



An Analysis of Translation Quality and Difficulties Faced by the Twelfth Grade Students of SMA N 1 Koto Baru in Translating Explanation Texts from English to Bahasa Indonesia

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Abstract

This research investigates the students' translating quality and difficulties in translating Explanation text from English into Bahasa Indonesia. This research is qualitative research. The sample of this research is 26 students in twelfth science one, selected by using technique of random sampling. To get the data, the researcher used two instrument, they are test to find out the translation quality and questionnaire to find out the difficulties. Based on the result, students' translation quality in translating explanation text were mostly in good quality, with mean score 7,826. However the researcher found that the most difficulties in translating explanation text are linguistic factors, where the linguistic factor dominates students' difficulties compared to non-linguistic factors. although students can translate text explanations, students still need to fix their difficulties when translating explanation text, so that in the future they can improve their skills in translating

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INTRODUCTION

Translation is part of the process of exchanging information from one language to another language. Translation is actually quite difficult for people who are not wanted to speak English, things like this make the information have different meaning. Translation is often used as a cognitive strategy which involves processing, receiving, and transferring foreign language material based on students' first language (Arfianti & Widiati, 2020). A translation has the same meaning and message as the source text, if there is incorrect information in the translated text it will make people who read it confused. Translation is a natural process of learning a

foreign language when students, especially in the beginner level like many Indonesian adults, translate foreign language materials into their first language (Harmer, 2007). For people who are used to speaking English, things like translation are very proficient, but for people in Indonesia itself, translation becomes a little more difficult because English is a foreign language that is learned. Translation can be done by anyone, including high school students, although it looks difficult, translation is an important aspect if we want to know information from the text we read, not only that there are many things we can learn from translation, one of which is when reading English text, the possibility will feel very difficult if the students do not do the translation method.

Translation can be done by anyone, including high school students, although it looks difficult, translation is an important aspect if we want to know information from the text we read, not only that there are many things we can learn from translation, one of which is when reading English text, the possibility will feel very difficult if the student do not do the translation method. Translating for students is certainly challenging thing because English is a foreign language that is learned. For students who are learning English translating a text will certainly be a challenge in itself and make it a difficult task. There are several aspects in determining the quality of a translation, including accuracy, acceptability, and readability, where these three aspects greatly affect the results of translation quality (Nababan, 2012). Good translation skills of the students will make the ability to improve English skill, but if on the contrary when there are difficulties in terms of translation, then this can affect the quality in terms of learning English, where translation is one method to get information in a text that uses English or other foreign language.

Difficulties in translating English generally occur when students translate some of the texts they have learned in high school, for example, explanation text. When students learn English, they try to translate words so that they get information as knowledge, during the pre-teaching period the researchers found a problem where many of the students had difficulty when given assignments such as matters related to translation, this became one of the factors that made researchers want to discuss about this topic, where translation is a skill that is quite difficult to master by student. To do effective translation one must discover the meaning of the source language and use receptor language forms which express this meaning in a natural way (Larson, 1998).

Several studies on translation quality assessment have been conducted on different text types, such as news items (Sofyan & Tarigan, 2020), expositions (Sari & Rosa, 2021), public notices or signs (Amenador & Wang, 2020; Qiannan, 2012; Sari & Rosa, 2021), literary texts (Pujowati et al., 2022; Tirtayasa & Setiajid, 2020), and tourism texts (Pratama et al., 2021; Putri et al., 2022; Sari, 2019). Nevertheless, their study focused mostly on the translation quality, but did not further explore the factors or causes leading to the different quality level of the translated texts. This implies the needs for doing more comprehensive studies on factors or problems that may affect the quality of translated texts. This present study aims at finding out the quality of the explanation text translated by senior high school students in SMAN 1 Koto Baru and their difficulties in translating the text.

RESEARCH METHOD

This research used descriptive qualitative approach. It aimed to describe about the students' translation quality and difficulties that faced by the students in translating explanation text from English to Indonesian. The population of this research will be 12th grade students academic year 2022/2013 of SMAN 1 Koto Baru. To determine the sample, the researcher used random sampling method. The sample of this research is 26 students of twelfth science one. This research use test and questionnaire as the instrument, the test used to measure the quality of translation then the questionnaire used to measure the difficulties in translating explanation text from English to Bahasa Indonesia. The researcher used method that invented by Nababan et al., (2011) categorized as accuracy, acceptable, and readable.

Table 1: Assessment rubric in translation test by Nababan et al., (2011)

A. Accuracy

Translation categories	Score	Assessments category
Accurate	3	The meaning of a word, technical terms, phrase, clause, sentence, or source text is accurately transferred to the target language. There is no distortion of meaning.
Less accurate	2	Most meanings of words, technical terms, phrases, sentences, or source text are translated exactly into the target language. However, there are still meaning distortions, double meaning translations, or meaning omissions that compromise the integrity of the message.
Not accurate	1	The meaning of a word, Technical terns, phrase, and part of a sentence, sentence, or text in the source language is incorrectly transferred or removed to the target language.

B. Acceptable

Translation categories	Score	Assessments category
Accept	3	The translation feels natural. The terminology used is commonly used and familiar to the reader. The phrases, phrases and sentences used correspond to Indonesian rules.
Less accept	2	In general, translations feel natural. However, there are some problems with the use of jargon and grammatical errors.

Not accept	1	Translation is not natural, it feels like translation work. The term used is foreign and unfamiliar to the reader. The phrases, clause and sentences used do not correspond to Indonesian rules
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C. Readable

Translation categories	Score	Assessments category
High level of readability	3	Words, Term, phrases, clause, and sentences or translated texts are easy for the reader to understand.
Medium level of readability	2	In general, translations are easy for the reader to understand. However, there are certain parts that need to be read multiple times to understand the translation.
Low level of readability	1	The translation is difficult for the reader to understand

The researcher also used scoring formula according to Sudjana that stated in Hadrus (2017):

$$\text{Score} = \frac{\text{Number of student score}}{\text{Number of maximum score}} \times 10$$

RESULT AND DISCUSSION

Research Finding

1. Students' Translation Quality in Translating explanation text

The quality of the translation has been done using a translation test, which is done by distributing written tests to translate it. The researcher uses a rubric based on Nababan, Nuraeni & Sumardiono (2011) which is in chapter 3, and then calculated using the formula from Sudjana (2008). In determining the score, the researcher uses three categories, namely accuracy, acceptability and readability, based on the rubric, each category in the rubric has a different score according to the translation. From 26 student that finished the test, the researcher get the score to each students, the student get different score in the test, the results of the research were tabulated as the table below:

Table 2: Students' score in translating explanation text

No	Score	Frequency	Percentage
1	5,5	2	7,692%

2	6,6	5	19,231%
3	7,7	7	26,923%
4	8,8	12	46,154%
Total		26	100%
Mean		7,826	

From the table above, the researcher found that all students who have done the translation test have different score, some students have a good score and then few student have bad score. Mean of the students' score is 7,826, it means that student's skill in translating explanation text is good enough for student, but still not get the perfect score, they need to study harder and get used to translating text. From the table most of student get a score of 8,8, as many as 12 students or 46,16%, 7 students get score 7,7, then 5 students get 6,6, and the lowest score is 5,5 for 2 students.

2. Students' difficulties in translating explanation text

The students' difficulty in translating explanation text has been done using a questionnaire, which is done by the students in science 1 class with 26 students. In the questionnaire it consisted of 20 items that divided into linguistic and non-linguistic. The researcher found that there were difficulties faced by students when translating text explanations. Based on the percentage, the researcher found that the most difficulties are linguistic factors, where the linguistic factor dominates students' difficulties compared to non-linguistic factors. Most of the students have the difficulty when faced with words that have multiple meanings, eventually the students being confused when translating it. Besides that, students also have to be careful and check it thoroughly in translating it into the target language, because different words have different meanings that can affect the meaning of the text. The result of the students' difficulties in translating explanation text were tabulated as the table below:

Table 2: Students' difficulties in translating explanation text

Number of items (questionnaire)	Percentage (%)			
	Always	Often	Seldom	Never
1. Saya mengalami kesulitan dalam mengartikan keseluruhan kalimat walaupun mengetahui arti tiap kata	3,85%	46,15%	46,15%	3,85%
2. Saya mengalami kesulitan dalam mencari kata-kata yang tidak ada dalam kamus	11,54%	69,23%	15,38%	3,85%
3. Saya mengalami kesulitan mengartikan idiom	7,69%	76,93%	15,38%	0%

4. Saya mengalami kesulitan dalam mengartikan frasa	7,69%	80,77%	11,54%	0%
5. Saya mengalami kesulitan dalam menyesuaikan kata yang telah diterjemahkan kedalam bahasa Indoneisa	7,69%	38,46%	50%	3,85%
6. Saya mengalami kesulitan dala menyesuaikan kaliaat yang telah diterjemahkan kedalam bahasa Indonesia	7,69%	46,15%	42,31%	3,85%
7. Saya mengalami kesulitan dalam menentukan arti kata yang bermakna ganda	11,54%	88,46%	0%	0%
8. Saya mengalami kesulitan menentukan pola kalimat bahasa inggris	15,38%	76,93%	7,69%	0%
9. Saya mengalami kesulitan mengartikan kalimat yang kompleks	15,38%	73,08%	11,54%	0%
10. Saya mengalami kesulitan mengartikan tiap kata dalam bahasa inggris	15,38%	46,15%	38,47%	0%
11. Saya mengalami kesulitan dalam megartikan kata yang berhubungan dengan nilai ilmu pengetahuan.	7,69%	46,15%	42,31%	3,85%
12. Saya mengalami kesulitan dalam megartikan kata yang berhubungan dengan nilai biologi	11,54%	57,69%	26,92%	3,85%
13. Saya mengalami kesulitan dalam megartikan kata yang berhubungan dengan nilai fisika	19,23%	53,85%	26,92%	0%
14. Saya mengalami kesulitan dalam megartikan kata yang berhubungan dengan nilai kimia	15,38%	61,54%	23,08%	0%
15. Saya mengalami kesulitan dalam megartikan kata yang berhubungan dengan nilai astronomi	11,54%	57,69%	30,77%	0%
16. Saya mengalami kesulitan dalam megartikan kata yang berhubungan dengan nilai geografi	15,38%	57,69%	26,93%	0%
17. Saya mengalami kesulitan dalam megartikan kata yang berhubungan dengan unsur air	3,85%	42,30%	50%	3,85%
18. Saya mengalami kesulitan dalam megartikan kata yang berhubungan dengan unsur tanah	7,69%	50%	38,46%	3,85%
19. Saya mengalami kesulitan dalam megartikan kata yang berhubungan dengan unsur udara	15,38%	53,85%	26,92%	3,85%

20. Saya mengalami kesulitan dalam megartikan kata yang berhubungan dengan fenomena alam	3,85%	38,45%	53,85%	3,85%
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Discussion

Translating skills can not only be learned and practiced by experts, but can also be done by high school students, because with good translating skills from high school students, then in the future they can develop their skills so that they can be used to support various things, one of the abilities is to develop high school children's ability to learn English, both when studying at school and when outside of school.

the ability of high school students in terms of translating is of course a question of whether they are able to translate properly or not, and with this research the researchers explain how the quality of translation and the difficulties faced by high school students. The comparability of translation items are accomplished since the precision the adequacy and lucidness of the content are maintained (Ardi, 2017). The quality of the translation results can certainly be seen from several aspects as stated in Nababan (2012) There are a few viewpoints in deciding the quality of a translation, including exactness, worthiness, and meaningfulness, where these three perspectives enormously influence the comes about of translation quality.

Based on the research findings, it can be seen that the average translation score of students is at a score of 7.826, with the highest score achieved by students being 8.8 with 12 students, followed by a score of 7.7 with 7 students, in addition the score of 6.6 obtained by 5 students, and for the lowest score, which is at a score of 5.5 obtained by 2 students. No one of the student gets a perfect score, but this score is good enough for a senior high school student level.

The results of this research are quite different from the research that was done by Hadrus (2017). In his research it was explained that the grades and quality of translating the second grade senior high school was still low and could not be said to be good with an average score of 5.95, but in difficulties of students this research and his research had similar conclusions, where the factor that had the most influence was linguistic factor, where the logistical factor dominates the difficulties of the student.

In another research, the results of this research have concluded that the quality of the translation is the same as that done by Putri (2020), where in his research explained that the quality of the translation of Grade 12 Senior High School students has a pretty good average score. The most dominant difficulty factor is also explained in the research conducted by Hastuti et al. (2020). In their research, it is explained that the factor that most influences difficulties in translating text is the linguistic factor. As explained in this research, the quality of students' translations is on quiet good quality, with the most of the difficulties mostly influenced by linguistic factors.

The quality of translating for high school students can be said to be quite good with the values of accuracy, acceptability, and readability that have been carried out. each of the high school students was able to translate simple text explanations even though they couldn't reach the highest score, but that was enough

to become a skill in developing their abilities in the future. The quality of translating for high school students can be said to be quite good with the values of accuracy, acceptability, and readability that have been carried out. Each of the high school students was able to translate simple text explanations even though they couldn't reach the highest score, but that was enough to become a skill in developing their abilities in the future.

CONCLUSION

According to this research, the result of the research showed that the quality in translating explanation text from English to Indonesia has been done by twelfth grade students of SMAN 1 Koto Baru. The mean score of the student quality in translating explanation is 7,826, it means that they can translate the text and they have a good chance to improve their skill in translating. The research concludes that the twelfth grade students of SMAN 1 Koto Baru in translating explanation text from English to Indonesia are quite good.

Based on the research, the researcher concluded that the student difficulties in translating explanation text from English to Indonesia are divided as linguistic factor and non-linguistic factor. Linguistic factor is the most influential factor with the percentage of 88,46%. In other hand non-linguistic also affected the student difficulties but not as much as linguistic factor. The percentage of non-linguistic factor is only 61.54% from 26 students in the class.

For suggestion the researcher hopes that there will be research improvements to the research so far, this research also still has limitations in studying science. The researcher hopes that later this research can help the world of education, especially English, for reference in future research. For the teachers, the researcher is expected to provide practice questions with various English texts, because this can get students used to understanding an English book or text. In other hand, it is hoped that teachers will support and try to improve the translation skills to students because these skills will be useful in supporting English learning.

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