**STUDENTS' DIFFICULTIES IN TRANSLATING
LA HILA DONGGO STORY**

ARTICLE

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RATIFICATION

**STUDTENTS' DIFFICULTIES IN TRANSLATING
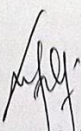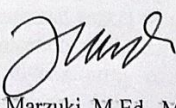LA HILA DONGGO STORY**

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Abstract

This study aims at analyzing the difficulties faced by students in translating story text from Indonesian to English. The research method employed in this study was a qualitative approach. The data were collected using test, interview, and questionnaire. The respondents of this research were eight semester students in English Language Education at Hamzanwadi University, who had previously taken the Indonesian English translation course in the previous semester. The results of the study showed that understanding different cultures, vocabulary, grammar, idioms and language patterns were the difficulties encountered in translating text La Hila Donggo story. Several factors also contributed to these difficulties, namely linguistic and non-linguistic factor. The students adopted various strategies to overcome the challenges in translating the text, such as using cultural and language references, using online dictionaries like google translate, however, using google translate makes the results of students translation are same and not varied, and employing translation methods namely word for word translation and free translation.

Key words: *students difficulties, factors, methods, translation, story text*

1. INTRODUCTION

Language serves as a medium to communicate information, whether through spoken or written means (Ibrahim et al., 2019). Language is an essential instrument utilized by humans to interact and exchange information with each other (Aryawan et al., 2019). According to Andriyanie in (Swarniti, 2021) Language plays a significant role in human existence, serving as an essential aspect of culture and a means to identify one's heritage. Through communication with others, languages enable effective interactions. Across the globe, a diverse array of languages is utilized (Gaho et al., 2022).

Based on the explanation above, we can conclude that language is a very important tool for everyone to share information and find out information that exists throughout the world. There are various languages in the world, but the most

common and widely used is English, especially in our country Indonesia, English is a foreign language which of course not all Indonesian people can understand it.

Therefore, English is made as one of the subjects that must be studied in schools, even at the tertiary level. And to understand and know the intentions of our interlocutors who speak foreign languages, of course, requires good translation skills. Likewise when we watch a foreign language film, of course we want a translation of every scene that is done so we can understand it.

According to Susan Bassnett in (Herman, 2014), Translation involves converting a text from the source language (SL) to the target language (TL) in a way that maintains a similar surface meaning between the two, while also preserving the structures of the SL as closely as possible.

From the explanation above, the researcher concludes that in this era of globalization, the ability to speak English has become one of the most important skills for students. One of the important aspects of developing English language skills is the ability to translate story texts from Indonesian into English, and it is not easy things to do. According to (Altintas et al., 2022) translation is not an easy job. So the researcher conducted this study to find out and analyze the difficulties faced by students in translating text in eight grades in the program of English Language Education at Hamzanwadi University. The researcher chooses the text of the folklore La Hila Donggo as an object because there are still few people who research the difficulties in translating the text.

2. METHOD

2.1 Participants

The participants of this research are the researcher herself and students of the eight semester of English Department at Hamzanwadi University. Total class of English Department in eight semester is three classes; those are class a, b and class c. The researcher took the data from seven (7) students. In this way, the present researcher used 8 B class as a sample to collected the data. In this research, the data were collected using test, interview, and questionnaire.

2.2 Data Collection

2.2.1 Instrument of Collecting Data

Instruments play a crucial role as they serve as devices for obtaining essential data, and their selection should align with the specific data requirements (Hartati, 2019). It is needed to get result, so the researcher can get a conclusion. The instrument used in this research to gather the data are test, interview and questionnaire. Test.

2.2.2 Techniques for Collecting Data

In collecting data, researchers used the following tests, interview, and questionnaire:

2.2.2.1 Test

The test was conducted on June, 30th to July, 8th 2023. Then all tests from students were collected on July 9th 2023. In this research, researcher give a test in the form of a story text entitled La Hila Donggo to be translated from Indonesian into English by seven (7) students of 8th semester study program of English Language Education. The students is instruction to translate the

text of La Hila Donggo story from paragraph one to paragraph three, then in paragraph four onwards the students can used google translate to translate the text. It is aimed to know the students ability in translating the text.

2.2.2.2 Questionnaire

To complete the data, the researcher is also used questionnaire. The questionnaire was conducting after test process that is on 9th July 2023. There are 18 statements in questionnaire to get the data from respondents about the respondents experienced in translating the text La Hila Donggo story. The statements are fifty percent of the statements negative (describing difficulty) and fifty percent of the statements are positive (describing success or ease).

2.2.2.3 Interview

Interviews were conducted after students doing the test and questionnaire. Interview was conducted on July 9th 2023 by google meet. In this case, the researcher used structure interview because the researcher compile the questions which will then be given to respondents, while the questions given to respondents are the same questions.

2.3 Data Analysis

In this section, the researcher explained how to analyze the data. The first steps are compilation and categorization the data collected from tests, interviews, and questionnaires. If the data comes from questionnaire, then the answers from respondents are entering into a format that can be analyze. And the data comes from interviews, need to transfer or type the responses and results into the same format. The second step is findings themes or patterns. Through test, interview, and questionnaire, the research can look for emerging themes or patterns in the data. In this step, the researcher reading and analyzing answers from respondents in depth to identify their responses. The third step is interpretation and conclusions. After the researcher analyzing the data, the next steps are to interpret the results of the analysis and conclude the findings to the research objectives, identifying significant problems, and drawing conclusions based on the analysis results.

3. RESULTS

3.1 Results of Test

Based on the test result, all of the translation by participant showed that the most common errors found were in the grammar rules. Based on the results of the tests that have been carried out and analyzed, the following are the types of errors that exist in the translation text of each students or participant; inconsistent tense usage, spelling errors, punctuation and capitalization errors, missing word, inconsistent pronoun usage, confusing sentence structure, capital error, and typo at the text.

3.2   Result of Questionnaire

Table 1

Result of the questionnaire

No	STATEMENT	ANSWER				
		1	2	3	4	5
1	I have difficulty in adjusting the sentence structure between Indonesian and English when translating the story of La Hila Donggo.	0 0%	2 29%	5 71%	0 0%	0 0%
2	I am confused about choosing the right words in English when translating story text from Indonesian.	0 0%	2 29%	5 71%	0 0%	0 0%
3	I find difficult to understand the Cultural nuances contained in the, story text , making it difficult to translate it correctly.	0 0%	4 57%	3 43%	0 0%	0 0%
4	I have difficult to find appropriate words or idioms in English (TL) to convey the same meaning as the story text in Indonesian (SL).	1 14%	2 29%	4 57%	0 0%	0 0%
5	I feel that my limited vocabulary in English is an obstacle in translating the story text accurately.	2 29%	4 57%	1 14%	0 0%	0 0%
6	I have difficulty in deciphering the whole sentence even I know the meaning of the words.	0 0%	1 14%	4 57%	2 29%	0 0%
7	I have difficulty in grammar, making it difficult to translate correctly.	1 14%	4 57%	2 29%	0 0%	0 0%
8	I have difficulty to arrange the text from source language to target language.	0 0%	1 14%	6 86%	0 0%	0 0%
9	I have a good understanding of English grammar rules, which help me to translate story text more easily.	0 0%	1 14%	2 29%	4 57%	0 0%
10	I feel confident in identifying the overall meaning of the Indonesian story text and expressing it in English.	0 0%	1 14%	4 57%	2 29%	0 0%
11	I have a good ability to find appropriate synonyms or substitute words then translating story texts.	0 0%	1 14%	3 43%	3 43%	0 0%
12	I feel able to capture the nuances and writing style in the Indonesian story text and reflect them	0 0%	2 29%	5 71%	0 0%	0 0%

	accurately in English.				
13	I have a good knowledge of Indonesian and English culture, which helps me to understand the cultural context in translating the story "La Hila Donggo"	0 0%	0 0%	3 43%	4 57%	0 0%
14	I often search for additional resources, such as dictionaries or language references to help me translate the story text better.	4 57%	3 43%	0 0%	0 0%	0 0%
15	I have the ability to change the Sentence structure and writing style to suit the English language when translating story text.	0 0%	3 43%	4 57%	0 0%	0 0%
16	I have a positive experience in translating story texts before, which gives me confidence to face this translation task.	0 0%	3 43%	4 57%	0 0%	0 0%

Note: 1.Strong Agree 2.Agree 3.Neutral 4.Disagree 5. Strong Disagree

Based on the results of the questionnaire above, the researcher concluded that the results of questionnaire showed that the difficulties faced by students in translating the texts are they have limited vocabulary, have difficulty in grammar, difficult to find appropriate words or idioms in target language (TL), difficult to arrange sentence structure, and difficult to understand the cultural context of the text

3.3   Result of Interview

The findings of the data were categorized based on the research questions. As mentioned before, the first research question focused on identifying the difficulties students face when translating text La Hila Donggo story from Indonesian into English. Additionally, the second question is the factors make students get difficulties in translating the story of La Hila Donggo. The last is explored how students overcome these challenges in translating the text. The following section presents an analysis of the students' responses during the interviewStudents difficulties in Translating La Hila Donggo story

The table below is the result of interviews that have been conducted by researcher and then grouped in table form:

Table 2
Result of Kinds Difficulties

No	Students	Kinds of Difficulties				
		Different pattern of source language	Vocabulary	Grammar	Culture	Idioms phrase

No	Students	Different pattern of source language	Unfamiliar vocabulary	Grammatical meaning	Cultural context
1	Participant 1		✓		
2	Participant 2	✓	✓	✓	
3	Participant 3		✓		✓
4	Participant 4		✓	✓	
5	Participant 5	✓	✓	✓	✓
6	Participant 6		✓	✓	✓
7	Participant 7		✓	✓	

Based on the table interview results above, the difficulties faced by students in translating La Hila Donggo story are four, namely first is different pattern of source language, second is unfamiliar vocabulary, third is grammatical meaning, and the last is the cultural context of the text. The most difficulties faced by students based interview answers are in Vocabulary or unfamiliar vocabulary there is in the La Hila Donggo story.

Table 3
Result of Factors Difficulties in Translating

No	Students	Factors Difficulties in Translating	
		Linguistic Factors	Nonlinguistic factors
1	Participant 1	✓	
2	Participant 2	✓	
3	Participant 3	✓	
4	Participant 4	✓	
5	Participant 5	✓	✓
6	Participant 6	✓	
7	Participant 7	✓	✓

Based on the table above, the results of interview conducted by researcher indicate that there are two factors causing students to experience difficulties in translating texts, namely linguistic and nonlinguistic factors. The interview results show that all students encounter difficulties in linguistic factor, and two others students also faced difficulties in nonlinguistic factor.

Table 4
Result of How Students Overcome the Difficulties

No	Students	How to Overcome the Difficulties	
		Using Dictionary/ Google translate	Using Methods of Translation
1	Participant 1	✓	
2	Participant 2	✓	Word for word translation
3	Participant 3	✓	
4	Participant 4	✓	
5	Participant 5	✓	Free translation
6	Participant 6	✓	
7	Participant 7	✓	

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Based on interview results, all students used a dictionary and google translate to overcome the difficulties when translating the texts. Additionally, two others

students that are P2 and P6 also use translation methods such as free translation and word for word translation.

4. DISCUSSION

Based on the data results from test, questionnaire, and interview, the researcher concluded that one of the major difficulties identified in translating the story faced by students is the different pattern of the source language. According to Hasibuan in (Anggraeni, 2022) the different pattern of source language is encompassing variations in structure, culture, and language style. Ghazala in (Fitriani, 2021) stated that another issue with translation is the difference in text styles between the two languages. Then, Lailaturrahmi (2018) also mentioned that a different type of translation challenge involves language style. Translators face varying choices concerning the structure, grammar, vocabulary, and pronunciation. Another difficulty mentioned by the students is the presence of unfamiliar vocabulary in the text. It is also said by Alfaori (2017) states that choosing the right words during the translation process poses a significant challenge for translators.

Based on the fact that showed by Owji (2013) one of the translations problem is grammatical relations. Grammatical meaning was also identified as a significant challenge during the translation process. All of the participants in this study struggled with adjusting sentences according to grammar rules, resulting in inaccuracies or challenges in conveying the intended meaning.

Another difficulty faced by students is the culture context of the text. Translating cultural references, social customs, and religious beliefs poses additional challenges. This is line with Newmark in (Nasution, 2018) who said "frequently where is the cultural focus, there is a translation problem due to the cultural gap or distance between the source and target language". And the last is difficulty in translate the idiomatic phrases, Hadrus (2017, p.17) in (Idami et al., 2022) explains that students encounter four main types of challenges in translation, one of them is they find it hard to translate idiomatic phrases and culturally specific expressions. Throughout the translation process, the translator may encounter various challenges, such as lexical, stylistic, and cultural obstacle (Ayunintyas, 2018).

Then the discussion further explores the factors that contribute to the students' difficulties in translating the story. Linguistic factors, including vocabulary, idiomatic expressions, and grammar, were identified as key challenges. All of the students said that they have difficulty in translation because lack of understanding of the linguistic aspects. Sukmawati (2019) also said that the process of translation is significantly impacted by linguistic factors, which directly play a critical role. Then in non-linguistic factors, such as cultural, historical, and ideological knowledge, were also mentioned as influential factors affecting the translation process. Two others students said that the factors that make them difficulty in translating text are in cultural of the text and historical. Nida in (Nasution, 2016) suggest that cultural factors can be an obstacle in translation, because differences cultural between source language and target language texts give rise to cultural untranslatability.

To overcome these difficulties, students employed various strategies. The use of dictionaries, both online and offline was a common approach to overcome unfamiliar vocabulary and to enhance understanding. According to Mahmoud

(2017), the dictionary serves as a suitable resource for language study in situations where teachers and students are unavailable. Gorgis and Kharabsheh in Anggraeni (2022) also support that using a dictionary necessitates problem-solving and decision-making abilities that require instruction and assessment. Then word-for-word translation was mentioned as a strategy by some students, where they translated each word individually based on the general meaning. Fitriani (2021) stated that a translator uses the word-for-word translation method to translate from the source language into the target language. One of the students also used free translation method to overcome the difficulties. This is also supported by Newmark (2014) who states that free translation involves using the meaning from the target language instead of the original text. Its purpose is to be easily understood by the reader in the target language.

5. CONCLUSION

Based on the results and discussion, it can be concluded that there some difficulties still happened related to the eight semester in translating La Hila Donggo story. Furthermore, based on the data were found in this research, the researcher concluded that several difficulties encountered by the students, such as difficulty to understanding the different pattern of source language, grammar meaning, unfamiliar vocabulary, culture context of the text, adjusting sentence structure, choosing the right words, and finding appropriate idioms. However, the students also demonstrated their strengths, likewise identifying the overall meaning of the text, and utilizing additional resources for translation. Based on the findings of this study, several suggestions can be made to enhance the translation skills of students and language learners; Enhance Vocabulary and Grammar skills, Develop Cultural Competence, Utilize Dictionaries and Language references, Practice Translation Exercises, Provide feedback and guidance, Encourage Peer Collaboration, promote peer collaboration and discussion among students during translation activities.

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