Chapter Four

Finding and Discussion

This chapter discusses the result of the research. It reports the findings and relates it to the literature review. It includes findings and discussions of the study which are obtained from the interview.

Findings and Discussion

The findings in this research were reporting data which have been analyzed from the interview. The aim of the research was to find the students linguistic problem in translating narrative text. The data that have been analyzed showed that there are five linguistic problems in translating narrative text which encountered by the students while translating narrative text.

Finding 1: Students felt hard translating the unfamiliar word. The translation class has been done in the sixth semester for the students who were in batch 2013. The students at English Education Department have been experienced in translating some sentences then at the end of the semester they were given an assignment. It practiced their translation skill. Therefore, they faced some problems while translating as they expressed during the interview session. The first problem which was faced by the students was lexical problem which relayed on the vocabulary used in the text. The data obtained showed that the students felt hard translating the unfamiliar word. Three out of five students had the same problem in translating narrative text. As stated by the second participant:

"The first problem is the problem which concerned to the vocabulary. It is

hard, when we want to translate but we do not know the vocabulary. At last,

the text we are translating cannot be fully correct because of the vocabulary"

(P-2:1) Interviewed on June 9th 2016

Then, the third participant highlighted it in other statement by saying "I think

that English language is a new language, there are many vocabularies which surely

unfamiliar for us and it rarely spoken for our daily".

(P-3:1) Interviewed on June 10th 2016

Additionally, the fifth participant also stated the same problem with the

second participant "Em… it is difficult translating the unfamiliar word or even if we

do not recognize the vocabularies. That is what hampered me in translating"

(P-5:4) Interviewed on June 13th 2016

Then she added by saying "it caused that narrative was literature and fiction

text". In other statement she also added that there existed the new vocabulary which

she had just know when she asked to translate.

Based on the result of interviews above, the students agreed that lexical

problem which concerned with translating the vocabulary was hard. This finding is

relevant with Al-nakhalah (2013) statement, who said that the most problematic in

translation was lexical. then, it was strengthened by Burdah (2004) that the students

found it difficult to translate the foreign language because they did not know the

vocabulary and it can be easily forgotten if the students did not speak that language.

Finding 2: Students felt difficult in choosing the equivalent word in the target text. The second problem which encountered by the students in translating narrative text was semantic which related to diction. It can be seen from the data obtained that students felt hard in finding the equivalent word in the target language. The researcher found four out of five participants who are argued that finding the similar word or the equivalent word for the target language became a problem. It was proved by the fourth participant by saying:

"... probably the next problem is choosing the equivalent word. It will be hard when we translate the different language with our mother tongue. For instance is a word that has one meaning or connotation, therefore in English language a word may has many connotation, it depends on the situation".

(P-4:2) Interviewed on June 12th 2016

Then, the first participant said that:

"There are many things that hamper me in translating narrative text such as when we are asked to translate word or text, there are some words which indirectly does not match with the Indonesian language. Aa... what I mean in this case is diction".

(P-1:1) Interviewed on June 8th 2016

In other statement he further explained and gave the example which is:

"I cut my finger". "Probably, if the nonexpert translators or the passive English usages who do not know how to translate, they will directly translate

it literally. It will become "saya memotong jari saya". In fact, the meaning of this sentence is "jari saya terpotong atau terluka" not "saya memotong jari saya"....."

(P-1:1) Interviewed on June 8th 2016

Besides, the second participant added the same idea then gave the sample as well: "There are many unfamiliar words that are hard to find the similar meaning...". Then he supported his statement by giving example with the word "menggunakan" that always been translated as "wear" for all terms. We may not apply this word to all terms in English. This can be translated as "memakai" when someone related it to cloth. This is the function of diction".

(P-2:2) Interviewed on June 9th 2016

The fifth participant emphasized the other statements with saying:

"... one word may have more than one meaning, hence we have to know the context, topic and the target reader of the text. Narrative text is more dominant for the young age up to adolescent, therefore we have to choose the suitable word for their age".

(P-5:5) Interviewed on June 13th 2016

As the students have reported in interview, four out of five students believed that finding or choosing the equivalent meaning for the target language was hard. This finding was in line with Newmark (1988) who argued that semantic problem was the first uncompromising issue in translation. Then, it further explained by Arffman (2007) in his book summary, he concluded that finding the equivalent

meaning took a great consideration in translation. The translators had to pay more attention in choosing the meaning. The meaning should be based on the context of its text. Additionally, as stated by the fifth students that one word may have more than one meaning. This was strengthened by Wong and Shen (1999) who stated that "one word can vary in meaning"

Finding 3: Some grammatical items became the problems for the students in translating the text. The third problem which encountered by the students was grammatical which related to the grammar or the rules in the sentence. As the data obtained from the interview, it showed that the students faced some problems in translating some grammatical item. This finding was relevant with Haque (2012), who expressed that the most particular problems that the translators face include several constructions of grammar. The data showed that there were four participants who claimed that grammar was complicated

Translating the article "a". The first grammtical problems was translating the article. As stated by the first participants:

"the next problem is the use of "a". In English, it translated as "sebuah" or "seorang". In fact, the translators sometimes do not need translate this word indeed they are forbidden to be translated because of the taste of translating. Thus, we have to know the translation tehnique".

(P-1:4) Interviewed on June 8th 2016

Translating past tense. The following issues in translation was translating past tense. It was proofed by the statement of the first participant that: "for me, translating past tense is the most challenging...."

(P-1:5) Interviewed on June, 8th 2016

The other participants who argued that translating past tense was difficult was the fourth participant. He stated that "the other problem were ... narrative text used past tense to express the story, did not it?

(P-4:4) Interviewed on June 12th 2016

Thus, the students agreed that using and translating past tense in translation was challenging. It was suitable with Ali, Brakhw, Fikri, and Ismail (2012) statement, who said that tense and verb are the most obvious problems that translator usually faced while translating text or document.

Translating adverb which explained adjective. The third grammatical problems was that translating adverb which explained the adjective. As stated by the first participant who said that "it is the same with the previous problem, sometime there were some terms which made us confused. Adverb explains verb and the adjective explains noun. The problem was that when an adverb explains adjective. Sometimes, it happens.

(P-1:6) Interviewed on June 8th 2016

Translating two or more than one adjectives. Trnslators may found complex sentence in narrative which constructed with syntaxis. A student said that he ever found double ajectives in a sentence which are complicated him in translating as he

mentioned in the interview: "I found some sentences which have double adjectives in narrative text. That is always found in narrative text since narrative use a complicated words which was surely difficult to be understood, it also tells the alive objects such as wind or blowing tightly. It uses that kind of term.

(P-2:4) Interviewed on June 9th 2016

Translating a long or large text with the various grammatical rules. As narrative text described the past story, it has a long sentence and paragraph. Then, the various grammatical rules have been implemented in constructing the text. One of the participant of this research argued that translating the whole text in narrative text was challenging since it has different grammatical rule in each sentence. Her statement can be seen below:

"The other problem probably came from the length of the text. Sometimes, narrative text has a long sentences or paragraph that need to be care of while translating untill we need a view days to get the translation done... thus, the problem is grammar in general".

(P-3:5) Interviewed on June 10th 2016

Translating idiom. The following problem encountered by the students in translating which concerned to the grammatical was that translating idiom. It was stated by the third participant that ".... probably there were one sentence which was an idiom. Idiom did not have the meaning in the dictionary if we tried to translate it literally.

(P-3:3) Interviewed on June 10th 2016

Her statement was in line with Newmark (1988) who stated that translating idiom

was hard as well since it cannot be translated literally.

Translating a text which the subject or verb are not included in the

sentence. As narrative has a long paragraph, there existed the shortened

conversation in which the subject or verb did not include in the text. Thesecond

participant expressed in the interview that he found the sentence which the subject or

verb were not included in the sentence. Furthermore, he stated that "sometimes

narrative contains the simple conversation which the subject or verb are not included

in the sentence"

(P-2:4) Interviewed on June 9th 2016

Finding 4: Students felt difficult in ordering the word. The following

problem faced by the students was textual problem which concerned to the writing. It

related to the word order or word connection as well. As mentioned in the second

chapter that the last process in translation is restructuring the sentence (Nida, 1964).

In the stage of restructuring, translators write the target text, maintaining the

equivalent content, meaning and message of the source text. Thus, it is not only

transferring the text into a target text, but it should be well structured and organized.

For the beginners, arranging the text is not that easy and simple as stated by

the students during the interview that all of them believed that organizing the word

from the source language into the target language was hard. It was proofed by the

first participant's statement: "Probably arranging the sentence was the difficult one since it can influence the meaning of other sentence".

<div align="right">(P-1:3) Interviewed on June 8th 2016</div>

The second participant stated the same statement: "The third problem is organizing the sentence. How we arrange the word....". He further added that translating English sentence into Indonesian had different style for instance beautiful face became "wajah yang cantik". The translation result should be inverted. Thus, the translator have to master organizing the sentence.

<div align="right">(P-2:3) Interviewed on June 9th 2016</div>

Additionally, the third, fourth and fifth participant had the same opinion. The statements described that "The second problem is that arranging the word into sentences since when we want to translate the text into Indonesian then we have to invert the sentence.

<div align="right">(P-3:2) Interviewed on June 10th 2016</div>

"... organizing the words was hard as well since there were some words that should not be translated...."

<div align="right">(P-4:3) Interviewed on June 12th 2016</div>

"... how we arrange the sentence that has been translated, I am confused how to arrange these sentences such as the words that should be placed at the beginning or the end of sentence. That was really hard"

<div align="right">(P-5:3) Interviewed on June 13th 2016</div>

Based on the data collected above, it was clear that the students found it hard to organize the sentence. This result was relevant with Wong and Shen (1999) statement who said that the central problems in translation are order and connection. This opinion is then strengthened by Jawaid and Zeman (2011) who argued that ordering the sentences between two languages is not always straighforward.

Finding 5: Students faced contextual problems. The last problem encountered by the students was contextual problem which concerned to the background and situation of the text. In translation, language is not a simple matter of vocabulary and grammar, but that it can never be separated from the context of the text. The data showed that four out of five students agreed that contextual became problem in translating. As stated by the first participant "There were some problems in translation ... it should be suitable with the context"

(P-1:2) Interviewed on June 8th 2016

Then, it strengthened by the fourth participant by expressing "Each country has a different context which confused the translator, we translated the text linguistically but the meaning is not the same we have translated"

(P-4:1) Interviewed on June 12th 2016

Additionally, the third participant expressed the same idea with different statement that "the text that we translated did not always based on our background knowledge. The text can be from engineering or medical. So that we do not

understand the text. However, narrative text is designed for the young age thaat can be posed the problem as well".

(P-3:4) Interviewed on June 10th 2016)

The last statement is from the fifth student, she expressed that "translating the text whuch based on the context was hard..."

(P-5:1) Interviewed on June 13th 2016

Based on the data explained above, it was clear that the students faced the contextual problem in translating narrative text. This result was appropriate with Wong and Shen (1999) statement that an English word can vary in meaning drastically according to context which can cause the problem.

To sum up the whole finding and discussion, the researcher provide the tables which based on the data result. The table also provided the problems with each categoeris. The table is showed as below:

Table 1			
Students' linguistic problems in translating narrative text			
No	Categories		Finding
			The participants felt difficult in:
1	Lexical	Vocabulary	a. Translating the unfamiliar word
			b. Translating literal vocabulary in narrative text
2	Semantic	Diction	a. Choosing the equivalent word for the target language

3	Contextual	Context	a. Translating the text which have the different cultural background
4	Syntactical	Grammar	a. Translating article such as "a"
			b. Translating adverb which explains the adjective
			c. Translating past tense
			d. Translating the sentence which has two adjectives or more
			e. Translating a long text which has different grammar formula
			f. Translating idiom
			g. Translating the sentence which the subject and verb do not include
5	Textual	Word order	a. Arranging the words into a meaningful sentences