



An Analysis of Students' Difficulties in Translating English Descriptive Text into Indonesian at the Seventh Grade of SMP Negeri 1 Salapian

Finky Florensa Sipayung¹, Rabukit Damanik²

Department of English Education, STKIP Budidaya Binjai, Indonesia

The purpose of this research is to analyze students' difficulties in translation, students' process in translating, and the reasons why students experience challenges in translating English descriptive texts into Indonesian which have been analyzed from Class VII students of SMP Negeri 1 Salapian. This study used a descriptive qualitative method. In this study, researchers took a sample of 10 students from class VII at SMP Negeri 1 Salapian. Based on student translation tests, this research shows students' difficulties translating descriptive text. Researchers summarize them into three types: 1) Accuracy, 2) Grammtical, and 3) Equivalence. There are many aspects of difficulty associated with this type. The problems they experience are grammar, unfamiliar vocabulary, and word choice. Apart from that, there are several factors that there are several factors that make it difficult for students in taking translation tests, such as student knowledge, student willingness to learn, and teaching techniques. The results of the research were 80% accuracy from 10 students who did not understand accuracy. The results of research on grammar understanding were that 70% of 10 students did not understand grammar. Equivalence Percentage 80% of 10 students have difficulty translating into the target language, difficulty composing words, weak vocabulary, and poor understanding of translation.

Keywords: descriptive text, students' difficulties, translation

INTRODUCTION

Language is extremely urgent for human existence. By language, individuals can chat with others, share data, and express inclinations, sentiments, sentiments, and so forth. In this situation, language is expected to be spoken by different nations. There are a ton of dialects from one side of the planet to the other, similar to English, Indonesian, Japanese, Korean, and some more. In this cutting-edge time, numerous nations involved English as a specialized device. In the twenty-first hundred years, English is utilized as a worldwide language even in everyday discussion, composed media, or electronic media. The information contained in the world is also mostly in English as the language of publication.

In Indonesia, English is an unknown dialect and the greater part of the understudies concentrates on the English language from the Grade School until Senior Secondary School. In educating and learning the process of English as an unknown dialect, the understudies need to dominate all of English expertise like tuning in, talking, perusing, and composing. Aprilia & Damanik (2021, p. 36) states: each of the parts before has connection between one to different parts.

As a worldwide language, English is extremely critical for the youthful age and can't be dismissed. Understudies in middle school need to gain English since gaining English early on is a self-improvement for a superior future. Moreover, numerous expert positions require English capability later on. Nishanthi (2018) says

OPEN ACCESS
ISSN XXX-XXX (Online)

*Correspondence:
Rabukit Damanik
rabukitdamanik21@gmail.com

Received: 4th December 2023
Accepted: 10th January 2024
Published: 28th January 2024

Citation:
Sipayung, F.F., & Damanik, R.
(2024). An Analysis of Students'
Difficulties in Translating English
Descriptive Text into Indonesian at
the Seventh Grade of SMP Negeri
1 Salapian. ALTERA (Journal of
Applied Linguistics, English
Teaching and Literature), 1(1), 37-
44.
doi: xxxxxxxxxxxx

that English is additionally fundamental for the field of schooling. In educating and learning English exercises, understudies figure out how to comprehend what the educator says and expert the material. Hence, understudies need to make an interpretation of words or sentences to grasp the material.

As a foreign student, translation is required on the ground that it is significant during the time spent understanding data from Indonesian to English or the other way around. Arono & Nadrah (2019) said translation is the transmission of an idea from one language to another dialect. Safei & Saliya (2018) said that translation isn't just changing the language from the source language (SL) to the target language (TL), but additionally moving of message from the source language to the target language. In light of the definition above, the researchers reason that translation is the exchange of words or sentences from the first language to the objective language (TL).

There are a few impediments looked at by understudies while deciphering their tasks. There are a few challenges faced by understudies in deciphering, for example, syntactic, jargon, and scholarly. Students' difficulties in translating are when the students lack the vocabulary or the students cannot put appropriate words into the target language. Many different grammars with their native language make students confused about how to arrange the sentence. Therefore, many students think English is a difficult subject.

This exploration was led when researchers mentioned objective facts at SMP N 1 Salapian, a large portion of the understudies utilized interpreter application to decipher their task. Since the presence of machine translation, understudies have just depended on machine translation. Thus, this study expects to decide understudies' hardships in making an interpretation of English expressive text in Indonesia without a translating application.

One of the important aspects of life is education. For this reason, so many efforts have been made by related parties (such as government, organizations, schools, teachers, parents, etc.) to increase the quality of education (Sitepu & Agusti, 2016, p. 231). In accordance with the English Educational program K13, there are five sorts of texts in middle school that understudies ought to learn: Narrative Text, Descriptive Text, Procedure Text, Recount Text, and Report Text. Expressive text is one of the texts learned in the 7th grade of middle school. The researchers picked Descriptive Text on the ground that Descriptive Text tells about the portrayal of something.

Mardiyah et al. (2013) said that a descriptive text is a sort of text which has a reason to portray a specific individual, spot, or thing exhaustively. Descriptive text is a text that portrays the highlights of somebody, something, or a specific spot (Wardiman et al., 2008, p. 62). So, it can attract students to understand and be able to imagine what the author is describing.

In this research, researchers took participants from seventh-grade students of SMPN 1 Salapian. Researchers took students from class VIII. The research subjects were students who were participants in working on a test about translating Descriptive Text. Then, the researchers took students randomly to be interviewed.

METHOD

The researchers carry out the research at SMP Negeri 1 Salapian Kec. Salapian Kab. Langkat and it was conducted on July 2023. The reason for choosing this location is because the same problem had never been done before.

The exploration plan of this examination is descriptive qualitative methods. As per Gay et al. (2012, p. 625), descriptive research includes gathering mathematical information to test speculations or answer inquiries regarding the momentum subject of review. The exploration subject is researchers who took members from 7th-grade understudies of SMPN 1 Salapian. Researchers took students from class VII. The research subjects were students who were participants in working on a test about translating Descriptive Text. Then, the researchers took students randomly to be interviewed.

The researchers carry out the research at SMP Negeri 1 Salapian Kec. Salapian Kab. Langkat. The reason for choosing this location is because the same problem had never been done before.

The research design of this research is descriptive qualitative methods. The research subject researchers took participants from seventh-grade students of SMPN 1 Salapian. Researchers took students from class VII. The research subjects were students who were participants in working on a

test about translating Descriptive Text. Then, the researchers took students randomly to be interviewed.

In the review, researchers used the information assortment strategies with perception, meetings, tests, and documentation. The researchers summed up subjective information in three stages as recommended by Miles et al. (1994): data reduction, data display, and conclusion drawing and verification.

RESULTS AND DISCUSSION

Results

The researchers gathered the information from the test. The researchers found that the understudies experienced issues in making the interpretation of English illustrative messages into Indonesian brought about by the English words (vocabularies) not being translated accurately and the sentence structure in Indonesian not being organized well by 7th-grade understudies in SMPN 1 Salapian.

Table 1 The Students' Difficulties in Translating English Descriptive text

No	Question	Percentage (%)		
		Yes	No	Some times
Accuracy				
1	I found a complicated English sentence pattern in the text, so it was difficult to translate it into Indonesian.	7 (70%)	-	3 (30%)
2	I found it difficult to interpret the sentence even if I know the meaning of the sentence.	6 (60%)	-	4 (40%)
3	I found it difficult to understand the meaning of the English text.	7 (70%)	-	3 (30%)
Grammatical				
1	I found it difficult to find the meaning of words that are unfound in the dictionary.	8 (80%)	-	2 (20%)
2	I found it difficult to translate phrases.	7 (70%)	-	3 (30%)
3	I found it difficult to translate long sentences in English.	8 (80%)	-	2 (20%)
Equivalence				
1	I found it difficult to arrange the words into sentences in the target language.	8 (80%)	-	2 (20%)
2	I found words that had double meaning.	7 (70%)	-	3 (30%)

Language is extremely urgent for human existence. By language, individuals can chat with others, share data, and express inclinations, sentiments, sentiments, and so forth. In this situation, language is expected to be spoken by different nations. There are a ton of dialects from one side of the planet to the other, similar to English, Indonesian, Japanese, Korean, and some more. In this cutting-edge time, numerous nations involved English as a specialized device. In the twenty-first hundred years, English is utilized as a worldwide language even in everyday discussion, composed media, or electronic media. The data contained on the planet is additionally for the most part in English as the language of distribution.

The understudies' challenges in understanding the significance of the source language, to the point of giving understudies difficulties in making interpretation of it into the target language, was brought about by understudies' absence of vocabulary, understudies' information and their understanding about interpretation was still insufficient. Thus, the researchers reasoned that the

understudies' hardships in translating English descriptive text into Indonesian are from Accuracy, Grammatical, and Equivalence. It is proved by the percentage amount in the table above.

Data Description of How Students Translate English Descriptive Text

Before examining this information, the researchers give some clarification about how understudies translate English descriptive text. In directing the information in this exploration, researchers give 5 (five) inquiries to understudies to realize the understudies' translation process in translating English descriptive text. The researchers break down the understudies' course of translating English expressive text by interview.

The researchers used a hypothesis from Mangatur Nababan, there are three phases of the translation process, specifically; investigation, move, and rebuilding. In light of the information depiction, the researchers find the aftereffect of the understudies' translation process as underneath:

Table. 2. The Result of Students' Translation Process

No	Initial Name	Analysis	Transfer	Restructuring
1	NFH	√	-	√
2	ZEB	-	√	√
3	NS	√	√	√
4	SAP	√	√	√
5	LF	√	√	√
6	JI	√	√	√
7	AH	√	-	√
8	AA	√	√	√
9	CAP	√	-	√
10	DIG	-	√	√
Total*		8	7	10

From the data in the table, the students used all of the stages according to Nababan, namely analysis, transfer, and restructuring. In this research, the students didn't translate based on the translation process from Nababan, 8 (eight) of 10 (ten) students used analysis, they are; NFH, NS, SAP, LF, JI, AH, AA, and CA. 2 (two) students didn't use analysis, they are; ZEB and DI. 7 (seven) of 10 (ten) students used transfer, they are; ZEB, NS, SAP, LF, JI, AH, AA, and CA. 3 (three) students didn't use transfer, they are; NFH, AH, and CA. 10 (ten) students used restructuring, they are; NFH, ZEB, NS, SAP, LF, JI, AH, AA, CA, and DI. All of the students use this stage in their translation process of English descriptive text.

Based on the data, the researchers find each student has a different process of translating English descriptive text into Indonesia. The researchers analyze how the students translate English descriptive text into Indonesia, there are below:

According to the stage of the translation process from Mangatur Nababan, there are 5 (five) students who use the stage of the translation process, they are NS, SAP, LF, JL, and AA. Those students use stages of the translation process; analysis, transfer, and restructuring sequentially during translating English descriptive text. So, from those data researchers can conclude that those students use all of the stages in the translation process from Mangatur Nababan.

There are students who didn't use all parts of the stage translation process. 2 (two) students jump to the transfer process and restructuring process, they are; ZEB, and AA. The first one uses the transfer process, and the second one uses restructuring during the translation process in translating English descriptive text into Indonesia. 3 (three) students who didn't use the part of the stage translation process, namely: NFH, AH, and CA. Those students use analysis and restructuring. So,

those students didn't use all of the stages of the translation process from Mangatur Nababan, because the students jumped to transfer before using analysis.

Based on the explanation above, the researchers can conclude that 5 (five) students use analysis, transfer, and restructuring from the theory of Mangatur Nababan. 2 (two) students use transfer and restructuring and 3 (three) students use analysis and restructuring.

The Reason of Students' Difficulties in Translating English Descriptive Text into Indonesia

Based on the result of the interview, the researchers analyze the students' reasons as to why they have difficulties in translating English descriptive text into Indonesian.

Student Initial JF

Based on the interview with student 1 about the reason for having difficulty in translating English descriptive text, the researchers got the reason why the students have difficulties in translating English descriptive text into Indonesia. The reason was that the student found unfamiliar vocabulary in the English descriptive text hard to translate.

Student Initial AH

Based on the interview with student 2 about the reason for the students' difficulty in translating English descriptive text into Indonesia, the researchers found the reason why the students had difficulties. The reason was that the students found it difficult to determine the right words in translating English descriptive text.

Student Initial LF

Based on the interview with student 3 about the reason for the difficulty in translating English descriptive text, the researchers got the reason why the students have difficulties in translating English descriptive text into Indonesia. The reason was that the student found it difficult to translate long sentences and unfamiliar vocabulary.

Student Initial NS

Based on the interview with student 4 about the reason for the difficulty in translating English descriptive text, the researchers got the reason why the students have difficulties in translating English descriptive text into Indonesia. The reason was that the student found it difficult to find the right Indonesian words in the text and sometimes found unfamiliar vocabulary.

Student Initial SAP

Based on the interview with student 5 about the reason for having difficulty in translating English descriptive text, the researchers got the reason why the students have difficulties in translating English descriptive text into Indonesia. The reason was that the student was still less knowledgeable about grammar and didn't know about English.

Student Initial DI

Based on the interview with student 6 about the reason for having difficulty in translating English descriptive text, the researchers got the reason why the students have difficulties in translating English descriptive text into Indonesia. The reason was that the student found it difficult to interpret if there was no English dictionary.

Student Initial AA

Based on the interview with student 7 about the reason for the difficulties of translating English descriptive text, the researchers got the reason why the students have difficulties in translating English descriptive text into Indonesia. The reason was that the student didn't know how to translate English text into Indonesian, and their basic knowledge was not in English.

Student Initial CA

Based on the interview with student 8 about the reason for having difficulty in translating English descriptive text, the researchers got the reason why the students have difficulties in translating English descriptive text into Indonesia. The reason was that the student was less experienced in English translation activity and found it difficult to arrange the right sentence pattern in Indonesian.

Student Initial ZEB

Based on the interview with student 9 about the reason for having difficulty in translating English descriptive text, the researchers got the reason why the students have difficulties in translating English descriptive text into Indonesia. The reason was that the student lacked vocabulary, so the student found it difficult to translate it.

Student Initial NFH

Based on the interview with student 10 about the reason for the difficulties of translating English descriptive text, the researchers got the reason why the students have difficulties in translating English descriptive text into Indonesia. The reason was that the student didn't know about English and English was not their basic.

Discussion

Students' Difficulties in Translating English Descriptive Text

The students' score in translating English descriptive text is compiled. All 10 (ten) students could not reach the maximum score. Several students got standard scores from the test results. Based on the table above, the students' difficulties in translating English descriptive text are judged from Accuracy, Grammatical, and Equivalence. The accuracy contains several points as follows:

1. With the question "I found a complicated English sentence pattern in the text, so it was difficult to translate it into Indonesian," it proved with 70% of 10 students chose option (yes) and 30% of 10 students chose option (sometimes).
2. With the question "I found it difficult to interpret the sentence even if I know the meaning of the sentence," it proved with 60% of 10 students chose option (yes) and 40% of 10 students chose option (sometimes).
3. With the question "I found it difficult to understand the meaning of the English text," it proved with 70% of 10 students chose option (yes) and 30% of 10 students chose option (sometimes).

The grammatical points are as follows:

1. With the question "I found it difficult to find the meaning of words that are unfound in the dictionary," it proved with 80% of 10 students chose the option (yes) and 20% of 10 students chose the option (sometimes).
2. With the question "I found it difficult to translate phrases," it proved with 70% of 10 students chose the option (yes) and 30% of 10 chose the option (sometimes).
3. With the question "I found it difficult to translate long sentences in English," it proved with 80% of 10 students chose the option (yes) and 20% of 10 students chose the option (sometimes).

The equivalence points are as follows:

1. With the question "I found it difficult to arrange the words into sentences in the target language," it proved with 80% of 10 students chose the option (yes) and 20% of 10 students chose the option (sometimes).
2. With the question "I found words that had double meaning," it makes difficult to determine which one the meaning to choose, it proved with 70% of 10 students chose the option (yes) and 30% of 10 students chose the option (sometimes).

The high percentage in Accuracy is 80% of 10 students chose the option (yes). Then, a low rate is 20% of 10 students chose the option (sometimes). The high percentage in Grammatical is 70% of 10 students chose the option (yes) and 30% of 10 students chose the option (sometimes). The percentage in Equivalence is 80% of 10 students chose the option (yes) and 20% of 10 students chose the option (sometimes).

The researchers found that the students have difficulties in accuracy, grammatical, and equivalence in translating English descriptive text. It was proved by the percentage in the table above. So, the researchers can conclude that the students' difficulties are caused by accuracy, grammatical, and equivalence.

Students' Process in Translating the English Descriptive Text

Based on those data, the researchers found each student has a different process of translating English descriptive text into Indonesia. The researchers analyze how the students translate the English descriptive text into Indonesia, they are NS, SAP, LF, JI, AH, and AA. Those students use the stage of the translation process; analysis, transfer, and restructuring during translating the English descriptive text. The students' stage is appropriate with Mangatur Nababan's theory.

Those students didn't use all stages of the translation process. Students jump into the transfer process and restructuring process, they are: ZEB and DI. The first student used transfer, and the second one used restructuring during the translation process in translating English descriptive text into Indonesian. Students who didn't use part of the stage translation process are: NFH, AH, and CA. Those students use analysis and restructuring. So, those students didn't use all stages of the translation process from Mangatur Nababan.

Students' Reason for Having Difficulties in Translating English Descriptive Text

Based on the data above, the researchers combine and conclude the result by using Nababan's theory, as follows:

- a. The first reason why students have difficulty in translating English descriptive text into Indonesian is that students find double meanings in the dictionary and difficulties in arranging the English sentences into Indonesian patterns. Thus, the students' translations have ambiguous meanings. In this case, the source language in the text hadn't reached the target language in the text's meaning, because the students' translation hadn't been translated with accuracy, grammatical, and equivalence.
- b. The second reason why students have difficulties in translating English descriptive text is that students don't carry a dictionary and find unfamiliar vocabulary in the text. In this case, the students having difficulties translating English text into Indonesian was caused by students lack of vocabulary.
- c. The third reason why students have difficulties in translating English descriptive text is that students find it difficult to determine the right words and they don't understand grammar in English. In this case, when the students translate English sentences into Indonesian patterns, they don't translate them to the target language.

This research is relevant to the research entitled *The Analysis of Student's Difficulties in Translating Argumentative Text from English to Indonesian at the Second Grade Students of MAN Tebing Tinggi Academic Year 2018/2019* conducted by Dedek Sugi Hariati. The researchers used qualitative research to describe the result. The researcher took the second-grade students of XI IPA as the sample in her research. They consisted of 35 students. Based on the result, the researcher can conclude that the students' difficulties in translating Argumentative text are to include two factors: difficulties in linguistic and non-linguistic factor.

A research entitled *Students' Translation Process in Translating Text at the Twelve Grade of SMA N 1 Air Joman* was conducted by Hilda Trisvianti. The researcher took 9 (nine) 12th-grade students as a sample in her research. Based on the result, the researcher can conclude that the students translate a text using the stages of the translation process, which can be proved by the students' use of transfer, analysis, and restructuring processes.

A research entitled *An Error Analysis in Translating Indonesian into English at the Eleventh Grade Students at MAN 1 Medan* was conducted by Ayu Safitri Nasution. The researcher took a sample in XI MIA 6 that consisted of 22 students. Based on the result, the researcher concluded that the translation of second-grade students at SMA Negeri 13 Pangkep is still mistaken in translating a text and the lexical aspect is the dominant aspect of students' mistakes.

CONCLUSION

The research was conducted and by analyzing the data, the researchers can conclude three points: first, the researchers found that the students of SMPN 1 Salapian had difficulties in translating English descriptive text. It was influenced by accuracy, grammatical, and equivalence. The students haven't understood the meaning of the source language in the descriptive text. In this case, the students were having difficulties in translating it to the target language. It was proven by the highest percentage.

Furthermore, the highest percentage of Accuracy is 80% out of 10 students and the highest percentage from Grammatical factor is 70% out of 10 students. The highest percentage is in Equivalence, being 80% out of 10 students. Secondly, the researchers found that 5 (five) students use the stages of the translation process from Mangatur Nababan in translating English descriptive text: analysis, transfer, and restructuring. Then, there are some students who didn't use the stages in the translation process at all. Thirdly, the researchers found that the students' reasons on why they have difficulties in translating English descriptive text were the lack of vocabulary and difficulty in arranging the English words into Indonesian.

REFERENCES

- Aprilia, Y., & Damanik, R. (2021). The Effect of Story Face in Increasing the Students' Reading Comprehension of Narrative Text of the Tenth Grade at SMK Swasta YPIS Maju Binjai. *Jurnal Serunai Bahasa Inggris*, 13(1), 36-42.
- Arono, A., & Nadrah, N. (2019). Students' Difficulties in Translating English Text. *JOALL: Journal of Applied Linguistics and Literature*, 4(1), 88-99. <https://doi.org/10.33369/joall.v4i1.7384>
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational Research: Competencies for Analysis and Applications*. Pearson.
- Hariati, D. S. (2018). *The Analysis of Students Difficulties in Translating Argumentative Text from English to Indonesian at the Second Grade Students of MAN Tebing Tinggi Academic Year 2018/2019* [Bachelor's Thesis, Universitas Islam Negeri Sumatera Utara].
- Mardiyah, D., Saun, S., & Refnaldi. (2013). The Second Grade Students' Ability in Writing a Descriptive Text in SMP N 1 Canduang. *Journal of English Language Teaching*, 1(2), 280-290.
- Miles, M. B., Huberman, A. M., & Saldana, J. (1994). *Qualitative Data Analysis: A Method Sourcebook (3rd ed.)*. SAGE.
- Nababan, M. (2003). *Translation Processes, Practices, and Products of Professional Indonesian Translators* [Doctoral Dissertation, Victoria University of Wellington].
- Nasution, A. S. (2019). *An Error Analysis in Translating Indonesian into English at the Eleventh Grade Students at MAN 1 Medan* [Bachelor's Thesis, Universitas Islam Negeri Sumatera Utara].
- Nishanthi, R. (2018). The Importance of Learning English in Today World. *International Journal of Trend in Scientific Research and Development*, 3(1), 871-874.
- Safei, H. N., & Salija, K. (2018). The Naturalness and Accuracy of English Short Story Translation into Indonesian. *ELT Worldwide*, 5(1), 44-53.
- Sitepu, E. R., & Agusti, I. S. (2016). The Effects of the STAD Method on Students' Achievement, Attitude and Motivation at Junior High School Babalan Langkat of North Sumatera. *AISTEEL: Annual International Seminar on Transformative Education and Educational Leadership*, 231-234.
- Trisvianti, H. (2018). *Students' Translation Process in Translating Text at the Twelve Grade of SMA N 1 Air Joman* [Bachelor's Thesis, Universitas Islam Negeri Sumatera Utara Medan].
- Wardiman, A, Jahur, M. B., Djusma, M. S. (2008). *English in Focus 2 for Grade VIII Junior High School (SMP/MTs)*. Pusat Perbukuan Departemen Pendidikan Nasional.