# THE STUDENT'S ABILITY IN TRANSLATING TEXT: PROBLEM AND SOLUTION

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**Abstract**

*Translation, vocabulary, and grammar are just three of the many problems that are linked with the English language. The purpose of this study is to determine the challenges that students have when attempting to translate written information into English so that they can understand what is being said or written in English. And A descriptive research methodology was utilised for this investigation. This research was carried out with the participation of 25 different students, and the findings revealed that the students exhibited a good ability to translate content from Indonesian to English. The vast majority of students showed off their abilities to translate phrases from Indonesian to English. The sentences contain fundamental noun phrases that refer to the present, the past, and the future, as well as active and passive forms of the noun. Despite this, there were a few students who were still confused about how to switch between active and passive or passive and active.*

**Keywords:** *Students' Translating Problem, Translation, Translating Text, .*

**Introduction**

A few of the numerous issues associated with English are vocabulary, grammar, and translation. To comprehend what is being said or written in English, we must interpret it. A book or material must be comprehensible through translation. Complete focus and fluency in English are requirements. English language instruction is required at all levels of school in Indonesia. Translation work has a significant

favorable influence on knowledge or scientific development and cross-cultural exchange in the future globalization era. Foreign literature significantly influences Indonesian literature due to its close scientific connections. The correct information is provided during translation to translate text from one language into another successfully. One of the problems that led to the death of

By translating, students better understand the parallels and differences between the grammatical structures of the source and target languages. Translation involves diverse word choices and distinct grammatical structures; therefore, the translator must have a solid understanding of both the source and destination languages' systems. According to Dong (2022), translation is "translating the meaning of a work into another language in the manner intended by the author." The translator must go through various steps to provide a quality translation. According to (Larson, 1984), there are several challenges in translating, which serve as a reminder that there are numerous factors at play, such as the context of the communication, the cultural context of the source language text, the vocabulary, and other factors.

Translation has been the subject of various prior investigations. First, the research revealed a link between students' translating skills and reading comprehension. (Lodari et al., 2018), She then discovered that more than half of the students fell into the category of bad translators of noun phrases. Then (Sari, 2019) noted that the seventh-semester English study program students at Tribuana University of Kalabahi experienced difficulties completing translation texts. Additionally, (Pym, 2010) noted that omission, synonym, and borrowing were the translation tactics used in the students' translation works. The translation of idiomatic phrases by Jack and the Wilee was deemed to be satisfactory based on Larson's criteria for the optimal translation, according to (Evert & Neumann, 2017)

The competency of translators becomes a worry when acquiring correctly translated content since words and phrases may have different meanings depending on who is interpreting them. The requirements of translator competence are questioned when translating from English into languages other than English, such as Arabic, Turkish, or French. In addition to playing a vital function in the dissemination of knowledge and information to foster nationalism, (Simanjuntak et al., 2021) said that translation plays a crucial part in the development of national languages by enhancing their capabilities as a medium of communication. People will be able to comprehend the substance of a text published in a foreign language without having to learn the language. The task of a translator is to assist those individuals in understanding the text's contents. They make sure that the final copy maintains the original text's qualities and style while coming as near to feasible to the author's intended message. According to (Emery, 2002), a successful translation should have three qualities: accuracy, acceptance, and readability. However, due to the numerous factors translators must consider, translation is not simple. The question of whether a translation follows the TL's grammatical rules is what is meant by acceptability. Readability also relates to how simple it is for readers to understand a translation.

Additionally, (Sari, 2019) offers three suggestions about word translation.

Translators work within a specific sociocultural context to translate a written text from the source text (ST) to the target text (TT). Translation is transferring a message from one language into another by figuring out what it means and how it should be expressed. The definitions mentioned above highlight two critical concepts in translation: meaning and equivalence. Even when the target text's form and structure differ from the source text's, the meaning still must be the same.

The translator should produce a text that is textually comparable to the source material or closely matches the grammar and linguistic qualities of the target text so that the reader can easily understand it. Additionally, (Zarifa Gafurovna, 2021) discovered that using translation assisted students in acquiring, enhancing, and solidifying their understanding of and proficiency in the English language. The study concluded that translation, when used in conjunction with more conventional language learning exercises like reading, listening, writing, and vocabulary development, might be categorized as a pedagogical tool because its primary purpose is language instruction. After conducting the study, the researcher concluded that activities are valuable teaching aid. When thoughtfully and imaginatively included in language learning programs, translation may be a helpful tool for many students. When it is included in routine class activities, translation may help students grow and improve their reading, speaking, writing, grammar, and vocabulary.

As a result, non-native English speakers may grasp the original material and understand and communicate with others' thoughts, messages, intentions, sentiments, and opinions. Moreover, while interacting with strangers, we want to learn more about one another. We communicate information to other people. We frequently discuss our past deeds with others to introduce ourselves. That information must be understood for our talk to flow smoothly. Naturally, there are some factors to consider when translating something, and one of them is word choice, which is crucial for ensuring that the translation is not misunderstood. A foreign language's structure can be discovered through translation exercises. It isn't easy to translate, especially for newcomers. Most college students struggle a lot while translating a foreign language, considering that English is a necessary language for university students and is a foreign language in this nation.

As was previously explained, students find it extremely difficult to translate some material from their textbooks. Mainly, students learned several types of texts, including narrative, descriptive, procedural, and explanatory texts. Students must be able to translate each sentence or paragraph to comprehend the content. Between several text types. The research question of this study is what difficulties are faced by the students in translating the text.


**Methods**

This study used a descriptive research methodology. According to (Hollin et al., 2020), descriptive research establishes and documents how things are. It describes an event that happened in the field. There are two reasons why individuals utilize the

descriptive technique (Castellan, 2010). The majority of published research papers are descriptive, to start with. Second, the descriptive technique may be used to look into various issues in education. The research was taken in the second semester of the 2021/2022 academic year. According to (Castellan, 2010), a population is a zone of generalization made up of items or individuals that the researcher has chosen to investigate and, eventually, form conclusions about. According to (Oko, 1992), a sample is a tiny fraction of the population chosen for observation and study. According to this definition, a sample is made up of specific individuals who are chosen to represent the entire population. In this research, the sample is students of 25 students at a senior high School in Medan. The sampling used is total sampling

**Results and Discussion**

A random selection of student translations of works from Indonesia to English has been chosen. The text contained several sentences. An English translation of an Indonesian noun phrase into Indonesian was given to the class. It was a noun phrase with two parts. These noun phrases are correct- and left-handed, respectively.

*Table 1. Students' ability to translate Noun Phrase*

| Noun phrase | Students' translation |
|---|---|
| **Sedikit gula** | 1. A little of sugar |
| | 2. little of sugar |
| | 3. a little sugars |
| | 4. a litle sugar |
| | 5. a litle of sugars |
| | 6. alittleof sugars |

The first student's translation is more appropriate. Do not use "the" but use **a** "the" when it had an explanation before about the Noun. The second student's translation had the correct answer in translating noun phrases. The third student had an incorrect translation of noun phrases. They translated it into "a little sugar." As sugar is an uncountable noun, we don't need to put "s" at the last. The second noun phrase is seorang pemburu liar. Students" translations can be seen in the following table.

**Table 2. Students' ability to translation Noun Phrases**

| Noun phrase | Students' translation |
|---|---|
| **Seorang pemburu liar** | 1. someone we can call wild hunter |
| | 2. people who like hunt |
| | 3. the wild hunter |
| | 4. the bad hunter |
| | 5. a man live in forest |
| | 6. an animal lovers |

Then, students' ability to translate the passive voice in the text can be seen as follows.

**Table 3. Students' ability to translate a passive sentence**

| Passive sentence | Students' translation |
|---|---|
| **Buku ini dibeli oleh ibu saya** | 1. this book is bought by my mom |
| | 2. the book is buying by my mom |
| | 3. the book is buy by my mom |
| | 4. the book buy by my mother |
| | 5. this book was bought by my mother |
| | 6. this book is bought by my mother |

From the students' answers, the acceptable answer is three answers. They are the first, fifth, and sixth answers. Active sentences have happened in the past. So, passive voice should also be in the past.

**Table 4. Students' ability to translate an active sentence**

| active sentence | Students' translation |
|---|---|
| | 1. he bought book two month ago |

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| Dia membeli buku dua bulan lalu | 2. he was bought book two months ago |
| | 3. he buy book two months ago |
| | 4. he was bought book two months ago |
| | 5. he is bought book two months ago |
| | 6. he was bought book two months ago |

It demonstrated that students' translation skills for active sentences were rated as good.

*Table 5. students' ability in translation present progressive tense*

| Active sentence | Students' translation |
| --- | --- |
| **Dia (laki-laki) sedang mencuci sepatu sekarang** | 1. he is washing shoes now |
| | 2. he washing shoes right now |
| | 3. he is washing shoes right now |
| | 4. he is washes shoes now |
| | 5. he is washing shoes right now |
| | 6. she is washing shoes now |

From the students' answers, it can be known that students could translate the present progressive tense. Only a few of them had a mistake in translating it.

*Table 6. Students' Ability to Translating Past Progressive Sentences*

| Active sentence | Students' translation |
| --- | --- |
| **mereka sedang membaca ketika saya datang** | 1. they were reading when I came |
| | 2. they were reading when I come |
| | 3. they were reading when I came |
| | 4. they reading when I came |
| | 5. they was reading when I come |

| | |
|---|---|
| | 6. they was reading when I came |

From the table, it showed that students had a good ability to translate past progressive tense.

*Table 7. Students' Ability in Translating Simple Past Sentences*

| Active sentence | Students' translation |
|---|---|
| **mereka melihat pameran kemarin** | 1. they see exhibition yesterday |
| | 2. they saw exhibition yesterday |
| | 3. they seen exhibition yesterday |
| | 4. they see exhibition yesterday |
| | 5. they saw exhibition yesterday |
| | 6. they saw exhibition yesterday |

Students can translate past from Indonesia sentence into English. A few of the student had mistakes, they forgot to change the verb to second. They forgot to change to the second verb, regular or irregular verb.

**Language Problems**

The primary linguistic translation issues, which may be broken down into terminological, lexical, semantic, and stylistic issues, will be defined and examined in this section. According to specialists, the translator works with language forms: "The translator does not share the sense of linguistic forms, but he interprets." In comparison to themes like word types, the usage of articles and prepositions, temporal and verbal modes, and associated terminology particular to the field of theory and practice of translation, analysis of these challenges greatly aided our understanding of the distinctions between the two languages. Specialists frequently emphasize that translators interpret rather than merely convey the meaning of language forms. The original text's underlying content, intention, and tone must also be captured in the translation and the words themselves. To effectively translate, one must be thoroughly aware of the languages and cultures involved.

Additionally, some translation elements provide unique difficulties, such as using articles and prepositions, verbal and temporal modes, and terminology peculiar to translation theory and practice. These issues must be carefully examined and considered to create accurate and relevant translations. By looking at these linguistic difficulties, translators can better comprehend the variations between the source and

destination languages. To provide accurate translations that successfully translate the intended message from one language to another, they must be able to traverse the complexity of translation and make educated selections.

## Cultural Problems

In the previous section, we covered a few challenges and linguistic concerns we encountered when using our translation strategy. Two cultural challenges are recognized: cultural allusion and reference transfer problems. Cultural variations between two different civilizations are the cause of translation issues. Receiving the message requires the receiver to recognize and decode the sociocultural information hidden in various references. Cultural components, also known as "cultural allusions," are what cause these discrepancies to appear in texts ("culture-specific items"). (Zarifa Gafurovna, 2021) Claims that language systems in which language communities evolve deal specifically with the diversification of the areas highlighted in translation: "The confrontation of two natural languages in the transfer of messages reveals first and foremost a common general structure that allows translation and the existence of weakly idiomatic areas, as well as differences that attract disturbances in data transmission."

## Textual Problems

Lack of comprehension of the source text concerning intratextual traits and extratextual references, such as coherence and cohesion textual aspects, is the root cause of textuality issues. The final two crucial components in the research of intratextual variables are textual coherence and cohesiveness. Coherence, which indicates that the sentences should follow a logical harmony for the message to be clear and intelligible, is closely connected to the meaning and unity of the text quality.

According to studies, studying, comprehending, and mastering the English and Indonesian languages should be a priority for translation students. Students need to focus more on Indonesian and English writing conventions. The students would benefit from routinely practicing translation to broaden their knowledge and experience. Based on these study results and analyses, the lecturer can consider the research's conclusions while instructing in translation. Since the lecturer has previously conquered the challenges in his approach to teaching the student, maybe the lecturers can help the students avoid making these mistakes. To guarantee that the data is more reliable, I advise future researchers who may carry out the same study to use only one to three texts for the entire class rather than a separate text for each student. Second, to make the questionnaire's results more precise and pertinent to the research topic, I advise using the answer to research question 1 as an indication.

**Conclusion**

The translation should only be done sparingly and incorporated into language instruction when appropriate and with the appropriate group of pupils. So, a translator must comprehend both the structure of the source and target language well because a translation is not simply a matter of different word choices but of different grammatical structures. However, every student has a different ability in translating. It is clear from the results that students' ability to translate material from Indonesian to English was rated as good. Most pupils demonstrated their ability to translate phrases from Indonesian to English. The sentences comprise present, past, future, and active and passive noun phrases. However, several pupils were still unsure how to transition from active to passive or passive to active. The author recommends further author to explore more significant participants to get more data.

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