



**STUDENTS' DIFFICULTIES IN TRANSLATING
ENGLISH TEXT AT THE SIXTH SEMESTER
ENGLISH PROGRAM OF IAIN
PADANGSIDIMPUAN**

A THESIS

Submitted to the State Institute For Islamic Studies (IAIN)
Padangsidimpuan as a partial fulfillment of the requirement for the
Graduate Degree of Education (S.Pd) in English Program

Written by:

AISAH FITRI
Reg. No. 17 203 00088

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2021



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Reg. No. 17 203 00088



ADVISOR I


Eka Susti Harida, M.Pd
NIP. 19750917 200312 2 002

ADVISOR II


Sri Rahmadhani Siregar, M.Pd
NIDN. 2006058602

**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2021

LETTER AGREEMENT

Term : Munaqosyah
Item : 7 (seven) examplars

Padangsidimpuan, Oktober 2021
a.n. **Aisah Fitri**
To: **Dean**
Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Aisah Fitri**, entitled “**Students’ Difficulties in Translating English Text at the Sixth Semester English Program of IAIN Padangsidimpuan**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

Advisor I



Eka Sustris Harida, M. Pd.
NIP. 19750917 200312 2 002

Advisor II



Sri Rahmudhani Siregar, M.Pd.
NIDN. 2006058602

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Aisah Fitri
Reg. Number : 17 203 00088
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The title of the Thesis : **Students' Difficulties in Translating English Text at the Sixth Semester Of English Program IAIN Padangsidimpuan**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

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Aisah Fitri
Reg. Number 17 203 00088

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

As Academic Cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : Aisah Fitri
Registration Number : 17 203 00088
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
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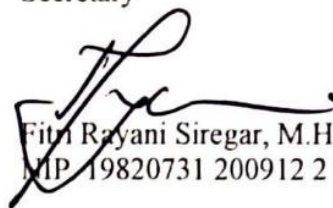
Name : Aisah Fitri
Reg. Number : 17 203 00088
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English Education
Department
Thesis : **“Students’ Difficulties in Translating English Text at
the Sixth Semester English Program of IAIN
Padangsidempuan”**

Chief



Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

Secretary



Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

Members



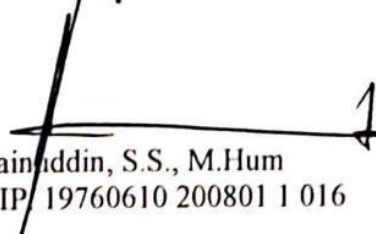
Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002



Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004



Shokira Linda Vinde Rambe, M.Pd
NIP. 19760610 200801 1



Zainuddin, S.S., M.Hum
NIP/ 19760610 200801 1 016

Proposed:

Place : Padangsidempuan
Date : 22th of November 2021
Time : 14.00 until finish
Result/Mark : 80,3 (A)
IPK : 3,77
Predicate : Cumlaude/Pujian



**RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jl. T. Rizal Nurdin, Km, 4,5 Sihitang. Telp. (0634) 22080 Sihitang
22733 Padangsidempuan**

LEGALIZATION

Thesis : **Students' Difficulties in Translating English Text at the Sixth Semester English Program of IAIN Padangsidempuan"**

Name : **Aisah Fitri**

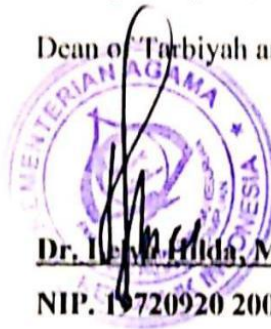
Reg. Num : **17 203 00088**

Faculty/ Department : **Tarbiyah and Teacher Training Faculty/ TBI**

The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidempuan, Oktober 2020.

Dean of Tarbiyah and Teacher Faculty



Dr. H. M. Hilda, M.Si.

NIP. 19720920 200003 2 002

ABSTRACT

Name : Aisah Fitri
Reg. No : 17 203 00088
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education (TBI-3)
Title of Thesis : **Students' Difficulties in Translating English Text at the Sixth Semester English Program of IAIN Padangsidempuan.**

The problem of this research was derived from students' difficulties in translating English text that exist in recount text. Students did not understand how to analyze the words or sentences to find the suitable meaning of words or sentences.

The objectives of this research is to know the difficulties in translating English text at the sixth semester in English program of IAIN Padangsidempuan in translation exercise in recount text to Indonesia. Difficulties in translation English text are translating literary text, translating Islamic text, linguistic factors, non linguistic factors, lexical meaning, idiom, strategies in translating ellipsis, lack of vocabulary, grammatical issues, and miss in using transitional words. In this case the objectives of students difficulties in translating English text at the sixth semester are lack of vocabulary, grammatical issues, and miss in using transitional words.

This research has been done by qualitative research. The participants of this research were 20 students of TBI-3 at the sixth semester English departments. The data were collected from students' documents of answer sheets in translation exercise English recount text. Analysis of the data consisted of 5 steps are; reading the data, making codes or notes, describing the data, checking the difficulties based on indicators, and classifying the difficulties. This research used member checking to check data trustworthiness.

Based on the result of the research, there were students difficulties in translation such as lack of vocabulary, grammatical issues and missing in transitional words. 62 errors in lack of vocabulary found in students at the sixth semester, 12 error in grammatical issues found in students at the sixth semester and 13 miss in using transitional words found in students at the sixth semester.

Key Words : *Students' Difficulties, Lack of vocabulary, Grammatical Issues, and Miss in using transitional words.*

ABSTRAK

Nama : AISAH FITRI
NIM : 17 203 00088
Program Studi : Tadris Bahasa Inggris
Judul : **Kesulitan Mahasiswa dalam Menerjemahkan Text Bahasa Inggris di Semester Enam jurusan Tadris Bahasa Inggris IAIN Padangsidempuan**

Masalah penelitian ini bersumber dari kesulitan siswa semester enam dalam menerjemahkan text dalam bentuk recount text. Siswa tidak mengerti bagaimana cara menganalisis kata atau kalimat untuk menemukan arti yang cocok dari kata atau kalimat.

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan dalam menerjemahkan text bahasa inggris di semester enam pada program bahasas Inggris IAIN Padangsidempuan pada latihan Translation di recount text ke Indonesia. Kesulitan dalam menerjemahkan mahasiswa diantaranya adalah dmenerjemahkan dengan literary, menerjemahkan kata-kata islam, factor linguistic, non linguistic, pengertian lexical, idiom, strategi menerjemahkan dalam bentuk ellipsis, sedikit mengetahui kosakata bahasa inggris, kesalahan penggunaan grammar, dan kesulitan dalam penggunaan kata transitional. Dalam hal ini kesulitan mahasiswa semester enam adalah sedikitnya mengetahui kosakata bahasa inggris, kesalahan dalam grammer, dan kesulitan penggunaan kata transitional.

Jenis penelitian ini adalah kualitatif dengan metode analisis dokumen. Partisipan penelitian ini adalah 20 siswa dari keas TBI-3 semester enam program bahasa inggris. Data dikumpulkan dari dokumen lembar soal jawaban di latihan translation English text. Analisis data terdiri dari 5 langkah; yaitu membaca data, membuat kode atau catatan, mendeskripsikan data, mencheck kesulitan melalui indicator, dan mengklasifikasikan kesulitan dalam menerjemahkan. Penelitian ini menggunakan tehknik member cheking untuk mencheck data trustworthines.

Berdasarkan hasil penelitian, peneliti menemukan aspek kesulitan pada translation seperti menegetahui sedikit kosakata, kesalahan dalam grammer, dan kesalahan dalam penggunaan transitional words. Dari kesulitan translation tersebut ditemukan dalam penelitian ini bahwa 62 error dalam pengetahuan yang sedikit dalam kosakata, 12 error dalam grammer, dan 13 kesalahan dalam penggunaan transitional words.

Kata Kunci: *Kesulitan Siswa, mengetahui sedikit Kosakata, Grammer, dan, Kesalahan dalam penggunaan transitional words.*

ACKNOWLEDGEMENT

اللهمم الرحمن الرحيم

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life. In writing this thesis, the researcher has found various difficulties. Fortunately, many people help me to finish this thesis. May be without their helped and supported this thesis would not be as it is now. My biggest gratitude goes to those who have helped the writer in finishing this thesis, they are:

1. Ms. Eka Sustri Harida, M.pd., as the first advisor who has guided the researcher completing this research.
2. Ms. Sri Rahmadhani siregar, M.Pd., as the second advisor who has conducted the researcher finishing this research.
3. Prof. Dr. H. Ibrahim Siregar, MCL., as a rector of Padangsidempuan State for Islamic Studies.
4. Dr. Lelya Hilda, M.Si., as a Dean of Tarbiyah and Teacher Training Faculty.
5. Ms. Fitri Rayani Siregar, M.Hum., as a Chief of English Education Department.
6. Ms. Sri Rahmadhani, M.Pd., as the Secretary of English Education Department.
7. All lecturers and staff in English Education Department who have given their valuable advice and cooperation.
8. Chief of IAIN Library and all staffs for their cooperation for using many books and references.

9. Special thanks to my beloved parents (Ahmad Bangun Nasution and Idawati Hasibuan), sister (Desi Fitriani Nasution, S. Ti), Brother (Saiful Anwar Nasution), Young Brothers(Ahmad Faisal Nasution and Rahmad Halomoan).
10. My best friends Winda lestari, Tasya Namira Nasution, Dhea Sari, Nur Baiti, Naima Putri Hasibuan, Meriyani, Seriani, Robiatul Hadawiyah. And all of family TBI-1, TBI-2, and TBI-3. Especially best support me in TBI-3.
11. Special thanks to Ms. Sri Rahmadhani as a lecturer of Translation class that has given such a big contribution to help researcher finishing this research. And Mr. Zainuddin M. Hum that has given contribution to check my result research as a validator in this research.
12. Last but not least, I wanna thank me, for believing in me, for doing all the hard work, for having no days off, for never quitting, for just being me at all times.

I realize this thesis can't be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidimpuan, 10 Oktober 2020
Declaration maker,

Aisah Fitri
Reg. No. 17 203 00088

TABLE OF CONTENTS

	Page
COVER PAGE	
LEGALIZATION ADVISOR SHEET	i
AGREEMENT ADVISOR SHEET	ii
DECLARATION OF SELF THESIS COMPLETION	iii
PUBLICATION THE LAST OF TASK FOR ACADEMIC	iv
SCHOLAR MUNAQOSYAH EXAMINATION SHEET	v
LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY	vi
ABSTRACT	vii
ABSTRAK	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENT	xi
LIST OF TABLE	xiii
LIST OF APPENDIXES	xiv
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Focus of the Problem	5
C. Formulation of the Problem	5
D. Objectives of the Research	5
E. Significances of the Research	6
F. Definition of Key Terms	6
G. Outline of Thesis	7
CHAPTER II LITERATURE REVIEW	
A. Definition of Translation	9
B. Purpose of Translation	10
C. Principles of Translation	11
D. Types of Translation	13
1. Form Based Translation	13
2. Meaning Based Translation	14
3. Full Translation	15
4. Partial Translation	15
5. Total Translation	16
6. Restrict Translation	16
7. Rank Bound Translation	17
8. Unbounded Translation	17
9. Intralingual Translation	18
10. Interlingual Translation	19
11. Intersemiotic Translation	20

E. Translation Process.....	20
F. Translation difficulties	23
1. Lack of Vocabulary.....	23
2. Grammatical Issues	24
3. Translating Literary Text	25
4. Transitional Word	26
5. Linguistic Factors.....	28
6. Non Linguistic Factors.....	29
7. Differences Language in Culture Terms	30
8. Common Language Terms.....	30
9. Pure Thermal Divergences.....	30
E. Recount Text.....	32
F. Review of Related Findings	35

CHAPTER III RESEARCH METHODOLOGY

A. Place and Time of the Research	37
B. Types of Research	37
C. Research Participants	37
D. Instrument of the Research	38
E. Technique of Data Collecting	39
F. Technique of Data Analysis	39
G. Technique of Checking DataTrustworthiness	40

CHAPTER IV RESULT OF THE RESEARCH

A. Research Findings	42
B. Students Difficulties in Translating English Text.....	42
1. Lack of Vocabulary.....	42
2. Grammatical Issues.....	46
3. Transitional Words.....	48
C. Discussion	50
D. Checking DataTrustworthiness.....	52

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusion	54
B. Suggestion	54

REFERENCES

CURRICULUM VITAE

APPENDIXES

LIST OF TABLES

Table 1	Indicators Students Difficulties in Translation.....	35
Table 2	Identification of Datum Difficulties	36

LIST OF APPENDIXES

Appendix 1	Forms to Identify the Data
Appendix 2	Indicators Students Difficulties in Translation
Appendix 3	Essay Text
Appendix 4	Result Identify the Data

CHAPTER I

INTRODUCTION

A. Background of the Problem

Communication in different languages and nations is feasible through translation in current's world. English language had become the official language for international communication. Translation is important because it gets us talking and communicate to each other or we can comprehend about it. In translation the translator should know what language the source, writer, or speaker used so we can catch the point of the language.

Translation is important process of replacing and reproducing the message from a text in a source language into a target language. By the existence of the translation, people are able to share the information, knowledge, ideas a lot of thing to each other. Therefore, who does not understand English can receive from the source text, and than they can also convey ideas, message, intentions, feelings and opinions to other.

Then Cunnison Catford said translation describe in terms of a specific linguistic theory.¹ Nida's views of translation are mainly embodied in a scientific of translation theory and practice of translation, in the frame work he regards translation as a scientific subject and points out that the translation transference of a message form one language to another is valid subject for

¹ Jixing Long, "Translation Definitions in Different Paradigms," *Canadian Social Science* 9, no. 4 (2018): 107, <https://doi.org/10.3968/j.css.1923669720130904.2703>.

scientific description.² Based on Cunnison Catford's and Nida's idea, translation is specific linguistic and practice of translation with equivalence meaning in one language to another language to transference the message.

From the definition about translation above researcher can take the point that translation is transference of one language to another language or transference between SL (source language) to TL (Target language). The meaning of given rendered from one language to another is an act of transferring the language in to their equivalents in to another language. Translation is an act through which the content of a text is transferred from the source language in to the target language.

Moreover, in communicating with the people. Speaker, reader and listener would like to know about each others for share about information. Even though it tells about what have been done before in order to make the others know about us. The listener or reader have to understand that information so that our conversation or writing can run very well.

Being a good translator is not easy. A translator is a bilingual mediating agent between monolingual communication participants in two different language communities.³ Translator not only know the meaning,

² Bandar Mohammad Saeed Al-Sobhi, "The Nitty-Gritty of Language Learners' Errors – Contrastive Analysis, Error Analysis and Interlanguage," *International Journal of Education and Literacy Studies* 7, no. 3 (2019): 49, <https://doi.org/10.7575/aiac.ijels.v.7n.3p.49>.

³ Amparo Hurtado Albir et al., "Evolution of the Efficacy of the Translation Process in Translation Competence Acquisition," *Meta (Canada)* 64, no. 1 (2019), <https://doi.org/10.7202/1065336AR>.

techniques and procedure but also culture itself. There is not true or false in translation but the translation has to be appropriate.

According to Newmark, translation is a craft consisting of the attempt to replace a written message and statement on one language by the same message and statement in other languages.⁴ In addition, Bell said that translation is the process or result of converting information from one language or language variety into another.⁵ The aim is to reproduce as accurately as possible all grammatical and lexical features of the source language (SL) original by finding equivalents in the target language (TL). At the same time, all factual information contained in the original text must be retained in the translation.

In the translation activity, of course there are some things that need to be considered, one of them is the word choice is very important to make the translation result do not read ambiguous. Translation activities can be performed to determine the structure of understanding a foreign language. Translation is not easy work to be done, especially for beginner. Most of students from university face a lot difficulties in translating a foreign language. Wherever English as foreign language in this country and English must be studied by the students university. Difficulties in translation is

⁴ Jixing Long, "Changes of Translation Definition and Turns of Translation Studies," *Cross-Culture Communication* 8, no. 5 (2012): 35–43, <https://doi.org/10.3968/j.ccc.1923670020120805.2156>.

⁵ Long.

characteristics of the text and the technical and process language will define the difficulties that may appear when translating a text these characteristics.⁶ Translation could be defined as an attempt to provide equivalence between the source language (SL) and target language (TL) text.

In the process of translation the students learn about translation of text and speaker (oral). Then, the researcher only take of text. Text can be any example of written or spoken language, from something as complex as a book or legal document to something as simple as the body of an email or the words on the back of a cereal box. So, text is understood to be a piece of written or spoken material in its primary form (as opposed to s paraphrase or summary).

According to explanation above, in the process of translating, the students have many difficulties to translate some texts in their books. Especially, as they learned in English lesson in subject writing and reading comprehension there are some kinds of texts, such as procedure, recount, narrative, description, news item, report, analytical exposition, spoff, hortatory exposition, explanation, discussion, and review. To understand the text, the students should be able to translate each sentence or each paragraph of the text. In this case, the researcher would analyze the difficulties in translation English text especially in recount text. The researcher would like

⁶ Inglesa Grado and Estudios Ingleses, "Medical Translation English-Spanish, Theory, Difficulties and Translation Proposal for a Research Article" 6, no. Biotropia Journal (2017): 1-38, <http://org56754.976>.

to conduct research entitled Students' Difficulties in Translation English Text at the Seventh Semester English Program IAIN Padang Sidempuan.

B. Focus of the Problem

Difficulties is the difficulties and some mistakes of students when translate the text from source language to target language. Difficulties in translation English text on the students has some difficulties that can be see from lack of vocabulary, grammatical issues, translating literary text, transitional word, translating Islamic text, linguistic factors, non linguistic factors, idiom, lexical meaning, and strategies in translating ellipsis. Here the researcher focuses to find difficulties in translation English text in recount text. On this case, the researcher to finds the difficulties wether their difficulties in lack of vocabulary, grammatical issues, and transitional word. The researcher will be done the research in the sixth semester English department IAIN Padangsidempuan.

C. Formulation of the problem

The researcher formulated the problems of the research on "What are the students' difficulties in translating English recount text at sixth semester English Department of IAIN Padangsidempuan?".

D. Objectives of the Study

The objective of the research is to know the difficulties in translation English text at the sixth semester in English program IAIN Padangsidempuan.

E. Significances of the Study

The benefits of the study they are as follows:

1. Theoretical

The result of this research is estimated to increase the theory of the difficulties in translation English text especially translate to Indonesia. Then, it is also estimated to increase the theory of difficulties components in translating Indonesian text into English.

2. Practical

a. Lecturer

This research is to estimated to give solution and knowing for lecturer about difficulties of students. English teacher especially in translation finds the solution to solve the difficulties of the students in learning translation.

b. Researcher

This researcher is estimated to give knowledge for the researcher. Well as the students of English department that is estimated to become an English teacher, it is estimated to become a good reference for the researcher in teaching translation by understanding the difficulties and dominant components of difficulties.

F. Definition of Key Terms

There are some key terms that are needed to be explained:

1. Translation Difficulties

Translation difficulties is the difficulties and some mistakes of students at the sixth semester when translate the text from source language to target Language. Where the source language is English language and the target language is Indonesian language.

2. Recount text

Recount text is a text that writing, tells the reader or listener what happen in the past through a sequence of events.

3. Source Language (SL)

Source language (SL) is the language being translate to another language, the first language being translate to another language or target language.

4. Target Language (TL)

Target language (TL) is the language into which another language is to be translate, the second language being translate to another language.

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of some sub chapters with detail as follows:

In chapter one, it talks about introduction of this research. It consists of background of the problem, focus of the problem, definition of the terminologies, formulation of the problem, objectives of the research, and significances of the research.

In chapter two, it consists of the theoretical description. This chapter contains the theories that the researcher uses to construct the understanding about the topic discussed in this study. The theories are related to the theoretical description of Translation, types of translation, translation process, translation difficulties and recount text. This chapter also contains the review of related findings from other studies.

In chapter three, it consists of the research methodology. It is about the way that is used by the researcher to do this research properly. This consists of time and place of the research, research method, research subject, source of the data, technique of collecting data, technique of data analysis, and technique of checking data trustworthiness.

In chapter four, it consists of the result of the research and discussion. The result is clearly described based on the research findings in reality. It shows the difficulties that are found students difficulties in translation English text. This chapter also provides a section of discussion with other results from the related studies.

In chapter five, it consists of conclusion and suggestion of the research. In the conclusion, the researcher concludes the research into a part as the closing. Beside it, the researcher also gives some suggestions to the readers. From the suggestions, the researcher really hopes something best will be happened and got by the readers.

CHAPTER II

LITERATURE REVIEW

A. Definition of Translation

Translation is transference the message from one language to another language. In doing translation the message have to know to transference to another language. Newmark in Arono and Nadrah with stated that translation is transmission of a thought in a language to another language which the process guides from written source language text into target language.⁷ Nida and Taber in Albir et al explain that translation consist of reproducing in the reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly terms of style.⁸ From Newmark, Nida and Taber translation means transference a language to another language which reproducing the receptor language with the closest natural of the source language.

Catford in Richard K Johnson stated defined as follows the replacement of textual material in one language (Source Language) by equivalent textual material in another language (Target Language).⁹ Wills in Jeremy Munday that translation is a procedure which leads from a

⁷ Nadrah Arono, "Students' Difficulties in Translating English Text," *JOALL (Journal of Applied Linguistics & Literature)* 4, no. 1 (2019): 88–99, <https://doi.org/10.33369/joall.v4i1.7384>.

⁸ Amparo Hurtado Albir et al., "Evolution of the Efficacy of the Translation Process in Translation Competence Acquisition," *Meta (Canada)* 64, no. 1 (2019), <https://doi.org/10.7202/1065336AR>.

⁹ Richard K Johnson, "Terms and Processes in Translation between Indonesian and English," *A Thesis Submitted in Fulfilment of the Requirements for the Degree of Doctor of Philosophy* 7, no. February (2018): 12–26, <https://doi.org/45.6543/0007654bg>.

written source language text to an optimally equivalent target language text and requires the syntactic, semantic, and stylistic and text pragmatic comprehension by the translator of the original text.¹⁰ Translation means transferring the meaning of the source language into receptor language or into target language.¹¹ Translation definition is procedure of source language text by equivalent of textual target language that requires with the syntactic, semantic, and stylistic and text pragmatic comprehension by the translator with the original text.

From some experts, it can be concluded that definition of translation is transferring or changing the source language into a target language without changing the content of the text. Translation is transference one language to another language, and transfer the message of the text with the understand meaning to the target responds (TL).

B. Purpose of Translation

The purpose of translation are:

1. To contribute of understanding and peace between nations, groups, and individuals. Note this formulation puts more emphasis on the pragmatic than on the referential component of translation. The effect on the readership, the manner, the style, which is scoffed at by many

¹⁰ Jeremy Munday, *Evaluation in Translation, Evaluation in Translation*, 3rd ed. (German: Routledge, 2017), <https://doi.org/10.4324/9780203117743>.

¹¹ Sri Rahmadhani Siregar, "An Analysis of Morphemic Shifts to Word in Sidney Bloodline into Garis Darah" 06, no. 2 (2018): 141–52, <http://jurnal.ian-padangsidimpuan.ac.id/index.php/EEJ/article/view/1253>.

technical translators. The difference between the neutral and the polarized sense.

2. Translation is to transmit knowledge in plain, appropriate and accessible language, in particular in relation to technology transfer. Defining technology not in the old sense of applied science, but as all the means and knowledge used to provide objects necessary for human sustenance and comfort.
3. To explain and mediate between cultures on the basis of a common humanity, respecting their strengths, implicitly exposing their weaknesses.
4. To develop and improve the knowledge about method, process and identify the steps of translation.
5. To help Indonesia readers be able to read chapter in Indonesia version.¹²

C. Principles of Translation

Principles of translation are:

1. Meaning. The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though occasionally part of the meaning can be transposed.

¹² John A Bateman et al., "Purpose and Principles of Translation" 4 (2016): 282–90, <http://34nmncmckddejnxcduehsjnmxn>.

2. Form. The ordering of words and ideas in the translation should match the original as closely as possible. This is particularly important in translating legal documents, guarantees, contracts, etc. But differences in language structure often require changes in the form and order of words.
3. Register. Languages often differ greatly in their levels of formality in a given context. To resolve these differences, the translator must distinguish between formal or fixed expressions.
4. Source language influence. One of the most frequent criticisms of translation is that it does not sound neutral. This is because the translator's thoughts and choice of words are strongly moulded by the original text.
5. Style and clarity. The translator should not change the style of the original. But if the text is sloppily written, or full of tedious repetitions, the translator may, for the reader's sake, correct the defects.
6. Idiom. Idiomatic expressions are notoriously untranslatable. These include similes, metaphors, proverbs and sayings, jargon, slang, and colloquialisms (user, friendly, the big apple, yuppie, etc), and phrasal verbs.¹³

¹³ Bateman et al.

D. Types of Translation

There are many types of translation from some experts. Here the types of translation according to Larson Translation is classified into two main types are:¹⁴

a. Form Based Translation

Form based translation attempts to follow the form of the source language and it is known as literal translation. The form of source language is transferred into the form of target language. Although this literal translation is useful for the purposes that related to the study of the source language has little help to the speakers of the receptor language who are interested in the meaning of the source language text. A literal translation has little communication value.

Here are examples of form translation or literal translation:

No	SL	TL
1.	My mom bough me this book yesterday	<i>"Ibuku membelikan ku buku ini kemarin"</i>
2.	Who has been living with?	<i>"Siapa dia telah tinggal dengan?"</i> ¹⁵

¹⁴ Saad Salal Sarhan, "College Students ' Errors in Translation / Errors Analysis" IV (2018): 45–66, <http://:snknrfehgrjtirjgrk423567>.

¹⁵ Albir et al., "Evolution of the Efficacy of the Translation Process in Translation Competence Acquisition."

The result is translated by word for word translation and caused the combination of the target language sentence sounds unnatural and usually makes the readers confused.

b. Meaning based Translation

Meaning based translation is idiomatic translation which make every effort to communicate the meaning of the source language text in the natural forms of the target language.¹⁶ Meaning based translation means that a translator basically needs to know about the meaning of the source language before transfers the meaning into target language. Idiomatic translation use natural form of the target language, both of the grammatical and the lexical items, the sounds in idiomatic translation like written originally receptor language.

Here are example of meaning or idiomatic translation:

No	SL	TL
1.	Who has he been living with?	<i>“Dengan siapa dia tinggal?”</i>
2.	She is a women of steel	<i>“Dia wanita yang berjiwa kuat”¹⁷</i>

¹⁶ Muhammad Fuadi, “Defenition and Kinds of Translation,” *K@Ta IV* (2017): 22–32, <http://snknrfehgfjrtjgrk423567>.

¹⁷ Albir et al., “Evolution of the Efficacy of the Translation Process in Translation Competence Acquisition.”

Idiomatic translation above is acceptable for the target language because the sounds natural and the translator understands the original meaning and knows both language well.

Catford divides the tree aspect of translation differently, those are such as extent, level and rank.¹⁸

Based on the extent, the types of translation are:

- a. Full translation is a type of translation in which the entire Source language text is reproduced by the target language material. This is the example of full translation:

SL	TL
I will buy two books	<i>“Saya akan membeli dua buku”</i> ¹⁹

- b. Partial translation, there are only some parts of the source language text to be translated into target language. Here are the example of partial translation:

¹⁸ Julia Eka Rini, “Difficulties in Translating Texts for Beginner Translator Students,” *K@Ta* 9, no. 2 (20018): 169–78, <https://doi.org/10.9744/kata.9.2.169-178>.

¹⁹ Krishna Regmi, Jennie Naidoo, and Paul Pilkington, “Understanding the Processes of Translation and Transliteration in Qualitative Research,” *International Journal of Qualitative Methods* 9, no. 1 (2017): 16–26, <https://doi.org/10.1177/160940691000900103>.

SL	TL
<i>“Orangutan itu sejenis monyet”</i>	Orangutan is a kind of ape
<i>“Saya suka hamburger”</i>	I like hamburger ²⁰

Based on the level, the types of translation are

- a. Total translation, the target language material replaces all levels of the source language. Here is the example of total translation:

SL	TL
The child has slept for three hours	<i>“Anak itu telah tidur selama tiga jam”</i>

- b. Restricted translation is the replacement of source language textual material with equivalent target language material only one level whether at the phonological level, graphological level, or at the level of grammar and lexis. Here is the example of restricted translation.

²⁰ Regmi, Naidoo, and Pilkington.

SL	TL
Child that already sleep for three hour (Noun Det/Aux Verb3/Perp/Det Noun)	<i>“Anak itu telah tidur selama tiga jam”</i> ²¹

In terms of rank, translation is divided into:

- a. Rank bound translation means that the selection of target language text equivalent is limited at only one rank, such as word for word equivalence, morpheme for morpheme equivalence etc. Here is the example of rank bound translation:

SL	TL
She felt happiness with her	<i>“Dia telah merasakan kebahagian bersamanya”</i> ²²

- b. Unbounded translation can move freely up and down the rank scale.

Here is the example of unbounded translation:

²¹ Inayatul Maula, “Types of Translation Shifts Found in ‘the Adventure of the Speckled Band’ with Catford, Jacobson and Newmark’s Theoris,” *Thesis* 4 (2017): 23–43, <http://sfdnfdvdjuey7ruiwopekijfn.c>.

²² Maula.

SL	TL
Yesterday the girl has bought an apple in the market	<p>a. <i>“Perempuan itu telah membeli apel.” dipasar kemarin.</i></p> <p>b. <i>“Kemarin perempuan itu telah membeli apel dipasar.”</i>²³</p>

Jacobson identifies three kinds of translation:

- a. Intralingual translation (monolingual translation) refers to a translation in which verbal signs are interpreted by means of other signs of the same language. The rewording or putting meaning in different words in the same language such as paraphrasing, summarizing, commenting, elaborating with the same language.²⁴

Example: **Describe** about this **picture**

Explain about this **Image**²⁵

²³ Maula.

²⁴ Peeter Torop and Elin Su, “Processual Boundaries of Translation: Semiotics and Translation Studies” 4 (20018): 187–208, <https://doi.org/10.1515/SEM.2007.0>.

²⁵ Maula, “Types of Translation Shifts Found in ‘the Adventure of the Speckled Band’ with Catford, Jacobson and Newmark’s Theoris.”

Intralingual translation, synonym use to translate but synonym is not a complete equivalence, this translation near to intrapration meaning into the same language seems the source language and the target language are the same. Therefore intralingual translation is not considered as a translation activity.

- b. Interlingual translation (bilingual or multilingual translation) is the one which refers to different languages whether it is bilingual or multilingual. Interlingual translation is an interpretation of verbal signs of one language by means of the verbal signs of some others language. Source language and target language are different.

Examples:

No	SL	TL
1.	A mother goes to market	<i>“seorang Ibu pergi ke pasar”</i>
2	He felt tired	<i>“Dia telah merasa kelelahan”</i> ²⁶

- c. Intersemiotic translation (verbal sign into non verbal sign) refers to an interpretation of verbal signs by means of other

²⁶ Maula.

signs non verbal sign system. Intersemiotic called transmutation. Overall message is emphasized rather than mere words or sentence. A verbal text or message is translated into different semiotic forms or modes such as music, acting, painting, dance, gestures ect. Including all kinds of translation of any particular work (a book, a video, game) to another form extuality or media platform.²⁷

Example:

The actor at the movies “Titanic” used English language and the subtitle is Indonesia.²⁸

E. Translation process

Translation is the process of transference the message from one language to another language, in process of translation could see from culture, lexical meaning and others. Stella Cragie and Ann Pattison when translating a text, the translator’s goal is an idiomatic translation which makes every effort to communicate their meaning of the source language text into the natural forms of the receptor language.²⁹ States the translation is concern with the study of the lexicon, grammatical structure,

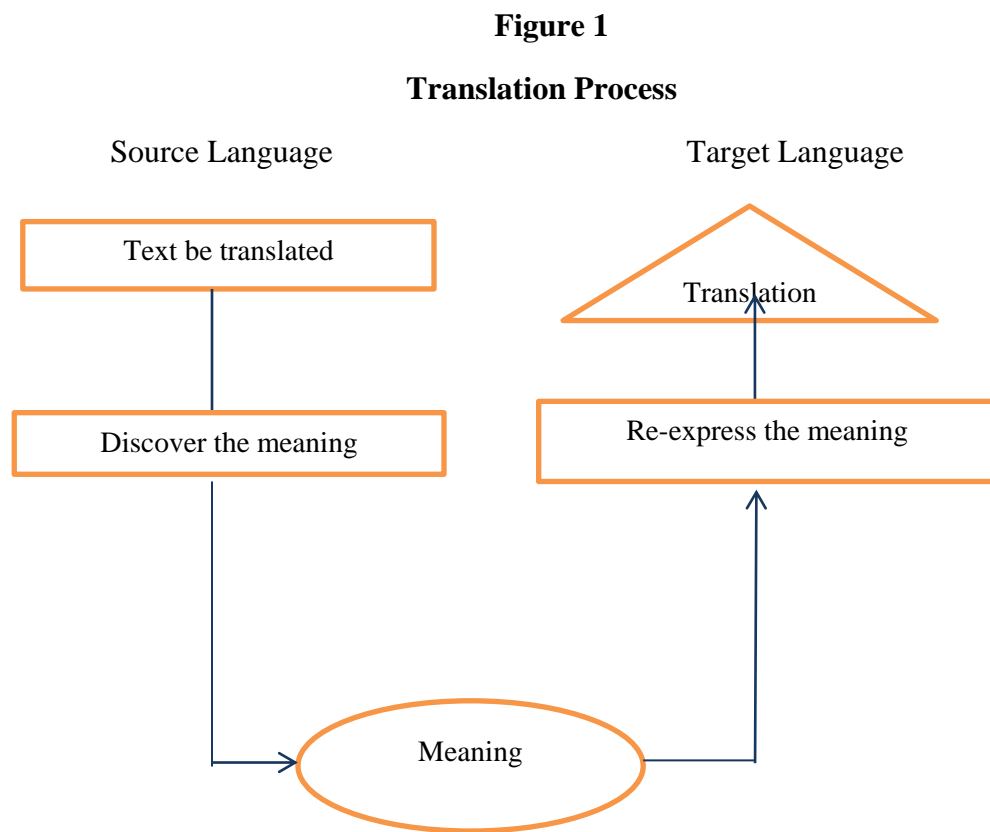
²⁷ D Lewis and D Mosse, “Theoretical Approach to Brokerge and Translation in Development” 4 (2017): 33–58.

²⁸ Lewis and Mosse.

²⁹ Stella Cragie and Ann Pattison, *Thinking English Translation*, ed. Cragie, *Thinking English Translation*, 4th ed. (Rusian: International Journal of Engliah Linguistics 7, 2018), <https://doi.org/10.4324/9781315229478>.

communication situation, and culture context of source language text, which is analyzed in order to determine its meaning.

The discovered meaning is then re-expressed or reconstructed using the lexicon and grammatical structure which are appropriate in the target language and its cultural context. Larson simply present the diagram of the translation process, as follows:³⁰



³⁰ Janet Fraser, "Mapping the Process of Translation," *Meta* 41, no. 1 (2017): 84–96, <https://doi.org/10.7202/002772ar>.

According to Bell in Albir et define that steps consist of there steps are:³¹

- a. The analysis of the source language text.
- b. The organization of the semantic representations of the individual clauses of the text into an integrated schema which contains the whole of the information the reader has been able to accumulated in the course of reading the text.
- c. The synthesis (writing the target language text) of the new target language text.

F. Translation Difficulties

Difficulty is the state or quality of being difficult, such as difficult thing to do, to understand or to deal. Difficulties are the states of being difficult or hard to do. Mistakes, misjudgments, miscalculating, and error from an important aspect of learning in acquiring information which result lack of competence in language, culture, and translation. Translation nowadays is noted as kind of skill transferring messages from one language to another language. So, translation is transference language from source language to target language.

Translation difficulties is the difficult and some mistakes of students when translate the text from source language (SL) to target Language (TL). Difficulties can be seen from the mistakes, errors, miscalculating,

³¹ Albir et al., "Evolution of the Efficacy of the Translation Process in Translation Competence Acquisition."

etc. Difficulties is some mistake or some errors information which the result lack competence in learning.

Arono and Nadrah investigated Bakers', theory that students difficulties in translation English text are:³²

a. Lack of Vocabulary

The students find difficult to translate since the students lack of many vocabularies. Lack of vocabulary make the students difficult to translate the text, how the students translate the text if students do not know what the meaning of the vocabulary at the text, and how the students can make to target language if the words of the text is unfamiliar words.

Example:

SL	TL
The secretary strives to get promotion to be a directur	<p><i>Sekretaris ingin mendapatkan promosi menjadi direktur.</i>³³</p> <p>The acceptable translation is: <i>sekretaris berjuang untuk mendapatkan promosi menjadi direktur.</i></p>

³² Arono, "Students' Difficulties in Translating English Text."

³³ Arono.

Lack of vocabulary from the sentence above is SL in word strives translated to TL *medapatkan*, but the acceptable to TL is *berjuang*. TL in example above missing the meaning of strives.

b. Grammatical Issues

The students do not know how to translate the sentence or the text well since the students lack of mastering grammatical pattern of language. When the sentence are complicated and long, the students hard to translate text well. As it proven by Maha H. Alhaysony explain that students got difficulties in translating because of grammatical categories, linguistic level, lexical items, and some differences between source language with target language.³⁴ Translate the text should look the grammatical issues for complicated to make the target language.

Example:

³⁴ Maha H. Alhaysony, "Strategies and Difficulties of Understanding English Idioms: A Case Study of Saudi University EFL Students," *International Journal of English Linguistics* 7, no. 3 (2017): 70, <https://doi.org/10.5539/ijel.v7n3p70>.

SL	TL
Rini is not going to shopping by herself, and her mother is not either.	<p><i>Rini tidak pergi shopping sendirian, dan ibu juga.</i>³⁵</p> <p>The acceptable translation is: <i>Rini tidak akan berbelanja sendirian, dan ibunya juga tidak.</i></p>

Grammatical issues from the example above are students' hard to translated the text well and SL has differences to TL. Grammatical issues from the sentence above is SL shopping In TL still Shopping and SL her mother is not eitherin TL *dan ibu juga*, the acceptable translated is SL in word shopping translated to TL is *berbelanja* and SL in her mother is not either translated to TL is *dan ibu Rini juga tidak pergi sendiria.*

c. Translating Literary Text

In this part, the students should know the meaning behind the words which written by the writer. Newmark said in Jean Nizke explain that literary text contain figurative meanings which are difficult to translate to target language or voice versa.³⁶ Literary

³⁵ Arono, "Students' Difficulties in Translating English Text."

³⁶ Jean Nitzke, *An Approach for Identifying Problem-Solving Activities in Post-Editing and Translation From Scratch, New Empirical Perspectives on Translation and Interpreting*, 3rd ed. (New York: JOAL Jurnal International, 2020), <https://doi.org/10.4324/9780429030376-5>.

translation also support translating the metaphorical and figurative meaning of the text.

Example:

SL	TL
The stars danced playfully in the moonlit sky.	<i>Bintang-bintang menari dan bermain-main di angkasa.</i> ³⁷ The acceptable translation is: <i>bintang-bintang menari bermain-main di langit diterangi cahaya bulan,</i>

Translating literary text from example above has figurative meaning that difficult to translated to target language. From example above SL words of danced playfully in the moonlit translated in TL *menari dan bermain-main* but the acceptable to TL is *menari main-main di langit diterangi cahaya bulan* because the sentences has a figurative meaning.

d. Transitional Word

Using of transitional word by making sure that the word choosed to matche the logic of the relationship for emphasizing or the connection of the text. All of these words have different

³⁷ Arono, "Students' Difficulties in Translating English Text."

meanings, nuances, and connotations. Before using a particular transitional word in the text, be sure with the text understandable with meaning and usage completely, and be sure that the right match for the text. Use of transitional words because using too many of transitional word the readers might feel like over explaining connection that are already clear.

Example:

SL	TL
I went to the mall after he gave me paycheck.	<i>Saya pergi ke mall setelah dia memberikanku gaji.</i>
First , we are going fishing.	<i>Pertama, kami akan</i>
Then , we will get ready for dinner.	<i>memancing, kemudian kami akan bersiap makan malam.</i> ³⁸

From example above the translation literary text from the sentence are how to translated with suitable meaning from SL to TL, example SL in a word after translated to TL is *setelah*, so from the example above using translating literary text with suitable meaning in SL to TL.

Nida and Taber in Arono and Nadrah explain that many factors are crucial to the process of translating and no explanation of translating can

³⁸ Arono.

claim to comprehensive if these factors are not systematically considered.³⁹ Translation is a complex process, involving linguistic and nonlinguistic factors.⁴⁰ these are classification of linguistic and non-linguistic factors.

a. Linguistic Factors

Linguistic factors exert a direct and crucial influence upon the process of translation. Each of the linguistic factors, lexical, syntactic and textual function, can interfere with translation. It can safely be assumed that interlingual differences constitute a main source of translation difficulties. Other problems, include the sheer size of the undertaking. As indicated by the number of rules and dictionary entries that a realistic system will need, and the fact that there are many construction whose grammar is poorly understood, in the sense that it is not clear how they should be represented, or what rules should be used to describe the meaning in translation process.

Example:

³⁹ Arono.

⁴⁰ Jabr Abu Naser, "The Difficulties in Translating Culture-Specific Expressions from Arabic into English," *Journal of Education and Practice* 10, no. 9 (2019): 78–82, <https://doi.org/10.7176/jep/10-9-09>.

SL	TL
I told it not, my wrath did grow	<i>Saya telah mengatakan tidak, kemarahanku sudah mulai.</i> ⁴¹

b. Non- linguistic Factors

Non-linguistic factors is an actual or possible derivation from sentience, which is not associated with signs that have any original or primary intent of communication. Generally terms of art used capture a number of different sense of the word meaning, independently form linguistic uses. Translating work to bridge the cultural gap between two worlds and make communication possible between different linguistic communities.

Example:

1. The signals used soldiers or the sign language of monastic orders.
2. The gestures of sticking out the tongue, used as a form of teasing by Europeans.⁴²

There are linguistic and non-linguistic problem in translation. Those problem appear because there are differences between language and culture. The English attentive on linguistic genre like “he” and “she”. Both of them in Bahasa Indonesia have same meaning of “dia”.

⁴¹ Arono, “Students’ Difficulties in Translating English Text.”

⁴² Arono.

Diego Jimenez Calvo stated that difficulties in translation can be divided into three groups according to translation they are:⁴³

a. Differences Languages in Cultural Terms

In this part, differences languages in cultural make difficulties translation to the students in using source language to target language. There are some words with difference meaning when translate to target language.

b. Common Language Terms

Using of common language make difficult for students because of the language spoken by two or more people allowing them to communicate based on common language for students in translating English text make the students confused about the text.

c. Pure Thermal Divergences

In this section, pure thermal divergences can make the students difficult to translate the text because of divergence of same words, sentence, or paragraph from the text. Differences of using language from the source language to target language do the students difficult to translate the text.

Moentaha explained some translation difficulties, there are two main points about the linguistic problem, first in grammatical problem

⁴³ Inglesa Grado and Estudios Ingleses, "Medical Translation English-Spanish, Theory, Difficulties and Translation Proposal for a Research Article" 6, no. Biotropia Journal (2017): 1-38, <http://org56754.976>.

which deals with a problem such as singular and plural nouns, aspects, and gender, and the second is lexical problem such as meaning, differential or non-differential and semantic field.⁴⁴ Hartono explained about stylistic problem as a difficulty in translation, the translator should be able to analyse every single word, phrase, sentence, and discourse that appear on the source text.⁴⁵ From theoretical above translation could be seen from linguistic problem in grammatical aspect, lexical problem in meaning and differential semantic field, and stylistic problem in translation should analyse every single word, phrase, sentence and discourse to appear to the source text.

Based some theories, this research will use in Baker Theory to fill out difficulties translation but the researcher used three difficulties from Baker theory are:

- a. Difficult in translation english text because of lack of vocabulary.
- b. Difficult in translation English text because of grammatical issues.
- c. Difficult in translation English text because of transitional word.⁴⁶

⁴⁴ Helen Swallow and Sylviane Granger, "False Friends: A Kaleidoscope of Translation Difficulties," *Le Langage et l'Homme* 23, no. 2 (2018): 108–20, <http://09hdhdhjwjehhhs7737eh>.

⁴⁵ Nanang Sharifudin, *Students' Difficulties in Translating an Explanation Text from English to Indonesia*, 2019, <http://or.09hdhe7737u376533627hdjd>.

⁴⁶ Arono, "Students' Difficulties in Translating English Text."

G. Recount Text

a. Definition

According to Anderson, a recount text is writing about past events or a piece of the text the retells past events, usually in order which they happened.⁴⁷ Recount text is a text which retells events or experience in the past, recount also gives detailed account, text that tells about recount one's story, adventure, and experience. The function is to retell some events that happened in the past for certain purpose that to inform or to entertain the listener or reader.

b. Generic Structure

Recount text have generic structure, they are:

- a) Orientation: orientation in recount text provides all necessary background information about the event. To ensure that the orientation is detailed and through use question words (who, when, where, why, and what).
- b) Events: in series of event the writer the event chronologically, it is begins from the first event, followed by the second event to last event. Events depend on the creativity of the writer and has to lead the reader or audience to understand the topic well.

⁴⁷ Rini, "Difficulties in Translating Texts for Beginner Translator Students."

- c) Re-orientation: re-orientation is the final section concludes the recount by summarizing the result, evaluating the topics importance or offering personal comment or opinion.⁴⁸

c. Kinds of Recount Text

Recount text have kinds also, they are:

- a) Personal recount: text that telling the reader about one story, activity or experience is happened in the past.
- b) Factual recount: recording the particular of an accident, such as report of scientific experiment, police report, news report, and historical account.
- c) Imaginative: talking an imaginary role and giving detail event.⁴⁹

d. Language Features

Language feature of recount text are:

- a) Introducing personal participant (I, we, group, etc).
- b) Using chronological connection (then, first, after, that, etc).
- c) Using linking verb (was, were, saw, heard, etc).
- d) Using action verb (go, speak, buy, etc).
- e) Using simple past tense.⁵⁰

e. Example

⁴⁸ Nunik Rahmawati, "Improving Students Writing Skills on Recount Texts Through Collaborative Writing Technique" 3 (2017): 23–54, <http://or.0986467634893438rdhjshs>.

⁴⁹ Rahmawati.

⁵⁰ Rini, "Difficulties in Translating Texts for Beginner Translator Students."

This is the example of recount text:

My Holiday in Parangtritis Beach

Last year, my family and I went to Parangtritis Beach by my car. I was excited at the moment.

Our trip to Parangtritis Beach spent time for 2 hours on the way. I slept in the car during the trip. We arrived at 3 pm at Pangandaran Beach. After that my family and I went to replace our clothes to swim and we walked to the beach together. There was so many activities that we did in the beach, such as swimming, water playing, chasing each other on the seashore and banana boat riding. We played on the beach about 1 hour. Right at 5 pm, we all had a rest and prepared to go home. We felt familiness and togetherness atmosphere at the time. That momet was unforgettable.

That was my short holiday in Parangtritis Beach, but I was happy because that was my first experience to go to the beach.⁵¹

⁵¹ Rahmawati, "Improving Students Writing Skills on Recount Texts Through Collaborative Writing Technique."

H. Review of Related Findings

There have been many researches done regard to this research and the research found some related findings such as:

The first research was conducted by Yayah Komariah. The aim of that research is to analyze the difficulties faced by students of English Department in translating Indonesian into English. The finding shows that in translating Indonesian into English the students still have difficulties, especially in finding clear diction and in using grammatical competence.⁵² This research becomes the starting ideas for the researcher to make the similar research with students' difficulties in translation especially in error translation.

The second previous by Nurul Istiqomah. The result of this study showed that problem of translation with source message and target legibility.⁵³ This research was conducted with difficulties like untransmitted, incomplete with hindering message, grammer and vocabulary.

The third previous study was conducted by Mei Sakriani result of the research shows that the percentages translation inaccuracies in the students' translation were quite high.⁵⁴ The category of the students' translation

⁵² A Thesis and Yayah Komariah, *An Analysis of Translation Errors in Students' English Worksheet at SMP Negeri 1 Palasah Kabupaten Majalengka (Quality Research)*, 1st ed., vol. 6 (Majalengka: IAIN Syekh Nurjati Cirebon, 2018), <http://or.98765gu877/9jg>.

⁵³ Nurul Istiqomah et al., "The Analysis of Students' Problem in Translating English Narrative Text into Indonesian at the Grade of SMP N 4 Purworejo in the Academic Year 2016/2017" 4 (2017): 21–34, <http://org.897533.86>.

⁵⁴ Mei Sakriani Hadrus, "The Analysis of Students Difficulties in Translating Argumentative Text from English to Indonesian at the Second Grade Students of SMA Negeri 1 Lappariarja Bone

specialized texts was the difficulty of arranging the order and the structure of words or the sentence. From this research, the researcher is interested to making research with a similar title, with translating English to Indonesia.

The fourth is Maiya Lucinto, she conclude the methods in translation, and the difficulties in translation.⁵⁵ The difficulties of the translation in this research can be from by ecological problem, material culture, social culture, and religious culture.

The last is Siti Mubarilah Saris' research, she conducted characteristic of translation, types of translation, translation procedure, translation method, and the component of the difficulties in translating Indonesian text.⁵⁶ She concluded difficulties in translation from pragmatic translation, technical translation, and grammatical.

The researcher presented the result of this research in five research above, and all of five research have similarities with the research will done with the analysis of difficulties translation but in different kinds of text is recount text.

Regency," *English Education Department The Faculty of Tarbiyah and Teaching Science UIN Alauddin Makassar* 3, no. 20400113114 (2017): 23–54, <https://orhhd78894973483438>.

⁵⁵ Maiya Lucito, "The Analysis of the Students' Difficulties and Strategies Used in English Translation Process," *Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam- Banda Aceh* 7, no. Education and Teacher Training Universitas Darussalam-Banda Aceh (2018): 34–65, <http://8bdde5677./jugd>.

⁵⁶ Sharifudin, *Students' Difficulties in Translating an Explanation Text from English to Indonesia*.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

This research conducted toward the Sixth semester students' of English department of IAIN Padang Sidimpuan. It is on Jl. T. Rizal Nurdin 4,5 Km Sihitang, district South Tapanuli Padang Sidimpua. Time of this research was started on June 2021.

B. Types of Research

In order to achieve the purpose of this research, a document research is applied. It aims to investigate and identify English students' difficulties in translation English text at the sixth semester. Using qualitative way, the documents can be understood and interpreted so that the result presented through words. This research is not going to generalize the result because different phenomenon means different experience of each participants or information which affects interpretation and result collecting data.

C. Research Participants

For the subject of this research, the researcher taked 20 of TBI-3 (Tadris Bahasa Inggris room 3) class the sixth semester students as participants. All of them was English students in sixth semester in IAIN Padangsidimpuan in academic 2020/2021. They choosed

because they had fulfilled the researcher consideration of taking research participants.

D. Instrument of the Research

Instrument for collecting data in this research is document. The documents is taken from students' answer sheets in subject Translation. The answer sheets is about translation of recount text gived by the lecture.

The documents are 20 students answer sheets of TBI-3 (Tadris Bahasa Inggris room 3) from translation class. The indicators of translation difficulties is seen in the following table:

Table 3

Indicators Students' Difficulties in Translation⁵⁷

No.	Types of Difficulties
1.	Lack of vocabulary
2.	Grammatical error
3.	Miss in using transitional word

Beside document, the researcher used the forms as seen in the following table to help the researcher to identify the data.

⁵⁷ Basuki, "Investigating Students Difficulties in Translating Indonesian Text Into English in the Fifth Semester Students of English Education Program of Muhammadiyah University of Purworejo in the Academic Year of 2016 / 2017."

Table 4**Identification of Datum Difficulties****Datum:**

Indicator	Identification of Difficulties
Lack of vocabulary	
Grammatical Error	
Miss in Using Transitional Word	

E. Technique of Data Collecting

The following procedure to collected the data:

- a. The researcher ask permission to translation lecturer subject at the sixth semester in TBI-3 class to do the research with using answer sheets the students.
- b. The researcher permission the students' answer sheets of translation recount text.
- c. The researcher take the students answer sheets from Google Classroom.
- d. The researcher collect the answer sheets in one file.
- e. The researche Print the answer sheets to be analyze.

F. Technique of Data Analysis

After collecting the data, the researcher analyzed the data by the procedures as follow:

- a. Reading the data. The researcher read the exercise and answer sheets of TBI-3 students at the sixth semester.
- b. Making underlining on notes or codes like underline, square, and circle code to the data. The code from lack of vocabulary using circle code, grammatical issues using square code and miss in using transitional words using underline.
- c. Describing the data in the form as seen in the table 4.
- d. Checking the difficulties based on indicators.
- e. Classifying the difficulties.⁵⁸

G. Technique of Checking Data Trustworthiness

In doing the research, the researcher make validity of the findings, in this case the researcher use the term of trustworthiness for validating the accuracy findings. This criterion asks the researcher to seek for the truth and to ensure that the data obtain in the research is convenient to what the researcher intend.

Trustworthiness of qualitative research is very important because checking to the trustworthiness of data is used to contradict the assumption of qualitative research is not scientific. There are many techniques to determine

⁵⁸L.R Gay and Peter Airasian, *Educational Research: Competencies for Application, Sixth Edition* (New Jersey: Prentice-Hall, 2000), p. 240.

the data trustworthiness but the researcher only use checking expert is the most important in checking credibility.

The researcher used member checking. Member checking asks the researcher to take back part of polished data.⁵⁹ It is a technique of credibility to check data accuracy through verifying the findings to the research participants. Here the researcher will use the techniques checking to the member it is to check the result or findings to the research participants. It was done in order to verify what the researcher had found to what the participants did and felt.

⁵⁹John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Third Edit (Thousand Oaks: Sage, 2009), p. 191. Retrieved from fe.unj.ac.id. On February 17, 2020.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The researcher prepared the data or documents needed to be analyzed and managed them. The prepared data or documents were students' answer sheets in Translation essay test . The essay test could be seen in appendix 1 and the students' answer sheets were in the appendix 2. What the researcher did next was reading the data and taking notes for some important points. This helped the researcher to analyze and describe the findings. The description of the findings was started from here.

Here the researcher analyzed documents to encounter the difficulties on aspects of lack of vocabulary, grammatical error and miss in using transitional word.

B. Students' Difficulties in Translating English Text

1. Lack of Vocabulary

After analyzing the data, the researcher found that there were some students' difficulties in lack of vocabulary in items translated into Indonesia. The result of the students can be seen in table of Appendix 4. For instances, there were the students' difficulties in lack of vocabulary mistakes such as; UKH difficult in SL tower and translated to TL is tower,

and SL is Fantastic and translated to TL is *fantastis*. UKH lack of vocabulary from that. The acceptable to translated are SL tower have to translated TL is *menara* and SL fantastic have to translated to TL is *luar biasa/hebat*. From UKH answer sheets found SL tower still using tower in TL, because some Indonesian still say tower in Indonesia, so that's way UKH still used tower in TL even in translating to Indonesia is wrong.

RA lack of vocabulary in using SL district translated to TL is district and SL is street food translated to TL is *makan-makanan Kore.*. The acceptable translated SL in district have to translated to TL *pusat makana* and SL street food have to translated to TL *jajanan kaki lima*. From answer sheet RA found lack of vocabulary in SL street food and RA translated to TL *makanan korea*, in this part RA translated by word to word, street food is one of vocabulary and has a meaning specifically and not translated word by word.

RML lack of vocabulary in SL train translated to TL is *keret*. The acceptable translated from SL train have to translated to *TL kereta api*. From answer sheet RML found lack of vocabulary in SL train, train in TL is *kereta api* not *kereta*, so, in this part RML actually lack of vocabulary in meaning of train.

RPS lack of vocabulary in SL District translated to TL is *District*, the acceptable translated from SL District have to translated to TL is *Pusat*.

RPS also lack of vocabulary in SL street food to TL is *makananan jalanan*. The acceptable translated from SL street food to TL is *jajanan kaki lima*. From answer sheet RPS found lack of vocabulary in SL is ditrict, District in TL is *pusat*, and in SL street food, street food in TL is *jajanan kaki lima*, in this part RPS lack of vocabulary and did not know the meaning.

KH lack of vocabulary in SL Incheon to TL is *Ancheon*. The acceptable translated from SL Incehon to TL is Incheon. Another mistake from answer sheet KH are, SL in Tower to TL is *tower*, the acceptable to translated from SL tower to TL is *menara*, SL in street foot to TL is *makan-makanan jalanan*, the accepatale to translated from SL street food to TL is *jajanan kaki lima*. From answer sheet of KH lack of vocabulary in less of knowing vocabulary.

YR lack of vocabulary in SL famous to TL is *famous*. The acceptable to translated from SL famous to TL is *terkenal*. SL in my last to TL *terakhir sayavin*, the acceptable to translated from SL my last to TL is *terakhir saya*, SL in stuffs to TL *struff*, the acceptable to translated from SL stuffs to TL is *barang-barang/oleh-oleh*, SL in souvenirs to TL *souvenir*, the acceptable to translated from SL souvenirs to TL is *cendera mata/oleh-oleh*. From answer sheet YR lack of vocabulary in miss understanding the meaning.

NSN lack of vocabulary in SL street food to TL *makan-makanan jalanan*, the acceptable to translated from SL street food to TL is *jajanan kaki lima*, SL in fantastic to TL is *fantastis*, the acceptable to translated from SL fantastic to TL is *luar biasa*. From answer sheet NSN lack of vocabulary in did not know the meaning of words.

JMH found lack of vocabulary in SL is ditrict, District in TL is *pusat*, the acceptable to translated from SL district to TL is *pusat*. and in SL street food, street food in TL is *jajanan kaki lima*, SL street food to TL *makan-makanan jalanan*, the acceptable to translated from SL street food to TL is *jajanan kaki lima*, SL in fantastic to TL is *fantastis*, the acceptable to translated from SL fantastic to TL is *luar biasa*. From answer sheet NSN lack of vocabulary in did not know the meaning of words.

RAL lack of vocabulary in SL Incheon to TL is *Ancheon*. The acceptable translated from SL Incehon to TL is Incheon. Another mistake from answer sheet RAL are, SL in Tower to TL is *tower*, the acceptable to translated from SL tower to TL is *menara*, SL in street foot to TL is *makan-makanan jalanan*, the accepatable to translated from SL street food to TL is *jajanan kaki lima*. From answer sheet of RAL lack of vocabulary in less of knowing vocabulary.

IRL found lack of vocabulary in SL is ditrict, District in TL is *pusat*, the acceptable to translated from SL district to TL is *pusat*, SL in Tower to TL is *tower*, the acceptable to translated from SL tower to TL is *menara*, SL in street foot to TL is *makan-makanan jalanan*, the acceptatable to translated from SL street food to TL is *jajanan kaki lima*, SL in fantastic to TL is *fantastis*, the acceptable to translated from SL fantastic to TL is *luar biasa*. From answer sheet NSN lack of vocabulary in did not know the meaning of words.

ATK lack of vocabulary in SL District translated to TL is *District*, the acceptable translated from SL District have to translated to TL is *Pusat*. ATK also lack of vocabulary in SL street foot to TL is *makananan jalanan*. The acceptable translated from SL street foot to TL is *jajanan kaki lima*. From answer sheet ATK found lack of vocabulary in SL is ditrict, District in TL is *pusat*, and in SL street food, street food in TL is *jajanan kaki lima*, in this part ATK lack of vocabulary and did not know the meaning.

2. Grammatical Issues

After analyzing the data, the researcher found that there are some students' difficulties in grammatical error in items to translated into Indonesia. The result of the students can be seen in table of Appendix 4. For instances, there were the students' difficulties in grammatical error

such as; UKH in SL I was a great trip and translated to TL *jalan-jalan yang luar biasa*. The acceptable translated from SL I was a great trip have to translated to TL *saya memiliki perjalanan yang luar biasa*. From answer sheet UKH has error in grammatical because I was a great trip in past tense and should translated with the past. Word “was” is a tobe from past tense and translated in part of past.

KH in SL my friends translated to TL *temanku*. The acceptable to translated from SL my friends have to translated to TL *teman-temanku*. From answer KH found grammatical error in words my friends, word of friends ending by alphabet s should be translated it to plural. Word of district in answer sheet also still translated district.

RAL has grammatical issues in SL stuffs translated to TL barang, but the acceptable to translated from SL stuffs have to translated to TL *barang-barang/oleh-oleh/cendere mata*. From answer sheet RAL found grammatical error in using s, noun by ending s should be translated to plural, example book translated *buku*, and if it is ending by s like books translated *buku-buku*.

RPS has grammatical issues in I was a great trip translated to TL *saya melakukan perjalanan yang luar biasa*, the acceptable to translated from SL I was a great trip to TL is *saya telah melakukan perjalanan yang*

menyenangkan. From answer sheet RPS found grammatical error in using translated past tense.

KSH has grammatical issues in SL my friends to TL is *temanku*, the acceptable to translated from SL my friend to TL is *teman-teman saya*. from answer sheet KSH has grammatical error in using how translated ending by “s”. if the word ending by “s” translated to plural.

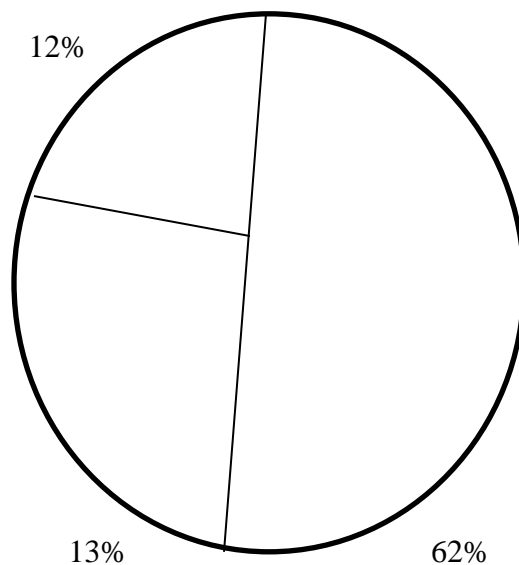
3. Transitional Words

After analyzing the data, the researcher found that there are some students' difficulties transitional words in items to translated into Indonesia. The result of the students can be seen in table of Appendix 4. For instances, there were the students' difficulties in miss in using transitional words such as; UKH miss in using transitional words in SL I also went translated to TL *saya pergi juga*, the acceptable to translated from SL also went have to translated to TL *saya juga pergi*. From answer sheet UKH found miss in using transitional words not using suitable word to translated to Indonesia, sentence I also went have to translated *saya juga pergi* not *saya pergi juga*, in using transitional words the students should know what words suitable to translated in TL and the word is correlation meaning from the context.

RPS miss in using transitional word in SL from to TL *untuk*, but the acceptable to translated from SL from to TL is *dari*. From answer sheet

RPS found miss in using transitional word by not using the suitable meaning to translated to TL and RPS did not find the correlation the meaning from the context. And NH miss in using transitional words in SL and to TL *dan atau*, the acceptable to translated from SL and to TL is *dan*. From answer sheet NH found miss in using transitional word and, the meaning of and to TL is *dan*, in the answer sheet NH used two meaning from and they are *dan atau*, *atau* in English is or and *dan* in English is and, so in this part NH miss and confused by using transitional words in English.

After analyzed all of the data, the researcher concluded the dominant with pie chart of students' difficulties in translation English text at the sixth semester English program of IAIN Padangsidimpuan below:



Notes:

1. 62% lack of vocabulary
2. 13% grammatical issues
3. 12% missing of transitional words

C. Discussion

This research took 20 participants with their documents of answer sheets in exercise in translation English recount text. The researcher analyzed students' difficulties on aspects of lack of vocabulary, grammatical issues and miss in using transitional text.

Based on the research findings, the researcher found that in structure part, from lack of vocabulary, the students' translated incomplete sentences. Some of them are wrong in using conjunction to complete their sentence and still using the source word to target language because of lack of vocabulary, use inappropriate words that can change the meaning from source language to target language. The students difficulties can be seen in appendix 4.

Students' have grammatical issues because the factor of students mistakes in grammatical structure, most of the use incorrect verb tense that is an error in the choice of verb tense and aspects in sentence. Most of them use verb in their sentences, where as in recount text students' must use past tense including verb two in their sentence. Some of them also made incorrect in conjunction, students' made incorrect sentence structure that is an error in the which parts of grammatical structure mistakes made by students exercise in translation English recount text.

Students' miss in using transitional word because the factors in making word choosed to matche the logic of the relationship fro emphasizing or the connection of the text. All f these words have different meanings, nuances,

and connotations. Students' particular transitional word in the text, be sure with the text understandable with the meaning and used completely and sure that the right match for the text. Students' feel like over explaining connection that are already clear.

Generally, the total of incorrect answers that students gained in doing exercise in translation English recount text. Here the researcher needed to discuss the findings with other findings from other studies. The researcher had Yayah Komariah especially in finding clear diction and in using grammatical competence.⁶⁰ The aim of that research is to analyze the difficulties faced by students of English Department in translating Indonesian into English. The discussion shows that in translating Indonesian into English the students still have difficulties, especially in discuss clear diction and in using grammatical competence. This research becomes the starting ideas for the researcher to make the similar research with junior high school students as the object.

Nurul Istiqomah the result of this study showed that problem of translation with source message and target legibility.⁶¹ This research conducted with difficulties with untransmitted, incomplete with hindering message, grammer and vocabulary. Mei Sakriani result of the research shows that the percentages translation inaccuracies in the students' translation were

⁶⁰ A Thesis and Yayah Komariah, *An Analysis of Translation Errors in Students' English Worksheet at SMP Negeri 1 Palasah Kabupaten Majalengka (Quality Research)*, 1st ed., vol. 6 (Majalengka: IAIN Syekh Nurjati Cirebon, 2018), <http://or.98765gu877/9jg>.

⁶¹ Nurul Istiqomah et al., "The Analysis of Students' Problem in Translating English Narrative Text into Indonesian at the Grade of SMP N 4 Purworejo in the Academic Year 2016/2017" 4 (2017): 21–34, <http://org.897533.86>.

quite high.⁶² The category of the students' translation specialized texts was the difficulty of arranging the order and the structure of words or the sentence. From this research the researcher interest to make research with a similar tittle, with translating Indonesia into English. And Maiya Lucinto, she conclude the methods in translation, and the difficulties in translation.⁶³ The difficulties of the translation in this research can look by ecological problem, material culture, social culture, and religious culture.

Invert in lack of vocabulary and grammatical issues in Yayah Komariah's were included parts of lack of vocabulary and grammatical competence parts in researcher's reduced grammatical competence and lack of vocabulary part of aspect students' difficulties in translating English text, miss in using transitional words included in this study. In conclusion, the items researched in Yayah Komoraiah's study were parts of students' difficulties in translating English text.

D. Checking Data Trustworthiness

The researcher mentioned that this research used member checking technique to check data trustworthiness. This technique allowed the researcher to seek for the truth and to ensure that the data obtained in the research was

⁶² Mei Sakriani Hadrus, "The Analysis of Students Difficulties in Translating Argumentative Text from English to Indonesian at the Second Grade Students of SMA Negeri 1 Lappariarja Bone Regency," *English Education Department The Faculty of Tarbiyah and Teaching Science UIN Alauddin Makassar* 3, no. 20400113114 (2017): 23–54, <https://orhhd78894973483438>.

⁶³ Maiya Lucito, "The Analysis of the Students' Difficulties and Strategies Used in English Translation Process," *Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam- Banda Aceh* 7, no. Education and Teacher Training Universitas Darussalam-Banda Aceh (2018): 34–65, <http://8bdde5677./jugd>.

convenient to what the researcher intended. Member checking technique was to verify the findings to the research.

The researcher took the data from the lecturer of translation in TBI-3 back to the lecturer subject translation TBI-3 and showed the result in order to verify the data. The researcher explained the findings and asked one of the lecturer of TBI that the data were convenient to what came from participants. It made the data could be valid and be away from wrong interpretation.

In the process, the researcher showed the answer sheets the findings in the research by matching the questions to their answers. It consisted of essay test of translation and answers in essay test of translation. The researcher explained them the difficulties found based on their answers. The explanation of the difficulties what kind of aspects of difficulties in translation English text especially in recount text. The researcher also showed the answer sheets the mistakes in each analyzed item on translation essay test in recount text. After doing that, the researcher asked one of the lecturer of TBI whether all the mistakes found in each analyzed item on translation essay test in recount text were truly from answer sheets of TBI-3 students' in order to clarify the findings. Finally, the researcher concluded that all the errors or mistakes were truly from answer sheets mistakes or errors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of the research the researcher was done to the conclusion as follows; The difficulties of students' translating English text at the sixth semester of IAIN Padangsidempuan were:

- a. Lack of vocabulary, The students find difficult to translate since the students lack of many vocabularies.
- b. Grammatical Issues, The students do not know how to translate the sentence or the text well since the students lack of mastering grammatical pattern of language.
- c. Transitional Word, Using of transitional word by making sure that the word choosed to matche the logic of the relationship for emphasizing or the connection of the text.

B. Suggestion

After getting the result of the research, the researcher would like to give some suggestions as follows:

1. For students, to translate English to Indonesia especially in recount text must have good concentration because it has some step to accomplish translate sentence, and memorize some vocabularies.

2. For lecturer, lecturer explain more detail to the students, then give the exercise about translation by each topic. And also the researcher hope the lecturer can repeat the material and it needs long time to learn it.
3. For the students of the sixth semester English department of IAIN Padangsidempuan, to motivate the students to study and comprehend especially in translation subject.
4. Other researcher, the researcher hope that the others researcher who wants to conduct a research related to this research to find the others.

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APPENDIX 1

Indicators Students' Difficulties in Translation

No.	Types of Difficulties
1.	Lack of vocabulary
2.	Grammatical error
3.	Miss in using transitional word

APPENDIX 2

Identification of Datum Difficulties

Datum:

Indicator	Identification of Difficulties
Lack of vocabulary	
Grammatical Error	
Miss in Using Transitional Word	

CURRICULUM VITAE



A. Identify

Name : Aisah Fitri
Reg. Number : 17 203 00088
Place/Birthday : Malintang Julu, 26th June 1999
Sex : Female
Religion : Islam
Address : Malintang Julu, Kec. Bukit Malintang,
Kab. Mandailing Natal
Phone Number : 0823 7000 6985
Email : aisyahfnasution@gmail.com

B. Parents

Father's Name : Akhmad Bangun Nasution
Job : Farmer
Mother's Name : Ida Wati Hasibuan
Job : Farmer

C. Educational Background

Elementary School : SD N 045 Malintang Julu (2011)
Junior High School : SMP N 1 SIABU (2014)
Senior High School : MA Al-ansor Padangsidimpuan (2017)
Collage : IAIN Padangsidimpuan (2021)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

Nomor : II0/In.14/E.6a/PP.00.9/09/2021
Hal : Surat Keterangan Penelitian

07 September 2021

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa:

Nama : Aisah Fitri
NIM : 17 203 00088
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan dari bulan April 2021 s/d Juli 2021 dengan judul "Students' Difficulties in Translating English Text at the Sixth Semester English Program at IAIN Padangsidempuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris


Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihatang 22733
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 928 /In.14/ETL.00/07/2021
Hal : Izin Penelitian
Penyelesaian Skripsi.

15 Juli 2021

Yth. Ketua Prodi Tadris/Pendidikan Bahasa Inggris IAIN Padangsidempuan
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Aisah Fitri
NIM : 1720300088
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Difficulties in Translating English Text at The Sixth Semester English Program at IAIN Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dr. Laila Huda, M.Si.

NIP. 197209202000032002