



A DEPTH INSPECTION ON INFORMAL SCHOOL STUDENTS' DILEMMA IN TRANSLATING ENGLISH ARGUMENTATIVE TEXT TO INDONESIA

St. Ayu Surayya¹, Maini²
Universitas Hamzanwanwadi^{1,2}

ssurayya@hamzanwadi.ac.id

Abstract

This research aims to analyze students' difficulties in translating argumentative text. It was conducted at FLC Course. The participant of this research consisted of 15 students. The method of this research was descriptive qualitative. The instruments of this research were translation text and questionnaire sheets. The result of this study from translation text, students made a mistake which as ambiguity, sentence pattern, missing words, and non-linguistic factors. In the questionnaire sheet, the highest score of students' difficulties was in the linguistics factor which was about 55 score. It was difficult in translating words that had double meanings. In the non-linguistics factor, the highest score was 52 score. It was difficult in translating words that related to ideology values. Besides, there are internal and external factors from within students that affect their difficulties where the internal factor is the student's motivation and interest in learning is lacking. While external factors are a lack of attention from the teacher and parent, inexact methodologies in learning, and the lack of student facilities in learning. Based on the result above, it can be concluded that students' difficulties in translating argumentative text more dominant come more from linguistic factors than non-linguistic factors.

Keywords: Students' Difficulties, Translation, Argumentative Text, Informal School

To cite this article:

Surayya, S. A. & Maini. (2023). An analysis of informal school students' difficulties on translating argumentative text from English to Indonesia. *Journal of Research on Language Education*, 4(1), 1-7.

INTRODUCTION

The translation is an activity to transfer the meaning of a language to the closest natural equivalent from the source language to the target language whether in spoken or written form. It is the process of transferring a message or meaning from the source language to the target language (Simanjuntak et al., 2021). An activity of translating one language called the source language into the target language is the meaning of a translation. It is the act of transferring the linguistic entities from one language that is equivalent to the target language (Casanova & Brownlie, 2021). It is the comprehension of the meaning of a text and the subsequent production of an equivalent text, often known as a translation that communicates the same message in another language (Ducar & Schocket, 2018).

Being a master in translation is urgent because it is one way to understand communication and to earn a lot of information. Translation is used for knowledge and communication because it is the only way to communicate with people around the world (Ingold, 2020). It is used in human life because people change the source text into target text to show the purpose of communication (Colina et al., 2017). Translating can be given to adult learners since they have already the ability to work the concrete and abstract concepts. In this case, the adult learners refer to the high school level. Adults are an individual who is vested responsibilities towards their homes, family, friends, community, employment, and themselves. They develop motivation and interest in learning to meet their needs or achieve their desired goals (Kegan, 2018). They focus on breaks in schooling or responsibilities and function that adult is required to carry out in their lives (Chen, 2017).

High school students, can study translation as a strategy in ELT because it has many important roles. Translation becomes a primary necessity for students who learn English as a foreign language (Robinson, 2019). It plays a vital role in students' English learning (Liu, 2020). There are many roles of translation that they can earn especially in English language skills. According to Kaharuddin (2018), translation is used as a learning strategy to enhance English skills in terms of reading, writing, listening, and speaking. Translation as an EFL learning strategy is also frequently used to help them memorize the meaning of new English vocabulary words,

learn English grammatical rules, and learn English idioms and phrases. In addition, according to (Lee (2020), students believe that translation is a supporting method and they make use of translation as one of their learning strategies.

However, translation is not an easy thing to do. Not all people can translate a foreign language accurately. There are many problems why people are difficulty translating such as lack of vocabulary, less understanding of the context of the text, and lack of grammatical structure. According to Lefebure (2019), the difficulties in translating that are often faced by people can be caused by multiple causes. It can be grammatical, lexical, and cultural. Moreover, some learners said that translation is difficult since the materials of translation are not suitable for the need of language learners. Besides that, the activity of translating long text is boring and the learners also lack background knowledge about linguistics (Arono & Nadrah, 2019). In addition, they faced the complexity of work concerned with translation with lexical, grammatical structure, communication situations, and cultural (Malyuga et al., 2018).

On the other hand, in the translation process, many kinds of text are learned by students. They can learn about recount text, narrative text, argumentative text, etc. Particularly in argumentative text, it is a place for an author to support their view and try to refute counter-view about an issue including counter views (Kathpalia & See, 2016). Argumentative text is a text that contains the writer's opinion which is supported by another supporting argument to strengthen the opinion.

Based on the exposures above, the present researchers re-studied "A Depth Inspection on Informal School Students' Dilemma in Translating English Argumentative Text to Indonesia".

Literature Review

Furthermore, many previous studies research it. The first previous study is Melati (2020). The aim of this research was analyzing of students' difficulties in translating argumentative text from English to Indonesian. It used descriptive qualitative as the methodology. It used the data of this research were collected through the documentation of students' translation text and questionnaire. The result showed that students' difficulties are from a linguistic and non-linguistic factors and the linguistic factor is more dominant than the non-linguistic factor. The second previous study is Hariati (2018). This research aimed to show the analysis of students' difficulties in translating argumentative text from English to Indonesian. The methodology used was qualitative descriptive. The data were collected by using reading, analyzing, writing, and concluding the score of the students' translation product. The instrument of this research is the argumentative text, as a key instrument using the help sheet questions and answers and the table of translation quality assessment. The result found that students' difficulties were in understanding the meaning of the source language which is called a linguistic factor and students were difficulty in cultural value which is called a non-linguistic factor. The third previous study is Hadrus (2017). This study aimed to investigate the kind of students' difficulties between linguistic and non-linguistic factors. It used an argumentative text, questionnaire, and interview as the instrument to collect the data. The result showed that the students had difficulties with linguistic and non-linguistic factors and the linguistic factor was more prominent than the non-linguistic factor.

From these previous studies, there are similarities and differences with the present researchers. The similarities from its previous study are purpose and method. The differences are the object of study, the setting of the study, and data collection. Furthermore, these previous studies conduct the research in formal schools while the present researchers will take the research in informal schools. Informal learning has been defined simply as learning that occurs outside of school. It is embedded in meaningful activity, builds on the learner's initiative, interest, or choice, and does not involve assessment external to the activity (Rogoff et al., 2016, p. 358). It is more common and is more effective than formal learning. It is understood by the individuals in terms of certain traits, holistic, organic, contextual activity, and experienced-based (Kapur, 2019)

Based on the exposures above, the present researchers Will re-study "An Analysis of Students Difficulties in Translating Argumentative Text from English to Indonesia in Informal School". As known that research in informal schools is limited. Informal education has received far less attention from academic researchers than its formal counterpart (Trinder, 2017). The inputs and concerns to informal learning of people are less than 20% (Lu, et al., 2017). It has received much less attention from scholars and practitioners alike (Aufeser, 2014). The present researchers intended to know whether the difficulties faced by students in formal and informal schools are the same or different. It can help students and teachers to prevent this problem. The teacher can prepare suitable methods or strategies in the teaching and learning process, especially in translation.

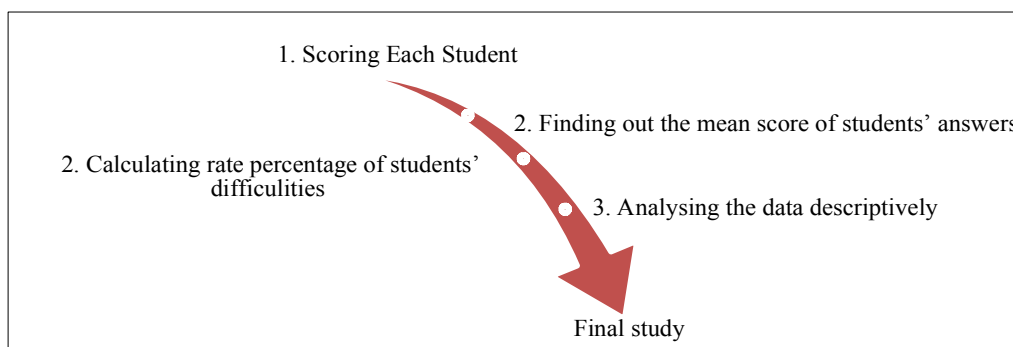
RESEARCH METHOD

Participants of this study were high school students in Foreign Language Center (FLC) Course. It used purposive as a sampling technique. The purposive sampling technique also is called judgment sampling. (Etikan

et al., 2016). It is an intentional selection of information based on their ability to elucidate a specific theme, concept, or phenomenon (Kalu, 2019). The participants of this study are 15 students.

Furthermore, the data collection was from a translation test and questionnaire. In collecting the data, the researchers gave students a test to translate an argumentative text. The students did the test in class and were given 40 minutes to translate the text. Next, the researchers distributed the questionnaire. Finally, the researchers collected and analyzed the data.

Then, the data analysis of this study was descriptive and qualitative. Descriptive research is research that is more focused on existing facts (Sari & Putri, 2019). It may include interpretation or analysis (Rahadi et al., 2021). The form of data analysis of this research is described in the figure below.



Figure

re 1. Data analysis cycle

In the first cycle, the final task of the students was scored by using the formula $\frac{\text{number of students score}}{\text{number of score maximal}} \times 10$.

However, the assessment rubric of the translation test was by Nababan et al (as cited in Hariati, 2018, p. 46-48).

Then the next cycle is finding out the mean score of students' answers by using the formula of $\bar{X} = \frac{\sum x}{N}$, and

the calculating rate percentage of students' difficulties by using the formula $P = \frac{F_q}{N} \times 10$.

FINDINGS AND DISCUSSION

The researchers present the findings of the research. It can be divided into two parts which are the analysis of data from the test and the questionnaire. The difficulties included the linguistics factor and non-linguistics factor. Moreover, the researchers described the items of the factors. The findings of this research were based on the result of data analysis.

1. The analysis of data collected from the object test

The data from the test was used to analyze the student's ability in translating argumentative text. The test was given to the students. There were many mistakes which did by the students. In lexical ambiguity, the students were difficult to determine the meaning of the words we, nonsmokers, and smoking. They were confused about words that have a double meaning. The words actually would be we becoming *Kita*, not *kami*, non-smokers becoming *tidak merokok*, not *bukan perokok*, and smoking becoming *merokok* not *perokok*. Next, in the sentence of pattern, It was many students made a similar mistake. They were difficulty arranging sentence patterns correctly sentence. In sentence " Smokers are two and half times more likely to die", it would be "*Bahkan para perokok dua setengah kali lebih cepat meninggal*". They translated those sentences into Bahasa Indonesia. Then, fill in the blank, it was about 7 students emptied the answer. The mistake happened because the students did not have treasury vocabulary to fill the text. The last, in non-linguistic factor, was about 9 students who made this mistake. They were difficult to translate heart diseases. It would be *penyakit jantung not penyakit hati*.

Based on the data result in the table above, it can be concluded that students have difficulties in translating argumentative text. Both factors affect students' difficulties.

2. The analysis of data collected from the questionnaire

The questionnaire is used to determine the students' difficulties in translating argumentative text. The questionnaires were given to FLC Course students. It consisted of 15 items which contained linguistics factors and non-linguistics factors.

Table. 1 The Number of Students' Difficulties in Linguistic Factor

No	Question	Option				The Total Score of Stdents' Difficulty
		4	3	2	1	
1	I have difficulty adjusting sentence patterns that have been translated from English into Indonesian sentence patterns.	2	12	1	0	45
2	Difficulty in finding words that are not listed in the dictionary	4	7	2	2	45
3	Difficulty in translating an idiom	6	5	4	0	47
4	Difficulty in translating the phrase	5	5	5	0	45
5	Difficulty in determining the exact meaning of words with multiple meanings	11	3	1	0	55
6	Difficulty in arranging words in the target language.	4	9	2	0	47
7	Convolutd English sentence pattern	5	8	1	1	47
8	Difficulty in translating long sentences	5	7	3	0	47
9	Difficulty in determining the differences in the structure of Indonesian and English	3	6	4	2	40
10	Difficulty in understanding the meaning of the source language (English)	1	9	5	0	41
11	Difficulty in interpreting whole sentences even though they know the meaning of the words	5	7	3	0	47

Based on the questionnaire that has been filled out by the students, the researchers found the result that there were many difficulties in translating argumentative text. There were two categories of students' difficulties which were the linguistics factor and the non-linguistics factor.

In the linguistics factor, the highest score in students' difficulties was about 55 score which was difficult to determine the right meaning of the double-meaning word. There were about five 5 difficulties that had a score of 47 in students' difficulty. They were difficulty in translating idioms, difficulty in arranging words to SL, difficulty in understanding the intricate sentence, difficulty in translating a long sentence, and difficulty in interpreting the whole sentence even knowing the meaning of words. There are 3 difficulties which had 45 scores in Students difficulty. They were difficulty in adjusting sentence patterns, difficulty looking for words not in the dictionary, and difficulty in translating a phrase. Then, there is one which had a 41 score. It was about the difficulty in understanding the meaning of the source language. For the last, the lowest score was about 40 score which was complicated to determine structure from English to Indonesia. While in non-linguistics factor is in the table below.

Table. 2 The Number of Students' Difficulties in Non-Linguistic Factor

No	Question	Option				The Total Score of Students' Difficulty
		4	3	2	1	
12	Difficulty in translating words related to cultural values from English to Indonesia	6	6	2	1	47
13	Difficulty in translating words related to history value from English to Indonesia	6	6	2	1	47
14	Difficulty in translating words related to ideology value from English to Indonesia	9	4	2	0	52
15	Difficulty in translating words related to economic value from English to Indonesia	8	5	1	1	50

In the non-linguistics factor, the highest score was about 52 score. It was difficult in translating words that related to ideology values. It was about a 50 score which was difficult in economic value. Then, it was about a 48 score which was difficult in cultural value. It was about a 47 score which was difficult in translating history value. It was the lowest score in the non-linguistics factor. Thus, based on the result above it can be concluded that students' difficulties in linguistics factor are more dominant than non-linguistics factors.

Furthermore, the researchers would like to present a discussion of the result of the data analysis that has been discussed in the focus of the research. This discussion was expected to find out the students' difficulties in

translating argumentative text. The researchers would like to represent the result of two kinds of the instrument of the research which are from translation test and a Questionnaire. It answered the research question.

1. What are the difficulties that were faced by the students in translating English to Bahasa Indonesia in the argumentative text?

Based on the data analysis in the translation test, students' score was still less which were 5,94. It can be seen in the table. There are many mistakes that students had like sentence patterns, lexical ambiguity, fill in a blank, and non-linguistic factors. Similarly, the study done by Rafsanjani (2019) related to this research. It found that there were some error sources in students' translations such as lexical, morphological, syntactic, incorrect writing, and missing word. While, Noviyana et al., (2018), On their research, found that the problems faced by students were lexical meaning, grammatical meaning, contextual meaning, and textual meaning.

In non-linguistics, the highest score of students' difficulties was translating words that related to ideology values. It was about 52 score of that difficulty. It was about 50 student scores which were difficult in translating economic value. While translating words that related to cultural value about 48 scores of students. The lowest score was in translating words that related to historical value. Thus, the point of students' difficulties in non-linguistics was in translating ideology value and economic value. This research is related to the previous study by Hariati (2018). It was found that the students had difficulties in translating words that related to ideology value, technical value, and economic value.

In the linguistics factor, the highest of students' difficulties was about 55 score. It was about the difficulty in translating words that had double meanings. It was the biggest problem that students faced. This problem relates to the research that was done by Hadrus (2017). It found that students had the biggest difficulties to determine the word that had a double meaning. The lowest score was about 40 score which was complicated to determine structure from English to Indonesia.

2. What are the factors that affect students' difficulties in translating English to Bahasa Indonesia?

In sentence pattern problems, the students still used Indonesian grammatical rules. They arranged the test based on the text or they translated the sentence using the word-by-word translation method. It made the result of the translation disorganized. Then, the problem in the lexical ambiguity, the students were confused to determine the right meaning of words that had double meanings. It referred to the lexical meaning problem. The most problem commonly is found on a lexical level (Ulanska, 2015). Next, a mistake was made by students which was missing words. It caused the reader confused about what the text was talking about. It happened because the students had less vocabulary.

In the non-linguistics problem, the student was less knowledgeable about English. In addition, in the non-linguistics factor, there are internal and external factors from within students that affect their difficulties, where the internal factor is the student's motivation and interest in learning is lacking. While external factors are caused outside of the students, for example in the learning process there is a lack of attention from the teacher, lack of attention from a parent, inexact methodologies in teaching, and the lack of student facilities in learning.

3. What are the solutions to being a good translator?

Good translators should read a lot of knowledge both linguistics and non-linguistics factors. Translation activities can not be separated from linguistic problems. According to Sriyono (2018), translation and linguistics are two things that cannot be separated. In learning English, it is crucial to learn linguistics (Jaelani et al., 2022). Understanding various elements and concepts in linguistics can describe how translation problems can be solved both for empirical studies and for practice. Adequate knowledge of linguistic aspects can understand translation with all its aspects, both at the micro-language level to the macro-linguistic level. In linguistics factor, students need to improve their reading skills. It can help them to enrich their ability in translation. According to Maximilian (2020), translation ability is considered to be one thing which had a relation to Students' reading skills. Being a master in reading skills can help them to improve their vocabulary, grammatical, etc. However, the foreign linguistic aspect is the only area that is directly related to translation, several other aspects also need good attention, including cultural issues that can be related to translation, source texts, and study texts on the study of translation culture.

In addition, besides linguistics and non-linguistics factor, they also need to know the technique in translation. Producing a result of a good and correct translation has the same principle as producing another written work. A translator will not produce a good translation if they do not understand the idea of the source language well. The translators are like a writer who will not produce a good essay without having an idea before writing. Thus, translation requires techniques to produce a good and correct translation.

Based on the discussion above, it can be concluded that student difficulties mostly come from linguistics. It is more dominant than the non-linguistics factor.

CONCLUSION

In this section, the present researchers would like to draw some conclusions. As it was mentioned previously the main specified object of this study is to find out the students' difficulties in translating argumentative text from English to Bahasa Indonesia in informal schools. Based on the result above, the researchers conclude that students' difficulties that are faced by the students come from linguistics and non-linguistics factor, but difficulties in linguistics are more dominant than non-linguistics factors. However, the difficulties that are faced by the students in formal school and informal schools are the same.

Finally, after knowing the students' difficulties, then the next researchers can investigate how those difficulties can appear and how to minimize the difficulties. On the other hand, the educator also can prepare himself to cope and deal with those difficulties if he finds them in the class.

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BIOGRAPHIES OF AUTHORS

St. Ayu Surayya is an English education lecturer at Universitas Hamzanwadi and also the managing editor of an English education journal. She is interested in studying English teachers' knowledge, writing, and students' competence.

Maini is an English education student at Universitas Hamzanwadi and also a tutor at the FLC course. She is interested to investigate grammar, translation, and ELT.