

Chapter Four

Findings and Discussion

This chapter presents research findings on linguistic problems faced by students from the Department of English Education in translating text and strategies used by students from the Department of English Education to overcome problems in translating text. This study reports the findings and the researchers related them to the literature review. In addition, the researcher relates it to participants' statements to support research to get answers to research questions.

From the results of interviews that have been conducted, the participants agreed that they understood translation as translating from source language to permanent language or from one language to another and they also carried out translation activities from Bahasa Indonesia to English or vice versa. This finding is relevant to the statement Hatim and Munday (2004), which states that translation is "the process of transferring the source of written text (SL) to the target language (TL). In addition, this opinion was expressed by Regmi (2010)), saying that the process is meaning and expression in one language, adapted to meaning other languages (targets) whether the media is spoken, written, or signed in. In addition, the activities they do when translating include: translating descriptive texts, narrative texts, journals, novels, and short stories.

The findings in this study are reporting data that has been analyzed from interviews. The purpose of this study was to determine the linguistic problems of students in translating text. In addition, another purpose of this study is to find out the strategies used by students to overcome problems in translating text.

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

In the interview, the researcher asked participants about the experience in translating text for the 2015 student force. The researcher asked participants about the linguistic problem in translating the text. The researcher found several findings related to the linguistic problems faced by English Department students in translating 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 difficulty translating words that are unknown or never heard before. When the researcher asks about the problem in translating, the first participant said, "lack of vocabulary mastery" (P1.3). The first participant explained that when she wanted to translate a text or story, she found it difficult to translate because she lacked the vocabulary.

On the other hand, the second participant also explained that she had a problem in vocabulary because there were still many vocabulary words that were unknown or never heard before. So that's one reason that makes it difficult to translate. When the researcher asked about the difficulty in translating, the second participant said, "the first is vocabulary, because a lot of vocabulary is unknown and not often heard before. So I feel difficulty when translating" (P2.3).

Furthermore, the same opinion was expressed by the third participant. When the researcher asks about the difficulty in translating she said, "the first is vocab" (P3.3). The third participant also revealed that she found it difficult to recognize foreign vocabulary and she rarely used it in his daily life.

Based on the results of the interview described above, the three participants agreed that the lexical problem relating 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), said 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. This was conveyed by the first participant. When the researcher asked about the difficulty in translating, she said, "then from the structure, maybe an example of Bahasa Indonesia is different from the structure of English or a foreign language." (P1.4). On the other hand, the first participant explained that she had difficulty in using tenses, she said, "I also don't understand grammar, for example when using tenses, such as when to use present tense, past tense, and future tense." (P1.5). This was explained by the first participant that she encountered structural and grammatical problems when translating.

In addition, when the researcher asked the second participant about the difficulty in translating. The second participant said that she also had the same problem in structure and grammar. When the researcher asked the second participant about the problem encountered when translating, she said, "in the structure of the sentence, because English has a different structure such as subject, verb, and objects that are different from Bahasa Indonesia. So, for example, translated to in Bahasa Indonesia sometimes the sentence is often ambiguous, ambiguous, and

sometimes the language is not correct." (P2.4). In addition, the second participant also revealed that she encountered a problem in grammar. This is in accordance with the statement conveyed by the second participant when the researcher asked about the difficulty in translating. She said, "grammar, for example the use of tenses." (P2.5).

On the other hand, the third participant also revealed that she had the same problem with the first and second participants. The third participant explained that the difficulties in using tenses and structures. When the researcher asked about the difficulty in translating, she said, "also in grammar. We are Indonesians and Bahasa Indonesia speakers. Besides that, we also have mother tongue. Therefore, it may be difficult for us to recognize or learn vocabulary. Foreigners and also we rarely use it in our daily activities." (P3.4). In addition, the third participant also explained that she also encountered difficulties in grammar. This was conveyed by the third participant when the researcher asked about the difficulties faced by her. She said, "on grammar, I feel difficulties in grammatical because many tenses must be understood, the functions of the tenses also vary, and their use." (P3.5).

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: problems such as 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

At the interview, the researcher highlighted several strategies to overcome problems when translating texts based on the results of interviews with the Department of English Language Education from a private university in Yogyakarta in the 2015 batch.

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. When the researcher asked for strategies to overcome difficulties in translating, the first participant said, "Google translate also helps me with vocabulary problems. On Google translate when we want to find one word, several words appear that have the same meaning, I just choose which words which is right for the sentence I translated." (P1.11). In addition, she also said, "I also use an offline dictionary on my cellphone, like a "U dictionary" application. So it can also help me find vocabulary that I didn't know before." (P1.12).

In addition, the second participant expressed the same opinion that she used the dictionary as a strategy to overcome difficulties when translating. at the interview, the researcher asked the second participant about the strategies used to overcome difficulties in translating. The second participant said, "For vocab, usually if I bring a dictionary, look at a dictionary. If I don't carry a dictionary, I use google translate." (P2.9). In addition, the second participant also explained that when she used the dictionary to search for vocabulary, she searched for the basic words of the vocabulary. Furthermore, the second participant also added that she also translated sentences by translating word by word. She said, "Usually translated first by word." (P2.11).

Next is when the researcher interviews the third participant. She expressed the same opinion with the first participant and the second participant that one of the strategies used to overcome difficulties in translating was using a dictionary. The third participant said, "The strategy is to use a dictionary. The dictionary that I use is the oxford dictionary." (P3.8). Besides, she also revealed that he also used an online dictionary. As said by the third participant when the researcher interviewed. She said, "Google translate", so we can search for vocabulary that we don't know. "(P3.10).

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: Searching 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. The strategy used by students to overcome problems in grammar is to use the internet. When the researcher asked participants about the strategies used to overcome the problem in translating, two of the three participants agreed that they used the internet as a tool to find information about grammar. As the first participant said during the interview, the first participant said, "One of them is from the internet. Use of the internet, usually to find grammar and find out how to use the correct grammar in a sentence." (P1.9). She also gave an example of how she used the internet to find information about grammar. She said, "for example, I want to

find out how to use grammar in the text description. So I immediately typed "the use of grammar in the text description". After that, several choices will appear regarding the discussion." (P1.9). In addition, the first participants also used the internet to seek knowledge about structures. She said, "using structure, I looked for information about structures on the internet to make my knowledge of structures better than before. Then, when using the internet, I also used google translate as one of my strategies, because it really helped me when I translate. Although, the grammar used by google translate is not always correct. " (P1.10).

The same opinion was conveyed by the third participant. When the researcher asked about the strategies participants used to overcome the problem in translating, she said that he used the internet when she didn't know about grammar and structure. She said, "If it's about grammar, I usually search on Google, so for example I immediately type what I don't know about grammar and structure." (P3.13).

The explanation above has been explained by the first participants and the third participant about the strategies they used to overcome the problem in grammar. 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. When the researcher asked participants about the strategies they used to overcome the problem in translating, two of the three participants said that they asked friends who were more understanding or mastered about the translation. The researcher asked participants about the strategies she used to overcome the problem in translating, the second participant said that when

she really did not understand grammar and structure, she asked friends. The second participant said, "if it's really stuck, I ask my friend". (P2.13).

The same opinion was conveyed by other participants when the researcher conducted the interview. The third participant revealed that when she did not know the vocabulary she had never heard before, she asked his friend. When the researcher asks about the strategies used by participants to overcome the problem in translating, the third participant said, "I ask my friends who understand better in translating." (P3.12). In addition, the third participant also said that she also asked his friend to teach him when he did not understand grammar and structure. She said, "I asked my friend to teach me." (P3.14).

The above findings have been explained by the second participant and the third participant about the strategies they used to overcome the problem in translating. 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. This was revealed by the second participant when the researcher asked about the strategy she used to overcome the problem in translating. She replied, "If there are more grammar questions to guess the meaning." (P2.10). In addition, she also said, "Structure. The first thing I did was guess" (P2.12).

The same thing was conveyed by the third participant, he also used the same strategy to overcome the problem in translating. when the researcher asked the third participant about the

strategy used to overcome the problem in translating, he said, "Maybe if I didn't know the vocabulary when translating, another strategy I did was guessing. For example, I read one sentence" oh this , this means it might mean "(P3.11).

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).

In the conclusion to sum up these findings, the researcher found several linguistic problems in translating. When the researcher asked the participants, the participants said that they experienced some linguistic problems in translating the text. The first problem faced by participants was the lack of vocabulary mastery. Examples of vocabulary problems faced by participants when they want to translate text are unknown words. In addition, from the problems mentioned above there are causes that make participants feel difficult in translating, namely the lack of awareness to read and multiply new vocabulary. The result is when translating she doesn't understand the text to be translated. In addition, another problem faced by participants in translating was the lack of knowledge about grammar. Examples of problems faced by participants are the use of tenses. The participants agreed that they felt difficulties in using the word form. This is in accordance with their statement above that the use of tenses is one of the problems they often face in translating. One example is choosing the right form of words such as simple use of the

present, simple past, and simple future. In addition, the participants also explained the cause of the problem. Among these are the lack of translation practices and reading books.

The results of the interview above stated that students agree that the strategies they use have their own effects. In general, the effect students get is new knowledge. In addition, the explanation above also explains that participants also have their own strategies for dealing with problems in translating text. This was revealed by three participants in the interview results above, they revealed that there were several strategies they used such as using dictionaries, searching for information about grammar from the internet, asking someone, and guessing meaning. The above strategy has been fully explained in the previous discussion.

From the above problems, conclusions such as lack of vocabulary mastery and lack of knowledge about grammar in translating text. In addition, the researcher also found the reasons for not being aware of grammar and vocabulary, lack of translation practices, lack of reading books, and lack of grammatical practices. But the above can be overcome by using a dictionary, finding information about internet grammar, asking someone, and guessing the meanings described above. Using this strategy, the participants also had a positive effect, namely increasing vocabulary mastery, improving grammar, easier to translate, and understanding grammar and vocabulary in translating text. In general, translating because of the lack of practice in translating and the strategies they have had a positive effect on them, namely the new knowledge about translating text.