



Problems in Translation: The Case of EFL Learners in Translating Cultural Texts

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Abstract

Translation is the process of transferring information from one language to another. Due to the fact that it requires proficiency in two languages, EFL students often encounter problems and difficulties during the translation process. To elucidate that fact further, this study examined students problems translating cultural texts, both from Indonesian to English and vice versa. The research data were gathered from students translation documents and source language texts, as well as from a questionnaire, in order to delve deeper into the problems students face when translating written text. The data analysis process was carried out through three stages as suggested by Miles & Huberman (1994, p: 10); reducing the data, explaining the data, and taking a conclusion. Reducing data is a process of selecting, focusing, simplifying and abstracting the data. Explaining the data is a process of organizing information and arranging the complete narration. Taking a conclusion is the process of drawing conclusions from the data. The main theory used in the process of collecting and analyzing data is the theory of translation problems proposed Alan Duff (1989) which consists of the problems of pragmatic, cultural, linguistic, and text-specific. The research result reveals some problems that the majority of students have in translating the texts, either from Indonesian into English or English into the Indonesian language. In translating the text of Indonesian into English, most of the students have problems with pragmatic aspects, in which they get difficulty finding and determining which equivalents correspond to the context of the source text. They, moreover, have problem in linguistics, such as the problems of grammar, syntax, and semantics. While in translating the text of English into Indonesian, most of them encounter the problems of pragmatics and semantics. The outcome of this study is expected to provide students with information on how to avoid and overcome difficulties encountered while translating texts, particularly those related to culture, and to serve as a guide for lecturers in developing syllabi and planning learning activities for translation courses.

Keywords

Translation, problem, pragmatic, cultural, linguistic

Abstract

Penerjemahan adalah proses mentransfer informasi dari satu bahasa ke bahasa lain. Karena membutuhkan kemahiran dalam dua bahasa, mahasiswa masih sering mengalami masalah dan kesulitan dalam proses penerjemahan. Untuk mengungkap fakta tersebut, penelitian ini bertujuan untuk mengeksplorasi permasalahan mahasiswa dalam menerjemahkan teks tulis, baik dari bahasa Indonesia ke bahasa Inggris, maupun dari bahasa Inggris ke bahasa Indonesia. Data penelitian diperoleh melalui dokumen terjemahan siswa dan teks bahasa sumber, serta angket untuk menggali lebih dalam permasalahan yang dihadapi siswa dalam menerjemahkan teks tulis. Proses analisis data dilaksanakan melalui tiga tahapan sebagaimana dikemukakan oleh Miles & Huberman (1994, p:10): (1) mereduksi data, (2) menjelaskan data, dan (3) menyimpulkan. Reduksi data adalah proses memilih, memfokuskan, menyederhanakan, dan mengabstraksi data. Menjelaskan data adalah proses mengorganisasikan informasi dan menarasikan secara utuh. Mengambil kesimpulan adalah proses menarik kesimpulan dari data. Teori utama yang digunakan dalam proses pengumpulan dan analisis data adalah teori tentang masalah penerjemahan dari Alan Duff (1989) yang terdiri dari masalah pragmatik, budaya, linguistik, dan text-specific. Hasil penelitian mengungkapkan beberapa permasalahan yang dihadapi sebagian besar mahasiswa dalam menerjemahkan teks, baik dari bahasa Indonesia ke bahasa Inggris atau bahasa Inggris ke bahasa Indonesia. Dalam menerjemahkan teks bahasa Indonesia ke bahasa Inggris, sebagian besar mahasiswa mengalami masalah pragmatik, di mana mereka mengalami kesulitan untuk menemukan dan menentukan padanan kata yang paling sesuai dengan konteks bahasa sasaran. Selain itu, mereka juga menghadapi masalah linguistik, seperti masalah tata bahasa, sintaksis, dan semantik. Sedangkan dalam menerjemahkan teks bahasa



Inggris ke bahasa Indonesia, sebagian besar mengalami masalah pragmatik dan semantik. Hasil penelitian ini diharapkan dapat memberikan informasi bagi mahasiswa untuk menghindari dan mengatasi permasalahan yang mungkin dihadapi dalam proses penerjemahan teks, serta dapat menjadi pedoman bagi dosen dalam merancang silabus dan merencanakan kegiatan pembelajaran mata kuliah penerjemahan.

Kata kunci

Penerjemahan, masalah, pragmatik, budaya, linguistic.

Introduction

Translation is the process of conveying thoughts or ideas from one language to another using the closest equivalent word to the source language, particularly in the context of language and culture. Munday (2009) defined translation as a collection of translative operations that produce a text that is not accepted as a translation but is recognized as representing a source text of approximately the same length. Thus, during the translation process, a translator will not only convert the source language text to the target language text by keeping the two languages meanings as similar as possible, but also by adhering to the target languages rules.

Based on these demands, a competent translator must be able to translate a variety of text types from the source language to the target language, as well as overcome any obstacles that may arise during the translation process, such as pragmatic, cultural, and linguistic issues resulting from structural differences in vocabulary, syntax, and grammar, etc. Alan Duff (1989) classified translation problems into several types, including pragmatic, cultural, linguistic, and text-specific. Pragmatic translation problems are those arising from the particular transfer situation with its specific contrast of source language versus target language recipients, source language medium. Cultural translation problems are a result of the differences in the culture-specific (verbal) habits, expectations, norms, conventions of verbal and other behaviors. Linguistic translation problems arise from the structural differences between two languages in the text sentence, structure, and supra-segmental features give rise to certain translation problems. Text-specific translation problems refer to any problems arising and not classified as the previous one is classified text-specific translation problem.

Students in English Department of Gorontalo States University have one-semester studying translation subject. This subject provides them an opportunity to learn all important theories of translation, as well as to practice translating different kinds of texts, either from English into Indonesian language or vice versa. As English Department students, they are provided with the knowledge of how to be a good translator.

The process of translating a text is not easy, especially for fourth-semester students of English Department as beginners. Students frequently encounter a variety of obstacles and difficulties while completing the translation process. For instance, they often find it difficult to determine the exact equivalent in the context of the target language or to adjust the structure of the source language to the target language so that the translation results truly match the context of the source language.

Therefore, this research is expected to provide information to students and lecturers regarding problems in translation. When a lecturer knows the weaknesses and problems of students in learning, then of course it will be easy for him/her to determine the appropriate method or approach to be applied in the learning process. Likewise, for students, if they know the problems in translating then it will definitely be easy for them to find solutions.

This study explores students problems or difficulties in translating two texts related to culture; from English into Indonesian and from Indonesian into English. The selection of these two types of texts is based on field observations made in translation class, which indicate that students frequently encounter problems and difficulties when translating cultural texts. This issue is assumed to be a result of students inability to comprehend the use of cultural expressions in cultural texts. This research, therefore, was conducted with the goal of eliciting additional information about students difficulties with cultural texts. The data analysis process applies the theory of translation problems proposed by Alan Duff (1989); the problems of pragmatic, cultural, linguistic, and text-specific.

The research which investigated students problems in translation has ever been conducted by Ulum, B. (2016) in his research entitled Students Structural and Cultural Problems in Translating from Indonesian into English. The study aims to evaluate the lexical, grammatical, and cultural problems faced by students in translating a text in Indonesian into English. His research explores in detail about the lexical problems in students translation results, by classifying the lexical problems based on the word classes. While grammatical



problems are classified based on morphology and syntax, and cultural problems are divided based on concrete and abstract objects. Although in general, the scope of that previous research is similar to this study, but in some parts they are different. This study examines in depth and broadly the pragmatic problems in students translation results to find the students problems in using words or expressions that match the context of the source text. In addition, for linguistic problems, the scope of this research is wider, covering the aspects of grammar, syntax, and semantics. This study also integrates linguistic and cultural aspects, ensuring that each students translation difficulties, such as pragmatic, grammar, syntax, and semantics, are always connected to the texts cultural themes. These are the elements that contribute to the novelty of this research.

The outcome of this study is expected to provide students with information on how to avoid and overcome difficulties encountered while translating texts, particularly those related to culture, and to serve as a guide for lecturers in developing syllabi and planning learning activities for translation courses. Implementing learning activities based on student learning needs will undoubtedly assist students and lecturers in achieving learning objectives and assisting lecturers in overcoming students translation problems.

Method

This study applies a qualitative method to describe the problems faced by students in translating text from the source language to the target language. The research data were gathered from translation documents submitted by students in their translation class. The students translation results included two texts with cultural themes, which were translated both from English into Indonesian and Indonesian into English. The selection of these texts aims to investigate students difficulties with culturally themed texts, based on pre-observation results indicating that EFL students continue to struggle with this type of text. To get accurate results regarding the students problems in translation, the process of collecting and analyzing data is by reading and comparing the source language text and the target language text. Additionally, the questionnaire is used to bolster the findings of the document analysis and to delve deeper into the students problems with translating Indonesian and English texts.

The data analysis process is carried out through three stages as suggested by Miles & Huberman (1994, p: 10): (1) reducing the data, (2) explaining the data, and (3) taking a conclusion. Reducing data is a process of selecting, focusing, simplifying and abstracting the data of students translation documents, so that researchers can more easily identify and analyze the problems encountered by the students in translating the two texts. The second stage, explaining the data is a process of organizing information and arranging the complete narrative. Lastly, taking a conclusion is a process of drawing a conclusion from the data.

Results and Discussion

This chapter presents the finding and the result of data analysis. After collecting and analyzing data, it was discovered that students face difficulties when translating cultural texts. Those data are classified based on the theory of translation problems proposed by Alan Duff (1989); they are problems of pragmatic, cultural, linguistic, and text-specific.

Results

Text 1 (Text of Indonesian Translated into English)

In this kind of text, it is identified that most of the students have problems in linguistic aspects. Those problems are mostly about grammar, syntax, and semantics. They, moreover, have problems with pragmatics. The problem of pragmatic is indicated through the incorrect interpretation of several words and phrases in the text. They translate those words and phrases lexically without comprehending the context deeply. Another problem is in culture. Students get difficulty translating several terms since those terms are unfamiliar to them or they may even get trouble finding the equivalent of those words in the target language.

Pragmatic Problem

The problem of pragmatic arises when students translate some words which imply connotative meaning. It means that they get fail to understand the context of the text. This problem is shown through this result of the students translation:

This dance describes courage and confidence to confront a storm that will happen later in the marriage
It is translated from the Indonesian text:



Tarian ini menggambarkan keberanian dan keyakinan menghadapi badai yang akan terjadi kelak bila berumah tangga

The word *badai* which pragmatically means problems or trouble is translated lexically as storm. Certainly, the word *badai* in the source language does not refer to the real storm. It contains connotative meaning which means problem or trouble. Some students did the same mistake.

Another example of the pragmatic problem is shown through the following data:

With this dance, the groom steals time of his bride

The sentence is translated from the source language:

Dengan tarian ini, calon mempelai pria mencuri-curi pandang untuk melihat calonnya.

In this data, the student gets fail to understand the context of the text. The phrase *mencuri pandang* is translated as *steals time*. Whereas the phrase has its own idiom in English *steal a sight of*. This fact indicates that students get trouble when they have to translate English idiom. It results a failure in comprehending the context as well.

In translation, pragmatics plays a critical role. That is, in translating a text, a translator must consider pragmatic aspects such as the writers meaning or meaning in relation to situations or contexts. The meaning should be assessed in terms of its function as means of communication. Inadequate understanding of the source languages context during the translation process results in inaccurate meaning in the translated text. The results of the data analysis showed that students failed to understand the context in the source text so the meanings of some words were not conveyed precisely and accurately. In addition, this problem is also caused by the lack of students understanding of the cultural elements conveyed in the source language, resulting in the inability to translate certain terms in the source language to the target language.

Cultural Problem

This issue is caused by students ignorance of the cultural elements described in the source text, which makes it difficult for them to find appropriate translations in the target language. It is shown through the following data:

Tolobalango is official engagement which is attended by the tradition manager.

The sentence is translated from the source language:

Tolobalango adalah peminangan secara resmi yang dihadiri oleh pemangku adat

In this case, student gets problem translating the term *pemangku adat*. They translate it as *tradition manager*, while it should be translated as the *tribal council*. Students get difficulty finding the term *pemangku adat* in English, because the sense of *pemangku adat* in Indonesian language is different with its sense in English.

Because this text describes the customs in Gorontalo (a province on the island of Sulawesi, Indonesia), so it used many terms related to culture. Students who do not understand the meaning of the terms in the source language will have problems translating them. This is in line with the findings of Ulum (2016) which revealed that students had problems in translating the words they are not familiar with. Besides, Ulum also revealed that students experience problems on culturally-bound words. Their problem shows that they had a little exposure to culturally-bound words to express specific expressions. To overcome this, students should apply strategies in translating, namely by first reading, identifying difficult terms, and analyzing the source text before translating it. This is to minimize problems in translating, so messages can be conveyed accurately and precisely.

Linguistic Problem

Most of the problem students have in translating text is the problem of linguistic. This is indicated by several linguistic problems such as problems in grammar, syntax, and semantic.

a. Problem of grammar

The problems of grammar are identified through several cases. The first problem is predicted caused by the different structure between English and Indonesian language. It results a translation of English text which is translated with the structure of Indonesian language.

Gorontalo province is self hold a tradition with Islam base

It is translated from the source language:

Provinsi Gorontalo sendiri memegang tradisi yang bernapaskan ajaran Islam



is self is certainly incorrect to be used in that English sentence. In translating that Indonesian sentence, students should use the word itself or omit it, because without using the word itself, the sentence can be understood well.

The other problem predicted caused by the interference of structure of Indonesian language is shown through the students translation below:

*In the marriage proposal of Gorontalo tradition, **is not** mentioned the wedding cost*

The second clause in that sentence does not use subject, while the rule of an independent clause should at least consist of subject and predicate.

Another problem of grammar arises because of the inappropriate use of tenses, in which the tenses used does not match with the context of the text. The following data show that problem:

*All the tools **is being brought** from the grooms house to the brides house*

*Reading Al Quran **is being continued** with Molapi Saronde*

The present continuous tense is not appropriate to be applied in those passive sentences, because they do not explain about activities which are in progress during a particular time. In this case, students should use simple present tense.

Another incorrect use of tense is shown in the following data:

*The influence of Islam **has been become** an unwritten rule in Gorontalo*

The predicate has been become is incorrect. It should be has become. If the student uses been, then the verb become should be changed into becoming. While in contrast, present perfect continuous tense is not appropriate to be applied in that context.

Moreover, students also often make mistake in formulating passive sentence. This mistake is indicated by incorrect use of verb as shown in the following data:

*All the tradition **is being influence** by the Islamic rule*

*Carnival of the wedding presents **is carries** from the grooms family house*

Because those sentences use passive voice, then the verbs should be in past participle influenced and carried.

While, in the following data, it is shown that students lack of knowledge about how to formulate passive voice:

***Its continuing** with Molapi Saronde*

*The wedding procession **doing** according to tradition ceremony.....*

The sentence above should be formulated in passive sentence **It is continued** with, and the verb of the second sentence also should be formulated in auxiliary plus past participle is done.

Another problem that students have is inappropriate use of article:

*This process **the** means that prospective bride is.....*

*There are **a several** event called Mopotilandahu*

*All of the packages are contained in **the a** vehicle which is decorated like a boat*

This fact indicates that the students need to learn more about how to use the articles that precedes the nouns correctly, so that they do not make the mistake continuously.

Grammatical problem also arises in the use of modal plus verb as the following data:

*The groom **can taking** a chance to see his aspirant wife*

Many students do this mistake. They should use infinitive verb after a modal.

Furthermore, another similar mistake that the students make is when they use verb after a preposition, in which a verb used after a preposition is automatically changed into a gerund. The following data show that problem:

***By sits** a half on his haunches, the groom.....*

The verb sit should be translated as sitting.

Most of the students, afterwards, make mistake in using relative clause. This mistake is shown through the example of students translation below:

*The influence of Islam becomes an unwritten law in Gorontalo **who** help to organize communitys life who in that sentence should be changed into that, because who is only used for person.*



b. Problem of syntax

The problem of syntax arises because the students lack of knowledge about structure or pattern of English sentence or how to formulate sentence in English. So, it influences the way they translate the text of Indonesian language into English. The data below shows that problem:

Variety of Indonesian culture one thing in procession or wedding tradition is different

The sentence is translated from the English sentence:

Keragaman budaya Indonesia salah satunya terlihat pada prosesi atau adat pernikahan yang berbeda-beda

The result of students translation clearly shows an incorrect pattern of English sentence. It should be *The variety of Indonesian culture is, one of them, shown through the various wedding customs.*

Beside of having problem in formulating English sentence, students also get problems in formulating English phrases. It is identified from the following data:

Province Gorontalo holds tradition based on Islamic rules

The variety culture of Indonesian is shown.....

Procession this means that the prospective bride has finished reading Al Quran

The phrases in the sentences above are noun phrases. The first phrase should be Gorontalo province, the second should be The variety of Indonesian culture, and the third should be This procession. From those data, it can be concluded that the students were interfered by the structure of Indonesian phrase when translating text into English.

Moreover, some students also lack of knowledge about part of speech. They often use part of speech interchangeably.

This dance describes a brave and believe for opposing the sudden storm

The word brave is an adjective, while in that sentence, it should be a noun bravery. Whereas, the word believe does not match to be used there. It should be changed into noun belief

Another syntactical problem is shown in the students translation below:

The influence of Islam is a law that is not written in Gorontalo that organize every aspect of societys life, include marriages process of wedding is being than according to tradition ceremony that is suitable with the steps or lenggota lo nikah

The sentence is too long and not arranged grammatically. As a matter of fact, it is related to the skill of writing, in which the students do not have enough knowledge about how to formulate sentences correctly, and use conjunction to make it coherent

c. Problem of semantic

The problem of semantic is indicated through the students failures to comprehend some words and phrases and also to find the suitable equivalent of those words or phrases. It definitely results mistake in their translation. Some examples of data are shown below:

Gorontalo Province himself

Gorontalo province alone

The words himself and alone are not appropriate equivalents to be used in that sentence. Using those two words results in an awkward meaning of the sentence.

Furthermore, students also have mistake in understanding the meaning of some words, as shown in the following sentence:

Most of the inhabitants converted to Islam, which is translated from the Indonesian language: sebagian besar penduduknya memeluk agama Islam

The word memeluk in that sentence is certainly different with converted. It is better to be translated *Most of the inhabitants are Moslem.*

In general, it can be concluded that most of the linguistic problems experienced by students in translating are caused by the interference of the Indonesian language structure which affects the translation results. This is shown through the use of incomplete sentence elements, inappropriate use of tenses, passive voice, part of speech, phrases, and clauses. The problem of language interference is a very real possibility for EFL students when they translate text, because they are attempting to transfer not only meaning, but also the structure of the source language to the target language.



Text 2 (Text of English Translated into Indonesian)

Most of the problem that students have in translating the text of English into Indonesian language is pragmatic and linguistic problems. The result of data analysis is presented below.

Pragmatic Problem

In the following data, it is shown that the students get failure comprehending some words or phrases based on the context.

Jika orang ingin berkunjung ke bioskop, orang yang memiliki popularitas berada di ruang depan atau akan melihat bintang-bintang bioskop, Los Angeles merupakan tempat yang tepat untuk dikunjungi

It is translated from the English text:

If people want to visit movie studios, the hall of fame or to see movie stars, Los Angeles is the right place to go

the movie stars which should be translated as bintang film is translated into bintang-bintang bioskop. It indicates that student gets fail to understand the meaning of movie in this context of the sentence.

Besides, the student also gets difficulty translating the phrase the hall of fame which actually refers to a building with famous people. It is, instead, translated as *orang yang memiliki popularitas berada di ruang depan* which absolutely results the meaning that does not match with the context of the source text.

Similar to the findings and analysis of the first text; in this second text, pragmatic problems are also faced by students in translating, particularly when dealing with unfamiliar terms. This issue can be attributed to a variety of factors, including students lack of insight, their inability to comprehend and analyze the context of the source text, and their lack of initiative in searching and exploring the meanings of those terms in various sources.

Linguistic Problem

Problems in linguistic mostly appears in form of semantic aspect. Students often make mistake in comprehending the text of source language, finding the suitable equivalents from the source language into the target language, and they often translate the text in word-for-word rather than reading, taking the main idea, and paraphrasing it. Those problems are indicated through the following students translation results.

Industri pariwisata mengalami pertumbuhan yang sangat besar dibandingkan dengan 50 tahun terakhir ini.

It is translated from the English text:

The tourism industry has grown enormously over the last 50 years

In that sentence, the student translates the word over as *dibandingkan*, while it actually means *selama*.

Other wrong interpretations about words or phrases are shown in the data below:

Melalui pariwisata, Negara dapat membangun hotel, memperbaiki jalan, serta tata tertib untuk menarik perhatian pengunjung, which is translated from the English text:

Through tourism, hotels are built, roads are repaired in order to attract visitors

In that sentence, student translate in order that actually means *agar/untuk* into *tata tertib*.

Another similar case is shown through the data below:

Ketika mereka tinggal di hotel local, mereka mempunyai uang untuk pekerjaan dan makanan, yang mana untuk kepentingan negara

It is translated from the English sentence:

When they stay at the local hotels, they have to pay for the services and food, which benefits the country

have to pay in that English sentence is translated as *mempunyai uang*, while it actually means *harus membayar*. Additionally, *which benefits the country* is translated as *yang mana untuk kepentingan Negara*, whereas it should be translated as *yang memberi keuntungan bagi negara*. Several students cannot distinguish two terms such as *tourism* and *tourist* as shown in the following data:

Bagaimanapun, pariwisata jarang bermanfaat untuk pariwisata lain yang berkunjung ke Negara itu

The sentence is translated from English sentence:

However, tourism rarely benefits the countries which tourists visit

The word *tourism* and *tourists* are both translated as *pariwisata*. Other data that indicate that the students translate sentence word-by-word is shown below:

Disana merupakan tempat yang tidak dipengaruhi oleh pariwisata, Which is translated from the English sentence:

There are places which are unaffected by tourism.....

The subject *There are* which should be translated as *ada* is translated as *disana*.

In translating this second text, most of the linguistic problems experienced by students are in the form of semantic problems. This means that in translating text from English to Indonesian, students do not experience problems in grammar and syntax. Semantic problems are caused by the failure of students to understand the meaning of words, and even translate them word for word. Meanwhile, in some contexts, word-for-word translation is not suitable to be applied.

The Result of Questionnaire

The questionnaire is given to students in order to elicit detailed information about the difficulties they encounter when translating texts from English to Indonesian or from Indonesian to English. The following are the students questionnaire responses.

The first question on the questionnaire inquires as to whether students are familiar with the term translation. The majority of them can answer this question, stating that translation is the process of replacing equivalent textual material in one language (SL) for textual material in another language (TL).

The second question assesses whether they are familiar with or have mastered translation theories as well as translation techniques or procedures, in order to produce translated texts with accurate and acceptable meanings. The majority of students, nearly 100 percent, respond that they are familiar with and understand translation theories, techniques, and procedures, even though they are still quite difficult when applying that knowledge in the translation process. This means that students must have a lot of practice translating text from either Indonesian language to English or vice versa, because learning about theories without having practice is useless. Certainly, the more they practice, the more proficient they will be at translating.

The third question inquires about their perception of translation as an easy or difficult task. According to some students, translating is a difficult task for them. While some respond that the ease or difficulty of translating text is contingent on their mastery of translation theory, procedures, and techniques. If they possess sufficient ability and capability in language skills, translation will undoubtedly be a simple task for them. In comparison, if they do not, they will inevitably encounter difficulties when translating text. Additionally, other students state that the difficulty level is determined by the text. Certain types of texts present difficulties for them, while others do not.

In the fourth question that asks about which one is difficult to be translated (Indonesian text into English or English into Indonesian), almost all the students answer that they get difficulty to translate text of Indonesian language into English, because English has different structures with Indonesian language.

At the fifth and sixth questions, students are asked specifically about what problem that they face in translating text. The answers are various. However, most of them get problem in linguistic aspect, such as grammar, semantic, lack of vocabulary, and they also find difficulty in finding the appropriate equivalents of the source language into the target language. Another problem they have is when translating idioms, unfamiliar terms, or colloquial expressions that they have never used or heard before.

At the last question, students are asked about which kind of text is the most difficult for them. Most of the students answer that they find more difficulties in translating texts about culture, because there are many terms they do not know in the text, and even some of them had never heard of those terms before.

Several conclusions can be drawn from the questionnaires results. First, ELF students must possess adequate competence in translation not only through knowledge of translation theory, but also through continuous and consistent practice of translation. Without extensive practice, students are prone to encounter obstacles and difficulties while translating. Second, because cultural texts are notoriously difficult to translate, students should employ translation strategies to aid in the process. Reading carefully, searching difficult terms in various sources, and analyzing the source text prior to translation will greatly assist students in overcoming various translation problems. Last but not least, students must have good proficiency in both source and target languages. Problems related to language interference in translating are mostly caused by the low ability of students in the target language which results in meaning and structure interference. Thus, it requires a good mastery of both languages to produce translations that are precise and accurate in meanings and structures.



Discussion

Translation is an activity to transfer messages from one language (source language) into another language (target language). A good translation is an acceptable translation, which means that the message in the source language is conveyed well. In translating a written text, a translator must be able to convey messages, concepts, and culture from the source language to the target language. This is indeed not an easy process, because many EFL learners still encounter obstacles in doing translation.

This study reveals the problems that the students encounter in translating a text with the theme of culture, from English into Indonesian and vice versa. In translating the text of Indonesian into English, most of the students have problems with pragmatics, in which they get difficult to find and decide which equivalent matches the context of the target text. They, moreover, have problems in linguistics, such as the problems of grammar, syntax, and semantics. While in translating text of English into Indonesian, most of them encounter the problems of pragmatic and semantic. Pragmatics does play an important role in translation. The lack of students ability to analyze context will affect the meaning of a text. Among many researchers who have examined the relationship between translation and pragmatics, Kitis (2009) examined the various levels of language analysis from a pragmatic perspective and demonstrated how each level contributed in unique ways that must be considered when translating into another language.

Due to the cultural themes of the texts translated by students, the cultural problem becomes the issue that also dominates students translations. In this case, the students often encounter problems in translating terms related to culture from the source language into the target language. This is certainly due to the insufficient knowledge of the students about the culture of the source language, so they failed several times in translating some terms into the target language. In addition, the problem of pragmatics arises when students translate some expressions which imply connotative meaning. The source language text uses terms that should not be translated lexically, such as the use of idioms. Because the students fail to understand the context and the concepts of the source language, then they do not succeed in translating those terms into the target language; English. In short, cultural knowledge cannot be divorced from the translation process. One cannot assert that the translation is limited to the two languages. It is always inclusive of both languages people and cultures. Translation encompasses more than just languages, words, and grammar. Though they are physically invisible, one must remember that the people and culture are inextricably linked to the text being translated. As Baker (1998) emphasizes that Translation is here conceived primarily as a process of intercultural communication, whose end product is a text which is capable of functioning appropriately in specific situation and context of use.

Furthermore, the linguistic problems faced by the students include the problems with grammar, the problems of syntax, and the problems of semantics. Problems in grammar are mostly caused by the interference of Indonesian structure which is applied to English. For example, in Indonesian language, omitting the subject in some declarative sentences is still grammatically acceptable, but in English it will be ungrammatical. In addition, students also experience problems in changing passive sentences from Indonesian into English. This is again caused by the interference of the structure of Indonesian into English; in English students should be more concerned with the use of tenses, while in Indonesian language there are no changes in the form of the verb caused by tenses. Because it involves the use of two languages, interference may occur during the translation process. As Havlaskova (2010) points out, interference is a universal phenomenon that occurs frequently in students translations. Hopkinson (2007) also asserts, the issue of linguistic interference is a factor in any translation, and when the translator is working from L1 into L2, interference from the L1 source text becomes a key element in the production of the L2 target text.

Problems in syntax are caused by students lack of mastery of the structure or pattern of English sentences, so that it affects their translation results. Besides having problems in formulating English sentences, students also get problems in formulating English phrases. Moreover, some students also lack of knowledge about parts of speech. They often use parts of speech interchangeably. Another problem is that students sometimes write sentences that are too long and not grammatical. Actually, it is also related to the skill of writing, in which students do not have enough knowledge about how to formulate sentences correctly, and use conjunctions to make it coherent. While the last one is a semantic problem which is mostly caused by the students misinterpreting the words in the source language, so they mistranslate them into the target language.



Furthermore, in translating the second text, from English into Indonesian, most of the problems faced by students are pragmatic and linguistic problems. As with the first text, students fail to comprehend the context of the source text, resulting in incorrectly translated words or phrases. This causes a change in the meaning of the target text. In line with this, problems in linguistics mostly appear in the semantic aspect in which the students often make mistakes in comprehending the text of the source language, finding the suitable equivalents from the source language into the target language, and often translating the text in word-for-word rather than reading, taking the main idea, and paraphrasing it.

Conclusion

After conducting several steps of research, it is identified some problems that the majority of students have in translating texts, either from Indonesian into English or English into the Indonesian language. In translating the text of Indonesian into English, the students have linguistic and cultural problems. In this case, the students often encounter problems in translating terms related to culture. While the linguistic problems cover the problems of grammar, syntax, and semantics. Besides, they also have problem with pragmatics, in which they get difficult to find and determine which equivalent that properly match the context of the source text. While in translating text of English into Indonesian, most of them encounter the problems of pragmatics and linguistic.

There are some solutions offered to lecturers as the ways to overcome those problems. First, students are taught how to use dictionaries properly. Second, students are provided with a special handout that contains guidelines for carrying out translation practices, such as how to deal with the different structures of the source language and target language, how to translate cultural terms, or how to understand the context of the source text. They can use this handout if at any time they have difficulty translating a written text. In addition, lecturers should create a pleasant learning atmosphere for students, so that they can enjoy the learning activities and find it easier to understand the learning materials and easier to practice translation in class.

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