in general. The data showed that linguistic factor was the biggest difficulty then non linguistic factor. Basuki (2014) investigated difficulties in translating Indonesian text into English, he found that in translating the first sentence the students make some errors. First, the phrase "*pilihan kata*" should be translated into "*word choice*" or "*diction*, unnatural and unacceptable such as; "*Wrong choice of word*"; "*word miselection*"; "*incorrect choosing word*", in deciding whether they construct active sentence, passive sentence, or past participial phrase as the modifier, and he found that the translation errors occur in *lexical choices* and *grammar* and the errors occur in the lexical choices and grammatical structure.

Hariati (2018) conducted the analysis of difficulties in translating argumentative text from English to Indonesian, she found that students' difficulties in

linguisti c factor was more prominent than the non linguistic factor. Arono and Nadrah (2019) conducted the analysis of the students' difficulties in translating English text, they found that students' difficulties in translating English text were elliptical errors (67.29%), idioms (87.5%), and textual meaning (73.54%). The difficulties of students in translating were lack of vocabulary (87,50%), difficult translating Islamic texts (75,00%), literary works (66,66%), and grammatical issues (62,50%). Then, the factors affected students" error in translation were ignorance of ellipsis; unable to identify ellipsis, idiom, and lexical meaning; lack of strategy in translating ellipsis, idiom, and lexical meaning; translating words per word; most students lack a strong background on the content of the text. It was concluded that the students got three types of error in translation, four points difficulties in translation, and six factors which influence the students" error in translation.

Sari (2016) conducted an error analysis in translating Indonesian noun phrases into English, She found that the students made four types of errors suggested by Dulay, Burt, and Krashen's (1982) surface strategy taxonomy, namely omission, addition, misinformation and misordering. Among the four types of errors, omission was dominant error that made by the students with 49.54% then 26.75% with misinformation and the third place addition with 12.75% and misordering with 10.76% as the lowest error that students' made. Sari (2016) conducted the analysis of students' difficulties in translating a text on newspaper, she found that students' skill in translating a text on newspaper of sixth semester students of English Study Program at University of Pasir Pengaraian is in average category and the difficulties were almost of six semester students were lack of vocabulary and have mistake on grammar.

Karjo (2015) conducted problems in translating legal English text into Indonesian, he found that these novice translators' difficulties in accomplishing the translation task fell into four categories: 1) difficulties in discerning words that were not listed in dictionaries, 2) difficulties in translating certain idiomatic and culture-bound phrases, 3) difficulties in translating certain sentences particularly the long and complex ones, and 4) difficulties in constructing cohesive translation texts. Fernanda (2018) conducted the acknowledgment of students' difficulties in translating English texts into Indonesian, she found that the factors that caused the fourth semester of English Department Students of Universitas Bengkulu had difficulties in translating English text into Indonesian, were: In linguistic factors, most of

the knowledge and understanding of the students about finding words that are not listed in the dictionary in translation is still limited. Because the lack of read and looking at dictionary (26.87%), and Non linguistic factors, most of the knowledge and understanding of the students in translating texts that was related to medical (40.30%), technical (37.31%), chemical (34.33%)this causes due to lack of scientific dictionary.

Rahayu (2002) conducted Translating similes, Sari (2010) conducted an analysis of students' errors in translating English verbal idioms into Bahasa Indonesia, she found found that 63.6% students' difficulties in translating similes sentences. Rosydah. U, Witanto. G and Zahrida (2020) conducted Translating Narrative Text From Bahasa Indonesia Into English: Student Teachers' Ability and Their Problems. They found that the percentage of students' ability in translating narrative text from Bahasa Indonesia into English was 61.22 % in level 3. It means that more than half of the samples were in adequate level. Meanwhile, the result of descriptive statistics analysis showed that the students' problem in translating narrative text from Bahasa Indonesia into English was mostly in lexical and grammatical. Mukhrizal (2008) conducted a research *entitled Kesulitan Penerjemah Pemula Menerjemahkan Cerpen Berbahasa Inggris ke Bahasa Indonesia,* he found that these novice translators' difficulties in accomplishing the translation task fell into four categories: 1) difficulties in discerning words that were not listed in dictionaries, 2) difficulties in translating certain idiomatic and culture-bound phrases, 3) difficulties in translating certain sentences particularly the long and complex ones, and 4) difficulties in constructing cohesive translation texts.

The difference between this current research with the previous research, can be seen by the general and the specific type. The previous research focused on the general topic which were analyzing an argumentative text, meanwhile this current research only focused on the dominant types of students' difficulty. Based on the previous research, the researchers were interested to find what are the students' dominant difficulty in translating an editorial text from The Jakarta Post.

An editorial in The Jakarta Post is a brief article written by an editor that expresses a newspaper's or publishing house's own views and policies on a current issue in The Jakarta Post. If written by an outsider it normally carries a disclaimer saying the article does not necessarily reflects the publisher's official views. In this research, the researcher chose an editorial in The Jakarta Post as the instrument

because The Jakarta Post is one of the prominent newspaper in Indonesia and the editorial contains the current issues happen in Indonesia.

In English Study Program, translation subject has been learned in the fourth and the fifth semester, in the fourth semester the students learn about Approach in Translation meanwhile in the fifth semester the students learn about Procedure of Translation/Interpretation. In this research, the researchers used the sample of the students of English study program in the seventh semester because they had had enough knowledge to translate the text from Indonesia into English although the students were still doing mistakes when they wanted to translate.

In order to find out exactly what students' dominant difficulties in translating the editorial from English into Indonesian, the researchers consider that this current research was worth conducting the question which was answered in this research was what are the dominant students' difficulties in translating an editorial text in The Jakarta Post?

Research Method

This research used quantitative method. According to Sugiyono (2014) descriptive research is a phenomenon, events, and either using quantitative and qualitative data. Then, according to Sudijono (1987), descriptive quantitative method is a method that describes a phenomenon that has been done by measuring instrument then, process in accordance with the function. In other words, descriptive quantitative have to organize and analyze the numeric data in order to provide a view regularly, concise, and clear about a phenomenon or event.

Subjects of this research were the seventh semester from English Education Study Program Universitas Bengkulu in the academic year 2020/2021. There were three classes at the seventh semester. Class A consists of 33 students, class B consists of 34 students and class C consist of 30 students. The researchers took ten students each class, so they were 30 students in total. The researcher asked the subjects to translate the editorial of the Jakarta Post entitled: Bold Responses to Covid-19 published on April 02, 2020 (see appendix 1).

The instrument of this research is a questionnaire. A questionnaire is a number of written questions that should be answered or completed by respondents (Sujino, 2003). The instrument of this research was a questionnaire which consisted 18 statements. The questionnaire was adapted from Mukhrizal (2008). Mukhrizal (2008) found out 29 difficulties which were divided into four categories. The categories

were 1) difficulties in discerning words that were not listed in dictionaries, 2) difficulties in translating certain idiomatic and culture-bound phrases, 3) difficulties in translating certain sentences particularly the long and complex ones, and 4) difficulties in constructing cohesive translation texts.

In collecting the data, first step was the researchers contacted the chairman or secretary class at the seventh semester of English Department of the Faculty of Teacher Training and Education of Universitas Bengkulu to get list name and the phone number of the students. Secondly, the researchers chose the samples randomly in each class. Thirdly, the researcher contacted the samples one by one of them to ask their availability to be the samples of this research. Fourthly, the researchers sent the editorial text to the samples in Gmail to translate before they answered the questionnaire. The last step was the researchers asked the samples to send their translation, then gave them the questionnaire to answer.

The Categories of Students' Difficulties

CATEGORY DIFFICULTY	ITEM QUESTIONNAIRE
Difficult to understand the meaning of word that is not found in dictionary.	1, 2, 3, and 18
Difficult to translate the idiomatic phrases and collide with culture.	4, 5, and 6
Difficult to translate the long and complex sentence.	7, 8, 9, 10, 12, and 15
Difficult to arrange the text in target language.	11, 13, 14, 16, and 17

In technique of analyzing the data, the data analyzing were used the data which four alternative options; they are *always/usually, often, seldom,* and *never* which proposed by Sugiyono (2007). Then the researchers collected the data of difficulties from the questionnaire. Then, the researchers counted the average from the students' options of the questionnaire by using Microsoft Excel. After finding the average of the students' options, the researchers analyzed the data to find out the dominant types of students' difficulties. After analyzing the data, the researchers drew conclusion based on the data analysis.

In this research procedure, the researchers did several steps. There were: The researchers chose an editorial text in The Jakarta Post in Internet as the instrument in this research entitled Bold Response to Covid-19. After choosing the text, the researchers typed an editorial text into Gmail. Then, after the researchers typed an editorial text into Gmail, the researchers shared the text to the subjects to ask the subjects to translate an editorial text from English into Indonesia. After the subjects translated the text, the researchers collected them. After collecting them, the researchers typed the questionnaire into Gmail. Then the research shared the questionnaire with the subjects. After the researchers shared the questionnaire with the subjects, they gave mark in the table based of their own difficulties in translating the texts. Then, the researchers collected the questionnaire shared that had been marked by the subjects. Moreover the researchers analyzed the questionnaire. And the last, the researchers concluded the results of this research.

The researchers chose an editorial text in The Jakarta Post in Internet as the instrument in this research entitled Bold Response to Covid-19. After choosing the text, the researchers typed an editorial text into Gmail. Then, after the researchers type an editorial text into Gmail, the researchers shared the text to the subjects to ask the subjects to translate an editorial text from English into Indonesia. After the subjects translated the text, the researchers collected them. After collected them, the researchers typed the questionnaire into Gmail as an editorial before. Then the research shared the questionnaire to the subject. After the researchers shared the questionnaire to the subject, the subject gave mark in the table based of their own difficulties in translating the texts. Then, the researchers collected the questionnaire shared to the subject before. Moreover the researchers counted and analyzed the questionnaire. The last the researchers concluded the results of this research.

Findings and Discussion
Findings

Table 4.1The students' Answers in 18 Statement Difficulties Based on Percentage

Number of Statement	Difficulty	Percentage
1	I have difficulties to understand few words in this editorial.	60%
5	I have difficulties in translating phrases in this editorial.	43%
6	I have difficulties in translating the words that have multiple meanings which make it	43%

	difficult for me to determine which meaning is correct and in understanding the ambiguous words in this editorial.	
9	I have difficulties in understanding the difficult sentences in this editorial.	47%
11	I have difficulties in understanding the text although I understand the meaning of the words but I can not understand it coherently. Sometimes one sentence looks like disconnected with another sentence so it becomes odd in this editorial.	57%
	Total Percentage	100%

The 5 dominant statements in 18 statements difficulties were statement 1 chosen by 18 students (*I have difficulties to understand unfamiliar words in this editorial*), followed by statement 5 by 13 students (*I have difficulties in translating phrases in this editorial*), then statement 6 by 13 students (*I have difficulties in translating the words that have multiple meanings which make it difficult for me to determine which meaning is correct and in understanding the ambiguous words in this editorial*),then in statement 9 by 14 students (*I have difficulties in understanding the difficult sentences in this editorial*), and in statement by 11 students (*I have difficulties in understanding the text although I understand the meaning of the words but I can not understand it coherently. Sometimes one sentence looks like disconnected with another sentence so it becomes odd in this editorial*).

Based on the table 4.1 the most dominant was statement 1 which included in category 1 (*Difficult to understand the meaning of word that is not found in dictionary*). It can be concluded that the students had the difficulty in vocabulary.

Then followed by statement 5 which included in category 2 (Difficult to translate the idiomatic phrases and collide with culture). It can be concluded that the students had difficulty in phrase or vocabulary. Moreover, followed by statement 6 which included in category 2 (*Difficult to translate the idiomatic phrases and collide with culture*). It can be concluded that the students had the difficulty in phrase or vocabulary. Furthermore, followed by statement 9 which included in category 3 (*Difficult to translate the long and complex sentence*). It can be concluded that the students had the difficulty in sentences or syntax. Then followed by statement 11 which included in category 4 (*Difficult to arrange the text in target language*). It can be concluded that the students had the difficulty in grammar or syntax.

Based on the description above, the researcher concluded that the most difficulty in 18 statements difficulties was statement 1 *I have* difficulties to understand unfamiliar words in this editorial (60%) which included into category *the difficult to understand the meaning of word that is not found in dictionary* (Vocabulary).

Discussion

As stated in the result section, there were 5 students' dominant difficulties in translating the editorial text of The Jakarta Post entitled Bold Response to Covid-19. The difficulties were in vocabulary and syntax. It could be seen from statement 1, 6, 11 were about vocabulary and in statement 5 and 9 were about sentences/syntax.

That the students had difficulties in understanding unfamiliar words is quite natural. Everyone including students will have difficulties to understand the words which are not familiar for them. In this case, the students had difficulties in translating unfamiliar words in this editorial because they did not have enough knowledge in vocabularies. Regarding the question of the research, the results of this research showed that the most dominant students' difficulties in translating an editorial text in The Jakarta Post by the seventh semester English students of the faculty of Teacher Training and Education of Universitas Bengkulu in the academic year 2020/2021 was in *vocabulary* then followed by *syntax*.

This current research was similar to Basuki's study (2014). His study found that the results of the data analysis showed that in translating sentence the students made some errors. First, the phrases "*pilihan kata*" should be translated into "*word choice*" or "*diction*", unnatural and unacceptable such as; "*wrong choice of word*"; "*word miselection*"; "*incorrect choosing word*", in deciding whether they construct active sentence, passive sentence, or past participle phrases as the modifier, and he found that the translation errors occur in *lexical choices* and *grammar* and the errors occur in the lexical choices and grammatical structure. The current researcher's finding is similar to Basuki's (2014) in which the students had the difficulties in words. This problem happened probably the students still lack of knowledge when they took the subjects so it makes the students do not have much knowledge to translate the texts.

This current research is also similar to Mukhrizal's study (2008). The similarities between Mukhrizal's study and the current research was in category 1 and category 2 from four categories. There were 1) difficulties in discerning words that were not

listed in dictionaries, 2) difficulties in translating certain idiomatic and culture-bound phrases. In this current research the researcher continued from Mukhrizal's research then found the dominant difficulty was *I have difficulties in understanding unfamiliar words in this editorial.* If in Mukhrizal's research he just focused on the students' difficulties, this current research searched the dominant of difficulties.

This current research is also similar to Sari's study (2016). In her study, she used a newspaper as the instrument then found that the students' difficulties were in vocabulary and grammar, meanwhile in this current research, the researcher used an editorial of The Jakarta Post as the instrument as a media then found the dominant faced by the students were difficult in vocabulary and syntax(grammar).

This current research is also similar to Arono and Nadrah's study (2019). They found that the students' difficulties in translating text were elliptical error, idiom, and textual meaning. The difficulties of students in translating were lack of vocabulary, difficult translating Islamic texts, literary works, and grammatical issues. Similarly to the current research, she found that the students' difficulties in translating an editorial text were in understanding unfamiliar words (lexicology) and understanding the sentences (syntax).

Moreover, this current research is similar to Hardus's study (2017). She found that the students' difficulties in translating argumentative text between linguistic factor and non linguistic factor in general, the data showed that linguistic factor was the biggest difficulty then non linguistic factor. In linguistic factor consisted several difficulties were a) The ambiguous words that made the students difficult to determine the true meaning of the word, b) Difficulties in arranging the words in Bahasa Indonesia then the sentence made the reader confused to read it, c) Students' difficulties in translating long sentences. Likewise to the current research, the researcher found the dominant of students' difficulties only were the difficulties in understanding unfamiliar words and difficulties in translating the long sentences and the patterns of the sentences.

Furthermore, this current research is similar to Rosydah (2020). She found that the percentage of students' ability in translating narrative text from Bahasa Indonesia into English was 61.22 % in level 3. It means that more than half of the samples were in adequate level. The results of this research the students' had the difficulties in lexical and grammatical. Similarly to the current research, the

researcher found the difficulties in translating The Jakarta Post in *vocabulary* (Lexical) and *syntax* (grammatical).

Based on the previous studies and this current research finding, it can be known that most English students still have problems in translating the texts. It indicates that translating the English texts seem difficult for Indonesian students even though they had learnt it before. The English students still have difficulty in lexicology and syntax. These difficulties happened probably in their faculty there is no subject about lexicology and vocabulary, so that's why the students have no much knowledge in certain words or unfamiliar words.

CONCLUSION AND SUGGESTION
Conclusion

Based on the data analysis above, the researcher found that the dominant students' difficulties in translating the editorial text were in vocabulary (lexical) and syntax (Grammatical and sentences). The most dominant in the current research was in category 1 which included into vocabulary (lexical).

It means even though they had learnt about Approach in Translation and Procedure of Translation/Interpretation, they still had the difficulties in translating the editorial text entitled Bold Response to Covid-19. In conclusion the students still lack of knowledge in lexicology and syntax.

Suggestion

In this research, the researcher would like to give some suggestions especially for the English students and the future researchers. For the English students, they have to pay attention if they want to translate the texts. In this case, they should realize and much learns, and practices in translating. They should also study about lexicology and syntax intensively.

Moreover, for the next researcher, if they want to conduct a study on translation, they can use the other theory of translation for example in Hartono's study (2009) classified the difficulties as: 1) Lexical difficult, 2) Stylistic difficulties, 3) Grammatical difficulties, and 4) Cultural difficulties.

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