

**THE DIFFICULTIES OF STUDENTS IN TRANSLATING TEXT ENGLISH  
RECOUNT TEXT TO BAHASA INDONESIA AT SEMPOA SIP TITIKUNING**

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**ABSTRACT**

The purpose of this research is to examine the difficulties that student's face during the translation process, as well as the reasons why students have difficulty going to translate English recount text into Indonesian text. analyzing fifth, sixth and seventh grade students of Sempoa Sip Titikuning and SDN 064018 Years 2021 / 2022. The study employs a descriptive qualitative technique to describe the specifics of the students' difficulties and their process of trying to translate recount text into English to Indonesia.

In order to know the result of the analysis carried out and to describe the difficulties encountered by the student's, the researcher first reads the text, analyzes the text, writes and completes the students' translation assessment. Difficulty arranging words, loss of vocab, and comprehension of the text's translation.. Additionally, the highest proportion from the linguistic considerations is 70% of 20 students, while the highest percentage from the non-linguistic considerations 70% of 20 student's. Which language linguistic considerations & non - linguistic considerations have the same result of high percentages.

**Keywords :** *The difficulties of student's, analysis of the student's process through Translate, Recount Text.*

## INTRODUCTION

In the academic context of English studies, translation is a well-known endeavor. Learners did this translation task to convert English text's towards Indonesian, or to convert Indonesian text's into English. This endeavor is intended to allow student's to learn English as a means of refining their English skills. Consequently, translation processes are fraught with difficulties.

The students' first opinion of the English material is that it is hard to decipher. Most students are still perplexed by the English retelling text's aim and material. This is due to the fact that learners i to read the recount text. A student learning English had an issue. Particularly given that English is a different language that learners in Indonesia are required to understand. Almost every source of information is in English.

To make sure that translations are accurate and idiomatic, students are taught how to translate English texts into Indonesian. As a result, students understand the content of the text more easily. **Daulay S.H ( 2019 )** is a retold story, an action and activities. In addition to telling the story, the text also speaks about an event that happened in the most recent time. The text is a story about previous occurrences **Djatmika ( 2018 )** narrates the text, providing some detailed and complete information about what eventually happened. The goal of narrative writing in social networks is to tell an ultimate event that informs and entertains readers or viewers of the story.

**Aresta R. Nanaban ( 2018 )** The issue of English teaching in this field in Indonesia still persists today. The main challenge for students is understanding and following the text in English. When students are given translation assignments from their English teachers, they often prefer a concise and quick alternative to using Google Translate. The learners, on the other hand, are unable to revise and integrate these phrases. Despite the fact that the learners have learned how to build English sentences.

As a result, in order to combat this problem, the teacher should use appropriate treatment procedures that will assist learners in learning translated on a regular basis. During this investigation, the experiment uses a folks recount text as a research tool. The teachers need to be aware of and comprehend the reasons for the learners' difficulty in converting the English recount text.

## METHOD

### 1. Research Design

The study used quantitative to conduct a study utilizing a descriptive approach. This study focused on recount text translation. Qualitative research, attempts to discover anything and does so without being managed (**Pérez-González, L. 2014, p. 93**) The term "qualitative approach" applies to the survey's concept, theories, significance, properties, and summary. Also research involves a number of data needed to obtain findings that can answer the research questions. This kind of research is conducted by using books, research reports, journals from previous researchers (**Hasan, 2015, p.11**). In other words, this study does not require field research to obtain the data. With the use of reliable references relevant to the issue discussed in this study, the research problems will be solved. It intends to figure out as much information as possible from relevant data related to the issue discussed in the research (**Hariwijaya & Djaelani, 2004**) Therefore, the data collected for the research is in the form of statements not informs of numbers (**Hasan, 2002, p.83**). This means, the data used in qualitative research can be social cultural phenomena, Observation, Interview and Test.

### 2. The Technique of Analyse

The Miles and Huberman technique be used to analyze the information. Quantitative approach, discussion of the findings, and result are all part of the analysis strategy. (Khairunnisa Simanjuntak, 2020)

## RESULTS AND DISCUSSION

This section presents the results and discussion of the research problems. The result analysis difficulties of the student's in translate recount text from English language to Bahasa Indonesian language at Sempoa Sip Titikuning and SDN064018 from this research shows how much students understanding of translating and vocabulary they are understood in English from two different research places. Translating isn't an easy process for students especially English is they are a foreign language. Students become difficult to analyze and translate some vocabulary because they are didn't understand what the meaning in Indonesia language. ( **Permatahati and Rosyidi 2017** )is difficult enough for some students to translate properly although some other students are able to do well. Furthermore, some students have less understanding about translation techniques so they face a great deal of difficulty in translating the source sentence to choose the proper technique. Also, we found the issues arise as a result of linguistic and cultural differences. In English, be aware of grammatical types such as " he and she." In Bahasa Indonesia, have same meaning: " Dia or Ia " which is the single person who speaks, outside the speaker.

<b>The general categories in students difficult to translating, there are :</b>
a ) It is difficult for student's to determine the meaning of a words that is not contained in a dictionaries.
b ) Student's inability to translating a culturally appropriate term.
c ) Students' inability to translate extended phrases and mistakes in grammatical.
d ) Student's have a hard time putting words together in the mother tongue.
e ) Students difficult and confused to used Google Translate because of error meaning especially long sentences and some words that unfound.

**Table 3.1 Concept Reason Students Difficult to Translating**

### 3.2.3. The Questions Researcher Gives For Students

1. Are you understand & reread the text before you translate it?
2. Are you translating word to word or sentences ?
3. Are you understand what is the story in text talking about ?
4. Are you searching the vocabulary that you don't know before translating ?
5. Where are you search the vocabulary from dictionary or google translate ?
6. Did you recheck your translation after finished ?

from those question the researcher get some result from their interview answer :

**The first question** “*Are you read the text before translating the text ?*” from 20 students only 11 students who answer “yes ” and 9 students their didn't read the text before translate which mean only 60% who read the text before translating.

**The second question** “*Are you translating word to word or sentences ?*” 15 students answer they're translate by word to word and 5 students answer they're translate by a sentences that's mean 75 % students translating by word to word.

**The third question** “*Are you understand what is the story in text talking about ?* ” 8 students answer their understand what the story about and 12 students answer their didn't understand because in case the students didn't use analysis or trying understand the text their only focus to translate the words in a text. That's mean only 45 % students who understand what is report text story talking about.

**The fourth question** “*Are you searching the vocabulary that you don't know before translating ?*” 20 from 20 students answer “yes ” that's mean 100 % students searching the vocabulary their didn't know what's the meaning.

**The five question** “*Where are you search the vocabulary from dictionary or google translate ?*” 14 students answer they're used Google translate to search the vocabulary. 4 students answer they're used dictionary and 2 students answer asked the mean from their family who know English ( sister & brother ).

**The six question** “*Did you recheck your translation after finished ?* ” 12 students answer their recheck translation again after finished , and 8 students didn't recheck their translation . Which mean only 60 % students recheck their translation

**Table 1. Accuracy Assessment Rubric of Translation**

No	Source Language	Target Language	Correct Language
1	I arrived at school late for the first time last week. I'd never been late before	Semalam saya terlambat di sekolah. Saya tidak biasa	Minggu lalu adalah hari pertama sekolah. Saya datang terlambat . Saya tidak pernah datang
2	I was up till 2 a.m., which was really rare	Saya adalah tetap bangun terlambat sampai jam 2 pagi. Yang mana sangat sangat	Saya bergadang sampai jam 2 pagi. Yang mana itu tidak biasa untuk
	My alarm was set for 5 a.m. I awoke at 7 a.m.	Saya menetapkan alarmku jam 5 pagi. Saya bangun jam 7	Saya menyetel alarm saya jam 5 pagi. Saya bangun jam 7 pagi dan
4	My alarm system had malfunctioned.	Keluar kembali alarm saya rusak.	Ternyata alarm saya rusak.
5	I hurried to the restroom to change into my school clothes.	Saya terburu – buru ke kamar mandi dan pakai - pakaian sekolah.	Saya bergegas ke kamar mandi dan mengganti seragam sekolahku.
	I was reprimanded for being late when I	Saya langsung kesekolah dan akhirnya saya terlambat kedua	Saya berlari kesekolah. Ketika saya sampai ,
7	Upon returning to school, I bought 2 new	Sesudah sekolah saya membeli 2 jam baru untuk	Sepulang sekolah saya membeli dua alarm baru untuk mencegah hal ini

No.	Questions/ Issue	Percent ( % )		
		Yes	Sometimes	No
<b>Language-Variables</b>				
1.	English is a difficult situation language we found grammar, pronoun, 16 tenses which in Bahasa Indonesia we not found	80 %	30 %	-
2.	We hard to interpret the text & vocabulary at allwe understand.	60 %	30 %	10 %
3.	We difficult to translate a whole text	50 %	30 %	20 %
<b>Non Language-Variables</b>				
4.	We found many vocabularies that have a simultaneous definition that making it hard to judge which meaning is	70 %	15 %	15 %
5.	We hard to found the definition of Words that isn't in a glossary	80 % 18	20 % 2	-
6.	We difficult to translate long sentences & phrases into English.	60 % 12	30 % 5	10 % 3

7.	We difficult to compose the phrases in the two languages to be sentenced	80%	20 %	-
		18	2	

**From the 2 data tables above in 2 different places for research, according to the stages, the pupils used all of them :**

Analysis, transmission, and rearrangement. The students didn't translate rely on the translation method in this study. 70 % of students used analysis translation correctly and, 30 % of students didn't analyze translation, 65 % of students used transfer correctly and 35 % didn't transfer. And 100 % of students used restructuring, that's mean all of the students in those places This stage was utilized in the translating of an English recount text.

### **3.3. The Source of Students' Difficulty In Translation English Recount Text Into Indonesia**

The researcher examines the reasons why student's have difficulty translation English recount text into Indonesia based on the findings of the interview. Here are some data and reasons as the researcher find out, there are below :

#### **3.3.1. Student's Have Difficulties Translated English Recount Text for Various Reasons Stated above, the author has come to the following conclusion :**

a ) The Fristly is because in English they are using some rules such as grammar. tense, pronouns like ( she, he,her him, his) and verb -, ing, which makes students confused and difficulties when they are translating into Bahasa Indonesian which all of the rules are not used in Bahasa Indonesian.

b ) The secondly because student'ss translating word to word especially when the students found To be ( kata Kerja Bantu ) such as is, am, are, was, were, etc they are will be confused



because that only Auxiliary verb for example when students translate the sentence “ I was staying up late until 2 AM ” because mostly students translating word to word it’s become “ saya adalah tetap bangun terlambat sampai jam 2 pagi ” it’s incorrect translating because “ was ” in this sentence means showing a past tenses which mean that accident happen in the past not mean “Adalah” students mostly misunderstood the mean because they are searching the meaning of vocabulary on Google translate. Student's had trouble translate text onto Indonesia in this example because they didn't make sense it to the chosen language. and didn't know how to use 16 tenses in English.

c ) The third because student’s finding definitions have two meanings. and difficulty arranging. the Indonesian structure to the English words As a result, the students' translation are uncertain. During this instance also in English, there are several of words that are spelled, pronounced , written the same way, but have several different meanings. Such as “ Left ” in Bahasa Indonesia can be mean ( pergi / kiri ), Pitcher ( Pelempar Bola - Wadah Air ) , Like ( seperti - suka ) , Fair ( Adil – Perayaan), etc or in English called ( Homonym) , that the text's Language-Variables hadn't attained the text's target language meanings. Since the student's translations was inaccurate, unacceptable, and hard to read. And in this situation, the pupils' inability to translate text into Indonesia was due to a shortage of vocab among the student's.

## CONCLUSION

The final result from this research found four important points which can be concluded. First, the highest proportion from the linguistic considerations is 70% of 20 students, while the highest percentage from the non-linguistic considerations is 70% of 20 students. Which language linguistic considerations & non-linguistic considerations have the same result of high percentages. Second, is because in English they are using some rules such as grammar, tense, pronouns like ( she, he, her, him, his) and verb -, ing, which makes students confused and difficulties when they are translating into Bahasa Indonesian which all of the rules are not used in Bahasa Indonesian. Third, student's translating word to word especially when the students found To be ( kata Kerja Bantu ) such as is, am, are, was, were, etc they are will be confused because that only Auxiliary verb for example when students translate the sentence students mostly misunderstood the mean because they are searching the meaning of vocabulary on Google translate. Student's had trouble translate text onto Indonesia in this example because they didn't make sense it to the chosen language. and didn't know how to use 16 tenses in English. Four, student's finding definitions have two meanings. and difficulty arranging.

The Indonesian structure to the English words As a result, the students' translation are uncertain. During this instance also in English, there are several of words that are spelled, pronounced, written the same way, but have several different meanings. Such as " Left " in Bahasa Indonesia.

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