The Linguistic Problems Faced by English Education Department Students in Translating Text

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Abstract. In translating, the translators face many problem and one of them deals with linguistic problem. This research was conducted in a study of the linguistic problems faced by English Education Department students in translating text. The purpose of this study was to find out the linguistic problems faced by students in English Language Education Department in a private university in Yogyakarta in translating texts and to find out strategies used by students in English Language Education Department in a private university in Yogyakarta to overcome linguistic problems in translate text. This research was implemented in a batch of 2015 qualitative research designs and three English Education students. The department at a private university in Yogyakarta is a participant. This study uses qualitative descriptive to investigate certain phenomena. In addition, interviews are used as a method of data collection. Data is categorized using three steps of coding and descriptive analysis to describe the results. The results showed that there were two linguistic problems faced by participants, namely lack of mastery of vocabulary and lack of knowledge about grammar. But the linguistic problems faced by three participants can be overcome, looking using a dictionary, finding information about grammar from the internet, asking someone, and guessing meaning.

Keywords: the lingustic problems, translating text, and strategies.

Introduction

Translation is meaningful for educational purposes. According to Kavaliauskiene and Kaminskiene (2007), translation is the fifth skill along with listening, speaking, reading and writing skills. They argue that translation can help students become more active in using English and can develop their skills. Therefore, translators must consider the meaning when translating

text especially when the text is used in the teaching and learning process. Some of the problems faced by students in translating are cultural issues and the equality of texts in language problems. The first problem is cultural problems. This is reinforced by Elyildirim (2013), which states that translating cultural concepts is one of the serious problems for Turkish English students. There are several words that are difficult to translate as the term City of London. This term is used to describe London as an entire city and city center, but not to describe London's finances. He further stated that students have inadequate cultural knowledge about the target language. The second problem is finding equality between source text and target text (Arffman, 2007). Finding equality between source text and target text is very important. The target reader cannot understand text messages if the translator does not find the same meaning from the text. Therefore, not only to find meaning but also to regulate structure or speech. The structure of each language is different, and translators need to find structures that are equal and appropriate to compile a comprehensive message for the target reader. The third problem is linguistic problems. Translators may have many problems in linguistic terms as supported by Wong and Shen (1999). They stated that every language has its own grammar or structure rules as Indians can arrange interrogative sentences differently from Australians. Al-Nakhalah (2013), also stated that students or translators generally find it difficult to identify lexical and semantic collocations because lexicals may have more than one semantic. These problems can be a major difficulty in translation. Based on the statement stated, the translation is related to the complexity of the language which many problems arise when people want to translate ideas or information.

As mentioned above, regarding skills, abilities, and problems in translation, translations are also taught at several universities in Indonesia as elective courses. One university is a private university in Yogyakarta that teaches translations in the English Language Education

Department (ELED). In semester six, ELED students take courses that include activities to translate text from Bahasa Indonesia to English and vice versa. This subject aims to make students become good translators and to know the basic knowledge of translation. Therefore, ELED holds one-time translation classes in their lessons from the first semester to the end. It does not continue to apply like other subjects that are regularly reviewed in each semester such as grammar, reading, listening, speaking, and writing. Based on informal interviews conducted by the researcher, most students stated that they were poorly trained in translating Bahasa Indonesia texts into English or vice versa. They also argue that translation requires more practice to get good results because translation skills cannot be achieved automatically or miraculously.

The problem which the researcher will discuss here is limited to the linguistic problem. According to Wong and Shen (1999), linguistic problems have a direct and important influence on the translation process. Every linguistic problem can interfere with translation. They also stated that there are five types of problems in linguistics, namely lexical (vocabulary), semantics (meaning of words, phrases, sentences, or texts), grammatical (a set of rules that explain how words are in a language), textual (word order or connection words too), and contextual (text or background situations that describe the text) problems.

This study is intended to answer the questions "What are the linguistic problems faced by students in ELED a private university in Yogyakarta in translating text?" And "What are the strategies used by students in ELED from a private university in Yogyakarta to overcome linguistic problems in translating text?".

Based on the research question, the purpose of this study was to find out the linguistic problem faced by students in ELED from a private university in Yogyakarta in translating text

and to find out the strategies used by students in ELED from a private university in Yogyakarta to overcome linguistic problems in translating texts.

Methodology

This research was conducted in a batch of 2015 qualitative research designs and three English Education students. Three participants consisted of 3 female students. Departments at private universities in Yogyakarta are participants. This study uses qualitative descriptive to investigate certain phenomena. In addition, interviews are used as a method of data collection. Data is categorized using three steps of coding and descriptive analysis to describe the results.

Result and Discussion

Linguistic Problems Faced by Students of the Department of English Language Education in Translation Texts.

Finding 1: Lack of vocabulary mastery. From the results of interviews that have been conducted, the first problem faced by students is a problem in vocabulary. The three participants agreed that they had the same problem in translating the text, namely the lack of vocabulary they had. The data obtained shows that students have problem in translating words that are unknown or never heard before. Based on the results of the interview, the three participants agreed that the lexical problems related to the translation of the vocabulary made it difficult for them to translate. This finding is relevant to the statements of experts namely Al-Nakhalah (2013) stating that the most problematic in translation is a lexical problem. In addition, this is also reinforced by Burdah (2004) that students find problems in translating foreign languages because they do not know vocabulary and which can be easily forgotten if students do not speak the language.

Finding 2: Lack of knowledge about grammar. In the second finding, it was explained that the problems that were often encountered by participants and made them feel difficult when translating were when they understood grammar, composition of sentences, and opposing sentences. All three participants agreed that they had the same problem with grammar. Based on the results of the interview above, participants agreed that the lack of knowledge about grammar made them feel difficult. This finding is in accordance with the statements of experts namely Jawaid and Zeman (2011), arguing that ordering sentences between two languages is not always easy. In addition, this finding is also relevant to Haque (2012), who stated that the most specific problems faced by translators include some language compilation.

From the results of interviews, the data that has been analyzed shows that there are two linguistic problems in translating students when translating, for example: vocabulary and grammar problems.

The Strategy Used by Students in ELED from a Private University in Yogyakarta to Overcome The Linguistic Problems in Translating Text

Finding 1: Translating using a dictionary. The first finding is about a strategy to overcome the problem of translation is to translate using a dictionary. The strategy used by students to deal with problems in vocabulary is by using a dictionary, the dictionary also consists of online and offline. This was stated by the participants during the interview. In the results of the above research, participants agreed that using a dictionary without changing a single word, an online or offline dictionary is one of their strategies to overcome problems in translating word for word. In addition, students use dictionaries as a strategy to translate word for word. This is consistent with what was stated by Vermes (2003), who said that this was classified as a translation strategy, namely transferences. According to Vermes (2003), explained that in the transfer strategy, the translator only transfers words without the target language (TL).

Finding 2: Search for information about grammar from the internet. The second finding, which is about strategies for dealing with the problem of translation, is to find information about grammar from the internet. They agreed that using the internet is one of their ways to overcome grammar problems.

Finding 3: Asking someone. The next finding, which is about a strategy to overcome the problem of translation, is asking someone. The strategy used by students to overcome problems in translating is to ask friends who master knowledge about learning English, especially about

translation. They argue that asking friends is one of their ways and also helps them to overcome problems in translating.

   Finding 4: Guessing meaning. The final finding is about a strategy to overcome the problem of translation by guessing meaning. When the researcher interviewed participants, two of the three participants said that when they encountered problems in translating, they guessed the meaning of the words or sentences they translated as one of the strategies in translating. The statement above was explained by the second participant and the third participant about the strategies they used to overcome the problem in translating. They agreed that guessing the meaning of a word or sentence is one of the strategies they use to overcome problems in translating. This is relevant what has been conveyed by Newmark (1988), who said that the strategy of guessing meaning is classified as a translation strategy, namely free translation. According to Newmark (1988), in translation, messages or messages are reproduced, regardless of form in the source language. In other words, in this translation, the content is translated without following the form, as in source language (SL).

Conclusion

This finding is related to the first research question, namely there are three categories of linguistic problems faced by students in translating text, namely lack of mastery of vocabulary, such as unknown words and words that have never been heard before. and lack of knowledge about grammar such as the use of present tense, past tense and future tense. Three participants revealed that they found it difficult to translate vocabulary and grammar such as tenses.

Subsequent findings related to the second research question were strategies to overcome the problem of translation. Three students said that they had their own strategies in dealing with translation problems including using a dictionary, finding information about grammar from the internet, asking someone, and guessing meaning.

Recommendations

Based on the results of the linguistic problems faced by students in translating texts, this study provides several recommendations for students, teachers, and other researchers.

The findings of this study provide some suggestions for students, teachers, and other researchers about the application of presentation techniques.

For students. In the discussion above explained that students face two linguistic problems in translating namely vocabulary and grammar. Ways to improve student mastery in translating namely students must learn more about grammar. On the other hand, students also need to improve their vocabulary mastery because before doing the translation one must have sufficient vocabulary mastery and to understand the grammar of two languages. In addition, one of the tools used is using the internet or asking people around who understand about translation.

For teachers. The teacher is responsible for directing students to do many exercises to overcome possible problems in translation such as lack of vocabulary mastery and lack of knowledge about grammar. provide more practice to encourage students' skills to learn more about vocabulary and grammar. besides, it provides a strategy that can minimize and reduce problems in translating. So the teachers must encourage students to apply the best strategies that can be applied during the teaching and learning process.

For other researchers. Other researchers who are interested in conducting research on the same topic can use this research to become a preliminary study and direct other researchers to investigate the same problem in different scopes or it could be on a larger scale, and with more populations. in addition, using the observation method can be used to observe and participate directly in the lives of the participants being studied.

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