



Challenges for students in translating sentences among Indonesian-English and Its Solutions

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ABSTRACT

In eastern Indonesia, Indonesian students face various difficulties in learning English. Especially English translation skills are their weak point. It is important to think about how our students' problems in using English have a certain foundation. This article investigates the problems of Indonesian English learners by analyzing some of the mistakes in their English-Indonesian translations in four aspects. This paper also offers some solutions to the problem. This study follows a descriptive and analytical method. This research was applied to students at the Faculty of Education, Muhammadiyah University of Enrekang, third year students. The student subjects consisted of 23 students studying English at the English Language Education Study Program at Muhammadiyah Enrekang University. The findings of this study emphasize that Indonesian students, especially eastern Indonesia, face problems in translation. Analysis of translation errors from the semantic category is more dominant on errors involving inappropriate word choices and the use of prepositions. In the syntactic errors' category, the dominant error is the use of tenses. Whereas in pragmatic errors, the errors that often appear are excessive literal translations or ambiguous translations and also missing words or meanings or omission words. Students have insufficient background knowledge about how to translate English into Indonesian or vice versa. Based on these findings, the researcher recommends that translation should be considered when it is taught. Students should be given many topics to translate during their academic year and lecturers should use motivating methods to improve students' skills in translation.

Introduction

Reviewing the philosophy of translation from well-known figures in their fields and previous research, translation can be interpreted as a mental activity in which the meaning of certain linguistic discourses

is translated from one language to another. Translation is an action in which the contents of the text are transferred from the source language into the target language (Foster, 1958; Newmark, P. (1988). The

language to be translated is called the source language (SL), while the language to be translated or until it is called the target language (TL). Translators need to have good knowledge of the source language and target language (Husin, H., & Hatmiati, H., 2018), in addition to high linguistic sensitivity (Ibda, H., 2017) because he has to convey intentions, the original thoughts and opinions of the author in the translated version are as precise as possible (Amira Osman, 2017).

Translation plays an integral role in bridging the gap between countries and how students can transfer knowledge (Siregar, R., et al., 2022). Different languages provide different ways of seeing the world, but translation gives us the opportunity to explore and interact with these different worldviews. Translation refers to bringing the meaning of text from one language to another (Shiyab, S., & Abdullateef, M., 2001). There are three aspects of language form, language meaning, and language in context. Most translation and linguistic experts agree that the process of translation is achieved as a communicative process from a foreign language to the mother tongue, so that translation considers a unique linguistic device (Catford, J. C., 1965) which has a very important task of conveying the meaning of text from one language to another (Catford, J. C., 1965) (Shahata L, 2020).

Throughout my years as an educator, I have come across many cases where students failed to provide an acceptable translation of Indonesian sentences into English. In addition, these errors can be revealed in the writing and even speaking of students. Therefore, the linguistic errors found in this study can help lecturers and teachers and material designers choose the right pedagogical method. It should be emphasized here that this research is more aimed at helping lecturers, especially lecturers of the English Education Study

Program at Muhammadiyah Enrekang University, to become professional translators.

The translation course is one of the compulsory subjects taught in the English study program at the Muhammadiyah University of Enrekang. This is based on the lecturers' belief that the ability to translate is an important skill that must be possessed by English study program students. In fact, translation skills are currently considered as important as other language skills (Newmark, P., 2003), such as speaking, reading, and writing (Zao, C., 2013). However, English students at Muhammadiyah Enrekang University do not really understand translation. They have limitations in translating English sentences into Indonesian or vice versa. They often make mistakes when working on translation practice questions. As a result, they write sentences that are wrong and poorly understood (Ghazala, H., 2008).

This research is important because English is a global language. This means that language is an interest and need throughout the world and has an important role in our lives (Mustakim, M., & Lateh, N., 2020). Translation is a very significant thing because this part has not been mastered by students properly.

Because translation skills require a lot of language skills such as reading, writing and other abilities that must be combined to work together to obtain effective translation results (Sriwantaneeyakul, S., 2018). Although various previous studies have been conducted at Muhammadiyah Enrekang University in dealing with English language difficulties, research on translation difficulties has not received sufficient attention. Most of the previous research focused on difficulties in language skills such as reading, listening, writing and speaking skills. Consequently, there is a lack of empirical studies in translation that can bridge the gap that exists in the field of student translation; thus, it is important to

investigate the mistakes made. Therefore, the researcher finds that it is imperative to investigate the problems faced by students, especially from translating English into Indonesian or vice versa. In this case, this study can explain students' ability to translate, in addition to analysing mistakes made in English into Indonesian. This study aims to investigate the problems faced by students in translating sentences from English to Indonesian or vice versa from four aspects, namely pragmatic, grammar, semantic and miscellaneous.

Method

This research uses descriptive analytical method. Researchers used Indonesian language papers and English papers where the length of each item varied between 250-500 words and from one sentence to a short paragraph. Students are asked to translate the paper into English into Indonesian and vice versa. Likewise, data collection was also taken from the exam results of students who were asked to translate Indonesian sentences into English sentences, both in the form of short answer questions and short paragraph writing. Then the researchers and colleagues analysed the problem of sentence

translation and made coding based on the aspects reviewed, namely: pragmatic (rendition), grammar (syntactic), semantic (vocabulary and word choice) and miscellaneous (omission). Semester 5 students for the 2021/2022 academic year in the English Education Study Program at Muhammadiyah Enrekang University were the subjects of the study with a total of 23 participants. The collection of data used in this study is a test to explore problems in translating English sentences into Indonesian and vice versa. Semester 5 students were chosen as research subjects because they had studied several basic English courses. Besides that, English subjects are also taught in junior and senior high schools, which means that they have studied English for approximately 6 years before joining the University.

Data Analysis, Result and Discussion

The errors were classified into four main categories: pragmatic (translation), syntactic (grammar), semantics (vocabulary and word choice) and miscellaneous (omissions). The descriptive results for the translation scores are summarized in Table below:

Table 1. Overall frequency of errors in the students' Indonesian-English translation

No.	Categories of translation errors	Frequencies of errors	Percentage
1	Pragmatic (rendition)	445	16,5
2	Syntactic (grammar)	812	30,0
3	Semantic (vocabulary and word choice)	1174	43,5
4	Miscellaneous (omission)	269	10,0
	Total	2700	100

Table 1 shows that the most frequent errors in student Indonesian-English translations are from the semantic aspect, followed by syntactic and pragmatic errors. Meanwhile,

the errors that were most rarely found in student translations were from other categories.

Table 2. Frequency and percentage of Indonesian-English translation errors made by students

No.	Subcategories of Translation Errors	Frequencies of Errors	Percentage of translation error (of 2700)
I	Pragmatic error		
1	Misinterpreting the source text	23	0,85
2	Insufficient rendering, which differentiates the translation from the original text	41	1,52
3	Excessive rendering, which differentiates the translation from the original text	78	2,89
4	The difference in meaning between the source text and the target text; insufficient accuracy	94	3,48
5	Misinterpretation due to unawareness of terms	87	3,22
6	Excessive literal translation or ambiguous translation	113	4,19
7	Free translation	9	0,33
	Total pragmatic error	445	16,48
II	Syntactic errors		
1	Tenses	313	11,59
2	Voices	39	1,44
3	Modifiers	43	1,59
4	Gerund and infinitive	12	0,44
5	Singular and plural	221	8,19
6	Modals and auxiliaries	5	0,19
7	Part of speech	34	1,26
8	Determiner	21	0,78
9	Adjective	2	0,07
10	Adverb	4	0,15
11	Pronoun	38	1,41
12	Verb	15	0,56
13	Incomplete sentence	6	0,22
14	Subject	37	1,37
15	Object	22	0,81
	Total syntactic errors	812	30,07
III	Semantic errors		
1	Misspelling	147	5,44
2	Inappropriate word choice	464	17,19
3	Prepositions	322	11,93
4	Articles	241	8,93
	Total semantic errors	1174	43,48
IV	Miscellaneous errors		
1	Missing parts in the target text (omission)	269	9,96
	Total errors	2700	100,00

Table 2 shows the errors resulting from the translation analysis. Based on the table, in the category of pragmatic errors, students (78 errors) often make excessive renderings, subsequently, the meaning of the translation of the paragraph sometimes comes out of the original text. Misinterpretation due to ignorance of the terms used (87 errors). Meanwhile, the difference in meaning between the source text and the target text; Insufficient accuracy (94 errors). Excessive literal translations or ambiguous translations have a higher rate (113 errors) compared to the pragmatic Errors subcategory.

In the aspect of syntactic errors, major mistakes that are often made by students are found in the following types of errors: use of tenses, singular and plural, modifiers, use of pronouns and parts of speech. Whereas in the aspect of semantic errors, the errors that often appear are word selection, use of prepositions, articles and misspellings and in other aspects are missing translations. The following is an example of a student's translation of point 1.

Example:

Source text:

My hobby is writing. I like to write since I was in junior high school. At that time, my writings were often published in magazines.

Along with the development of technology, I post my writing on the blog that I created on the internet, so it can be read and useful for many people around the world.

I'm currently studying at the undergraduate program and majoring in English education, I'm learning to write and translate, in

the future my blog can get more readers.

Indonesian translation:

Saya memiliki hobi menulis. Sejak sekolah di SMP Saya suka menulis. Saat itu, tulisanku sering kali diterbitkan di majalah.

Sepanjang perkembangan teknologi, saya memposting tulisan saya di internet melalui blog yang saya buat, supaya tulisan saya dapat dibaca dan berguna bagi orang banyak di seluruh dunia.

Saat ini saya sedang belajar pada program studi pendidikan bahasa Inggris, saya belajar menulis dan belajar menterjemahkan, agar blog saya dapat dibaca lebih banyak orang dimasa yang akan datang
(Source: students answer)

Analysis error:

Selection of the wrong word (substitution); Permutation errors and inappropriate use of tenses, inadequate accuracy and ambiguous translations are the most common linguistic errors in this study.

One of the problems students face when translating is that they do not understand sentences comprehensively. They do not give full consideration to contextual meaning and translate sentences individually and isolated from context. students usually use word for word translation too much or wrong in sentences. This kind of translation is very difficult to achieve the correct use of language, not to mention effective communication. Examples of translation questions from Indonesian to English are as follows:

Results of student translation transcripts

Translation questions	Student translation results
<i>Aku tidak menyangka akan bertemu denganmu di tempat ini.</i>	" I don't think will meet you in this place." Should be translated as "I didn't expect to meet you in this place"
<i>Sebagian besar keluarga pergi ke taman pada hari Ahad.</i>	<i>Most family go to the park on Sunday.</i> Should be translated as "Most families go to the park on Sunday"
<i>Anda memiliki kepercayaan yang berlebihan</i>	<i>You have more trust</i> Should be translated as "you have an absolutely overwhelming belief" or
<i>"Students are nervous before the exam starts".</i>	<i>Siswa merasa gugup sebelum ujian</i> Should be translated as "Siswa gugup sebelum ujian dimulai"
<i>"That's more than I can tell."</i>	<i>"lebih dari yang bisa kukatakan." (omission part)</i>
<i>"He is braver than wise"</i>	<i>"lebih berani daripada bijak." (omission part)</i>
<i>"I found him restless when he was waiting for his girlfriend".</i>	- <i>Saya menemukan dia kurang istirahat ketika dia sedang menunggu pacarnya.</i> - <i>Saya menemukan bahwa dia khawatir ketika dia sedang menunggu teman wanita.</i>
<i>etc.</i>	-

Recommendations

To get a perfect translation, sometimes the translator needs to omit some words, or sometimes add some words. Likewise, translation is a creative process, thus, in this way we can get closer to the original expression. When practicing translating, it is necessary to do syntactic analysis so that students become more proficient in translating. Therefore, effective communication between students must be fostered.

Conclusion

Based on an analysis of errors in Indonesian students' translation practices, we can see that teaching English in Eastern Indonesia still needs serious attention. Analysis of translation errors reveals that the dominant types of errors that occur in Indonesian-English translations and vice versa come from the semantic category, especially errors involving inappropriate word choices and the use of prepositions. In the syntactic errors' category, the dominant

error is the use of tenses. Whereas in pragmatic errors, the errors that often appear are excessive literal translations or ambiguous translations and also missing words or meanings or omission words.

The findings made using this translation error analysis confirm that it is important to improve students' translation skills. Translation theory must be combined with practice. Learning a language is a very complex process. In this procedure, we need to consider many factors. Like, background knowledge, idiomatic use and even grammar. Language learning and teaching must be in harmony with each other. The objective theory of language learning constrains the entire process of learning and teaching.

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