

**AN ANALYSIS ON STUDENTS' DIFFICULTIES IN
TRANSLATING BUSINESS TEXT AT STKIP
MUHAMMADIYAH SUNGAI PENUH**

THESIS



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ABSTRAK

Tri Saswandi, 2016. Sebuah Analisis terhadap Kesulitan-Kesulitan Siswa dalam Menerjemah Teks Bisnis di STKIP Muhammadiyah Sungai Penuh. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui kesulitan-kesulitan, kualitas hasil terjemahan dan penyebab dari kesulitan mahasiswa dalam menerjemahkan teks bisnis. Penelitian ini merupakan penelitian deskriptif. Subjek penelitian ini adalah mahasiswa jurusan Bahasa Inggris tahun keempat di STKIP Muhammadiyah Sungai Penuh tahun ajaran 2015/2016 yang berjumlah 23 mahasiswa. Data dari penelitian ini diperoleh dari tes menerjemah dan analisis hasil terjemahan mahasiswa. Hasil penelitian ini menunjukkan bahwa mahasiswa memiliki kesulitan di setiap tingkatan masalah seperti leksikal, gramatikal, kontekstual, tekstual dan kultural. Penelitian ini menggunakan dua penilai dalam menilai hasil dan menggambarkan kualitas terjemahan mahasiswa secara objektif. Hasil penelitian menunjukkan bahwa hasil terjemahan mahasiswa berkualitas kurang baik. Hasil penelitian ini juga menunjukkan bahwa akurasi (*accuracy*) dari terjemahan mahasiswa sebagian besar dikategorikan berkualitas jelek yang ditunjukkan oleh penilai pertama menilai 73.91% mahasiswa dan penilai kedua menilai 60.87% mahasiswa memiliki kualitas akurasi yang kurang baik dan selebihnya memiliki kualitas yang cukup baik. Kualitas keterbacaan (*readability*) hasil terjemahan mahasiswa juga dikategorikan kurang baik yang ditunjukkan oleh baik penilai pertama maupun kedua menilai bahwa 73.91% dari 23 mahasiswa memiliki kualitas hasil terjemahan yang keterbacaannya kurang baik sedangkan selebihnya berkualitas cukup baik. Kemudian ditemukan juga bahwa keberterimaan (*acceptability*) dari hasil terjemahan mahasiswa berkualitas kurang baik yang ditunjukkan oleh penilai pertama menilai 78.26% dan penilai kedua menilai 73.91% mahasiswa memiliki kualitas keberterimaan terjemahan yang kurang baik. Penyebab dari kesulitan mahasiswa dalam menerjemah adalah karena kurangnya kompetensi dalam menerjemah seperti kemampuan berbahasa (*language competence*), pengetahuan tentang teks (*tekstual competence*), pengetahuan tentang topik yang dibahas (*subject competence*), budaya (*cultural competence*) dan kemampuan mentransfer (*transfer competence*). Dalam menerjemah teks tertentu khususnya teks bisnis, teks tersebut harus diajarkan terpisah dalam kegiatan belajar mengajar atau teks tersebut harus dianalisa dan dipahami oleh mahasiswa terlebih dahulu sebelum menerjemahkan pesan dari teks sumber kedalam teks target. Proses dan strategi dalam menerjemah harus diajarkan di saat yang sama dengan latihan menerjemah.

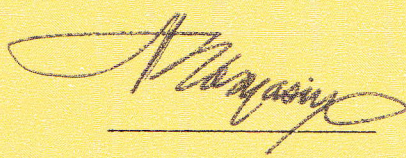
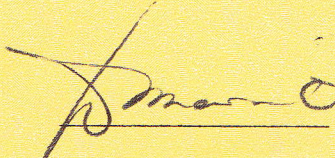

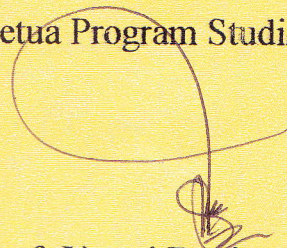
ABSTRACT

Tri Saswandi, 2016. An Analysis on Students' Difficulties in Translating Business Text at STKIP Muhammadiyah Sungai Penuh. Thesis. Graduate Program. State University of Padang.

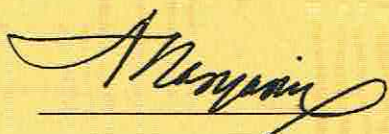


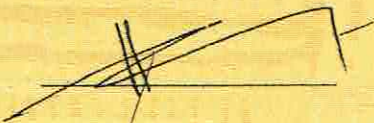

The purposes of this research are to find out the students' difficulties, their translation quality and the causes of their difficulties in translating business text. This research is a descriptive research. The subject of this research was the fourth year students of English Department of STKIP Muhammadiyah Sungai Penuh who were registered in 2015/2016 academic year. The number of students was 23. The research data were obtained from translation test and the analysis of students' translations. The result showed that the students have difficulties in all levels such as lexical, grammatical, contextual, textual and cultural problems. In order to assess the test and describe the students' translation quality objectively, it was employed two raters. The result also showed that the qualities of students' translation were classified into bad quality. These results, moreover, showed that the accuracy of students' translation was mostly categorized as *bad quality*. The data showed that 73.91% of students rated by the first rater and 60.87% rated by the second rater who have bad quality and others were mostly indicated having fair quality. Secondly, the readability of students' translation was also categorized as *bad quality*. It was proved by 73.91% of 23 students rated by both the first and second raters who have bad quality. Finally, the acceptability of students' translation was also *bad quality*. It was rated that 78.26% and 73.91% of 23 students who have bad quality while the other students having fair quality. The causes of students' difficulties were lack of translation competencies; lack of language competence, textual competence, subject competence, cultural competence and transfer competence. Dealing with text in certain discipline especially business text, it should be separately instructed in teaching learning process or the text should be analyzed and understood by students before going to transfer the whole message into target text. Also, translation process and strategies should be taught in the same time with the practice of translation.

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Saya yang menyatakan



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Hopefully, this thesis will give meaningful contribution to the college as a significant perspective in order to improve the education quality especially in a translation subject and give valuable contribution for further research.

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The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English students are required not only to be competent in the four skills and other competencies in order to be implemented into their class as a future teacher but also being good in the intercultural interpretation especially between English into Indonesia and vice versa. Translation is a skill that should be acquired by the students of English Department of Language and Arts Education beside the four skills such as listening, speaking, reading and writing and its components such as grammar, vocabulary, pronunciation, etc.

Since the students of STKIP Muhammadiyah Sungai Penuh are prepared to be English teachers in the high schools, translation is intended to be a bridge of the language that they will teach later. The English materials in the high schools have still integrated the English skills into the genres of text. Having knowledge of translation, it will be easier for these students in preparing and selecting their material for their classroom beside the other skills because they will comprehend the material well during presenting or teaching it into their classroom. Thus, the goal of teaching learning will be easily achieved.

In order to take a translation subject, the students must have passed some subjects such as Introduction to linguistic, Cross-Cultural Understanding, Reading I up to IV, Writing I up to III and Structure I up to IV and so on. After passing a translation subject, the students ideally should

master the translation strategies, type of translation and also translation process. As an output, the students are able to translate some genre of texts. Moreover, they are able to use all the theories that have been learnt in a teaching learning activity such as the strategies which are going to implement in translation process, etc.

On the other hand, translation needs students or translators to acquire other competencies not only a certain language and the translation itself but also some necessary competencies. Nida (2006:1) states that skilled translators must have a special capacity for sensing the closest natural equivalent of a text, whether oral or written. A translator needs to be good in analyzing the text such as the style, purpose and author strategies that the writer uses in delivering the ideas. Furthermore, Nida (2006:1) also noticed that translating is essentially a skill and depends largely on a series of disciplines, for example, linguistics, cultural anthropology, philology, psychology, and theories of communication. Thus, a translator will easily find the equivalence of cultural aspect of a subject matter in a certain context as closest as the target language by having these other disciplines.

In fact, students who are learning to translate their first language to second language or foreign language face double difficulties. They are learning translation skills and learning the foreign language simultaneously. Benfoughal (2010:1) argued that ‘in many instances, second language translators face problems of different kinds, lexical, grammatical, stylistic,

phonological, or cultural which are due to their limited linguistic resources in the target language.’

In the last sixth semester in academic year 2013/2014, it was listed in the result of translation final test that 8 (5.9%) of 136 students got A, 60 students (44%) got B, 46 students (34%) got C+, 14 students (10.29%) got C and 8 students (6%) got D. Then, in academic year 2014/2015, it was listed that 56 students had attended the translation subject. The 23 students were regular students and 33 students were repeaters from the fourth year students. The 33 students were the students who got low scores in a previous translation subject. Some of them were the students in the final semester who had taken the subject twice even more. It can be concluded that the students had low ability in the translation subject. The data showed that 50% students got low score in academic year 2013/2014 and more than 50% students in the next academic year were the students who were getting remedial.

Based on the informal interview to a lecturer (Ana Maryanti, SS., M.Pd.) who teaches a translation subject, some of the students got difficulties in translating the text well as their assignment or even could not do well their final test. Furthermore, they had difficulties in reading and also applying the theoretical aspects of translation that they have learnt into a practice such as translation types, strategies and process. It could be seen from the quality of the translated text produced by the students. The translation was not natural and accurate or the source text was not transferred in the manner of receptor language. They tended to translate each sentence using bilingual dictionary

without considering the acceptability of their product to receptor language. For example, the word “Both” in “*Both Erlangga and Tiga Serangkai canceled this contract*”, the students tend to translate the sentence as “*Kedua-duanya Erlangga dan Tiga Serangkai membatalkan kontrak ini*”. Their product was seen grammatically correct but it was not communicative as receptor language. The translation should become “*Baik Erlangga maupun Tiga Serangkai membatalkan kontrak ini*”. It was also difficult for the students to translate the sentence that begun with the word “it”. They usually translate the word “it” as “*ini/itu*” and other problems as seen in the sentence; “*It is important for the company to concern with an appropriate marketing strategy*” become “*Ini adalah penting bagi perusahaan tersebut untuk memperhatikan sebuah strategi yang cocok untuk pemasaran*”. It could be seen that the students’ product were influenced by the form of SL (source language) without considering the manner of TL (target language). Furthermore, the word “*appropriate*” as discussed before is one of students’ problems in sensing the closest natural meaning for that sentence. It can be seen that the students also failed to translate the phrase “*an appropriate marketing strategy*” into the correct word order. To deal with the problems, the students should refer to the strategy that is called as “Shift/Transposition” which involves replacing a grammatical structure in the SL with one of a different type in the TL in order to achieve the same effect without changing the meaning of the message. Therefore, the sentence should be “*Penting bagi perusahaan tersebut untuk fokus terhadap strategi pemasaran yang tepat*”.

Thus, it could be concluded that the students fail to apply the translation strategies or they fail to transfer the message equivalently.

Furthermore, the English students of STKIP Muhammadiyah Sungai Penuh are also prepared to be not only as the teacher of high school but also to be the teacher of vocational school, tourist guides and the people who will present their cultures and the local products to the world due to the fact that the district of Kerinci and Sungai Penuh have some potential tourisms, handcrafts, and other products. The issues lead the English Department of STKIP Muhammadiyah Sungai Penuh to list some texts such as economic, business, commercial, etc to be materials that should also be mastered by the English students beside other materials, especially in a translation subject.

On the other hand, the problems were also found in the economic or business text as one of the materials in learning translation subject. Based on the interview, the business text that had been learnt by the students were some articles related to business matter written in the form of analytical exposition. The quality of translated text that produced by the students did not express all aspects of meaning in a way that is readily understandable to the intended audience. It was due to the fact that the choice of word in the receptor language was not equivalent with source language so that it influenced the message of source language. It could be seen in the following examples:

- | | |
|----------|--|
| SL | : <i>“The amount to be paid by the Company for the satisfactory performance of the work shall be stated in Exhibit C.”</i> |
| Students | : <i>“Jumlah yang dibayar oleh perusahaan untuk kepuasan penampilan dari pekerjaan akan di nyatakan dalam petunjuk C.”</i> |

The sentence that produced by the student was grammatically correct and readable or clear, but it was not accurate because there was a deviation of meaning which make the message of SL (source language) changed. As seen above, the problem was in the words “*for*”. The students tended to translate the words as “*untuk*” without considering the manner of TL (target language). Other problem is in the phrase “*the satisfactory performance of the work*” which should become “*pelaksanaan pekerjaan yang memuaskan*”. It is considered as natural form of TL. Then, the predicate “*shall be stated*” is the key of SL’s message which lead the deviation of meaning if the students do not pay attention to what the text is telling about. In order to have an accurate meaning, the students should analyze the SL textually before they are going to translate it. Last, the word “*exhibit*” is technical term which should be “*Lampiran*”. The sentence above should be translated as “*Jumlah yang akan dibayar oleh Perusahaan atas pelaksanaan pekerjaan yang memuaskan diatur di dalam lampiran C*”. Thus, it can be seen that there is a different meaning with what students produced. This sentence is considered as one which has an accurate meaning and translated in the manner of receptor language.

Moreover, the problems that were mostly faced by the students in the business text were special terminology or technical terms. The terms, in this case, were special terminologies which deal with the certain subject such as business. The students still lack of the knowledge related to the special words or specialized contents. It could be seen from the example above in the word “*exhibit*” which was translated by the students as “*petunjuk*” since they

followed the definition from bilingual dictionary without considering the acceptability of the target language. They also failed to transfer the phrase like “*income statement*” becomes “*Pernyataan Kemasukan*” which should be translated as “*Laporan Laba Rugi*”. Moreover, they also failed to translate contextual meaning of SL into receptor language such as “*Packaging is the last chance for a business to ‘talk to’ a potential customer beside a promotion.*” The students tend to translate this sentence as “*Pemaketan adalah kesempatan terakhir bagi sebuah bisnis untuk mendapatkan pelanggan yang potensial disamping promosi.*” The sentence should become “*Pengemasan adalah langkah terakhir bagi sebuah bisnis untuk ‘menarik perhatian’ pelanggan potensial selain promosi.*” Thus, it can be seen that the students had problems in translating business text especially in sensing the accurate meaning from dictionary, translating the phrases in the manner of receptor language and special terminologies.

Associated with the problems above, the researcher is interested to conduct a research to find out the difficulties faced by the students in translating a business text. It is also conducted to describe the students’ translation quality in translating a business text at STKIP Muhammadiyah Sungai Penuh. Moreover, it is conducted to find out the causes of difficulties that lead the students having such difficulties.

B. Identification of the Problem

Based on the explanation above, it was identified that the problems that the students faced in translation were as follow:

1. The students had low scores in translation subject. The data showed that 50% students got low score in academic year 2013/2014 and more than 50% students in the next academic year were the students who were getting remedial. These indicated that the students have problems in translation.
2. The quality of students' translation was not read natural and accurate or the source text is not transferred in the manner of receptor language. It was difficult for the students to seek or sense the equivalence of SL's words even above words (phrases or clauses) so that they do not match with the receptor language. The students tended to translate each word or sentence using bilingual dictionary and their common prior knowledge without considering whether the words had been already translated in the manner of TL (Target Language).
3. Business text was one of material that they had difficulties to translate. They did not analyze the text before going to translate the unit of text. It led them to have deviation of meaning. The students were still lack of the knowledge related to business especially its technical terms or special terminology. It lead the students to produce inaccurate and unacceptable target language even make the message of SL changed.

4. The students failed to apply what they have learned into practice such as translation strategies and process. The students tend to translate each word of sentences by using dictionaries without following the process and strategies in translating the SL. As the result, their translation do not express all aspects of meaning in a way that is readily understandable to the intended audience.

C. Limitation of the Problem

This research was limited to find out the students' difficulties in translating business text from English as Source Language into Indonesian as Target Language. It was limited to describe students' difficulties in translating a business text that was written in the form of Analytical Exposition text since it was a text type that the students had learned before. Furthermore, this research was also limited to find out the students' translation quality and to find out the causes that influence the students have such difficulties in translating the text. The text was selected from a certain business article or magazine that is dealt by their lecturer as a previous material.

D. Formulation of the Problem

This research is formulated into the following research questions:

1. What difficulties are faced by the students of English Department of STKIP Muhammadiyah Sungai Penuh in translating an analytical exposition of business text?

2. How is the students' translation quality in translating an analytical exposition of business text at English Department of STKIP Muhammadiyah Sungai Penuh?
3. What are the causes of students' difficulties in translating an analytical exposition of business text at English Department of STKIP Muhammadiyah Sungai Penuh?

E. Purpose of the Research

This research is aimed to find out what difficulties faced by the students in translating business text that is written in the form of analytical exposition from English into Indonesian at the third year students of English Department of STKIP Muhammadiyah Sungai Penuh. It is moreover aimed to describe the students' translation quality in translating business text. It is also aimed to find out the causes that influence the students to have such difficulties in translating the text.

F. Significance of the Research

This research is expected to give some significance not only for the researcher himself but also to the students and as a significant perspective to a translation lecturer. Theoretically, it is expected to give contribution as a reference for the researcher and a translation lecturer that provides the existence difficulties faced by students in a translation activity. Also, it could be used as relevant theories for other translation studies.

Practically, it is expected to lead the lecturer to provide some appropriate alternative strategies in teaching learning activities to assist the students' solving their difficulties in translating a text especially business text. Moreover, it is expected to assist the students in knowing their difficulties and provide them available analysis of their project in doing the translation.

G. Definition of Key Term

In order to avoid misunderstanding of the key terms used in this research, they are defined as follow:

1. Difficulties : the problems that students have when dealing with translation process.
2. Translating : is a transferring equivalently the ideas of SL (Source Language) into TL (Target Language); English into Indonesia.
3. Business Text : a kind of non-fiction or informational text that contains business purpose such as commercial, promotion, trading, a deal, etc.
4. Quality : the quality of translated text produced by the students.
5. Analytical Exposition : a text that elaborates a point of view in order to persuade the readers that the idea is an important matter.