

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING
ARGUMENTATIVE TEXT FROM ENGLISH INTO BAHASA**

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ABSTRACT

This section begins by expressing concerns about traditional face-to-face learning, which often focuses on listening and teaching. This shows that higher order thinking skills (HOT) such as analysis are needed in the curriculum. The research methodology used is descriptive qualitative. This approach aims to provide an in-depth understanding of the difficulties students face when translating English into Indonesian. This research focuses on first-grade students at Aras Kabu Agung Tanjungbalai Private Madrasah Aliyah for the academic year 2022/2023. The sample consisted of 29 students who were selected based on certain criteria set by the researcher. This research uses various data collection techniques, including observation, interviews, tests, questionnaires, accuracy assessment, acceptability evaluation, and readability assessment. These methods help collect comprehensive data about the difficulties faced by students. The main instrument of this research is argumentative text. Researchers use help sheets containing questions and answers, along with tables to assess the quality of the translation. The research findings revealed that 68.57% of the students sampled (20 out of 29) experienced difficulties in understanding the meaning of the source language, making it a challenge for them to translate into the target language. This linguistic difficulty is caused by a lack of vocabulary and limited understanding of translation. In addition, 62.85% of students (also 20 out of 29) faced challenges when translating words related to cultural values, which is a non-linguistic difficulty. In conclusion, research shows that students' difficulties in linguistic factors, especially understanding the source language, pose greater challenges than non-linguistic factors such as translating words related to cultural values. These findings contribute to a deeper understanding of the translation difficulties faced by students in certain academic contexts.

Keywords: *Argumentative text, Students' Difficulties, Translation*

INTRODUCTION

English is very important in the world of globalization because it is used in international language for several purposes ranging from academics, news, business, diplomacy, professions to entertainment. In Indonesia, English most important languages in the world of education. So in particular, in foreign language learning, translation is considered to be mastered by foreign language learners (Sundari, & Febriyanti;, 2016) and according to Daulay & et all (2021) the condition which many students encounter problem when they read English contributes a significant factor in national education. Fitrhriani in (Sadri & et all, 2019) The number of students who learn English as a second or foreign learners steadily rises to multiple to welcome global pace of life.

Translation according to the dictionary definition, changed from one state or form into another, to change into one's own or that of another language. (Merriam, 1981) According to (Catford, 1974) . A translation is a text derived from different texts in different languages, which shows compatibility with the original text, therefore the original text can be taken as a substitute for the original text (Muchtar, et all, 2016). (The translator perceives that an original author intended to communicate something to an original audience, and the translator aims to reproduce something from that original communication in a new context and with a new audience that was not reached by the original, source text.) (Sofia, et all, 2013).

According to Kembaren (2016) translation is a means of communication between languages. In the context of translation, the term "merchants" refers to individuals or entities involved in the exchange of information between different language users. According to Choliludin (2006) in translating the text of course there are some processes that the translator has to do to make the translation appropriate with the original text. This diagram illustrates the complex nature of translation.

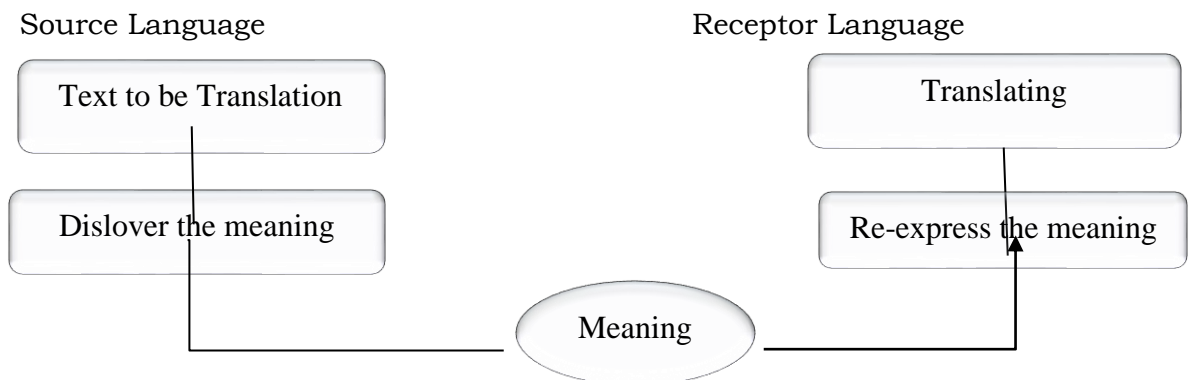


Figure1. The Diagram of Translation Process

On the other hand, argumentative text is a text that contains many opinions of the author which aims to make the reader accept the opinions and conclusions conveyed by the author (Solahudin 2009). According to Groys (2007) argumentative is the most fundamental basic in science. Argumentation is the process of providing strong opinions or reasons to strengthen or refute an opinion or claim. The purpose of argumentation is to convince others of the truth or validity of an opinion or claim put forward (solahudin, 2009).

METHODS

This research relates to the translation of argumentative texts used by descriptive research. According to Sugiyono (2013) qualitative research is fundamental This research seeks to study social phenomena that are taken effectively or, not under field or laboratory conditions. The reason for using this method is because it is more able to approach the researcher with the object under study, because the researcher is direct observing the object being studied in other words the researcher acts as a tool main research (human instrument).

Research design

According to Sugiyono (2013) purposive sampling is a technique of sampling the source data with consideration or have specify criteria. The subject of the study is the first grade students at Madrasah Aliyah Swasta Aras Kabu Agung Tanjungbalai, The sample of this research is at the first grade students, that is the students of X , the class consisted of 29 students. In this study, the authors used cluster sampling, while the authors chose one class from the population cluster as the sample for this study.

The data will be analyzed by using the interactive model of Miles and Huberman. (Miles and Huberman's data analysis activities consist of: data reduction, display and conclusion drawing/verification data that is done interactively and continuously to complete, so that the data reach saturation. (Satori, et all, 2017).

Findings and Discussion

After collecting data from tests, researchers found several difficulties faced by students in translating argumentative texts. To overcome this difficulty, there are several steps that can be taken. This can be done by reading more English texts and broadening their horizons through the introduction of new words.

Students Difficulties factors

Student difficulties in linguistic factors in general, the linguistic features examined by writing researchers fall into three large constructs: Lexical, Syntactic, and Cohesion. In this research the students more difficulties in grammatical, and vocabulary.

1. Students difficulties in grammatical errors

After that judging from the grammatical arrangement of a text, students still have many errors. Because they translate on a word by word basis, while in translating we also have to look at words, sentences

per sentence so that we can get a good meaning in a sentence or paragraph.

-Source language: The attitude of today's youth is very deviated and far from the etiquette values that apply in society.

-Students Grammatical Error: "*Kelakuan anak-anak zaman sekarang sudah menyimpan dan tidak memiliki nilai-nilai yang ada dikalangan*".

The correct sentence must be: "*Sikap remaja zaman sekarang ini sudah sangat menyimpang dan jauh dari nilai-nilai tata krama yang berlaku di masyarakat*".

So from this sentence we know that the students translate the text more less cause don't understand about meaning word and than they random to translate the text.

-Source language: This happened due to several factors, namely the influence of western culture that entered Indonesia.

-Students Grammatical Error: "*Kejadian terjadi karena ada faktor budaya barat*"

The correct sentence must be: "*Hal ini terjadi karena sebagian faktor yaitu pengaruh budaya barat yang masuk ke Indonesia*".

2. Students difficulties in vocabulary of word formation

After judging from the vocabulary arrangement of a text, students still have many less of vocabulary. In translating text the students do not know how to arrange the correct words in a translation which is called vocabulary of text formation.

-Source language: This factor is very unfortunate, namely the behavior followed is bad behavior from western culture, such as free sex, drugs, and so on.

-vocabulary less: *"Faktor yang tidak disayangkan adalah tingkah yang diikuti dan tingkah buruk dari budaya barat yaitu, seks,narkoba.*

The correct vocabulary is: *"Faktor ini sangat disayangkan yaitu perilaku yang diikuti adalah perilaku buruk dari budaya barat seperti, seks bebas, narkoba, dan sebagainya."*

-Source language: This happens due to a lack of knowledge about religion by teenagers or often referred to as millennials.

-Vocabulary less: *Kejadian ini terjadi karena minimnya ilmu para masyarakat remaja atau kaum milenial.*

The correct vocabulary is: *Hal ini terjadi karena kurangnya ilmu pengetahuan tentang ilmu agama oleh para remaja atau sering disebut dengan sebutan kaum melenial.*

3. Students difficulties in linguistic factors

The research findings show that students face difficulties in translating argumentative texts, which can be categorized into two factors: linguistic and non-linguistic. Overall, the findings showed that students face various linguistic and non-linguistic obstacles when translating argumentative texts. These challenges include limited vocabulary, poor cohesion, lack of knowledge of grammar, and difficulties regarding cultural and ideological values.

This study identified two main factors that contribute to these difficulties: linguistic and non-linguistic factors. Additionally, this research highlights the importance of providing translators with a variety of approaches to achieve accuracy, equivalence, and acceptable translations. It was concluded that students' difficulties in linguistic factors were more prominent due to their difficulties in understanding the source language, while non-linguistic factors mainly revolved around translating words related to cultural values.

Linguistic factor

Linguistics by Daulay (2011) is narrowly defined as the scientific approach to the study of language, but language can, of course, be approached from a variety of directions, and a number of other intellectual disciplines are relevant to it and influence its study.

Non-linguistic factor

According to Ibnu (2004) non-linguistic problem involves social politic, culture, history and ideology.

In conclusion, linguistic factor is the main factors toward the students difficulties in translating argumentative text of students. By combining interactive activities, group discussions, and real life examples, teachers can make the learning process more fun and effective. Recommendations for students to engage in independent learning at home are very useful. Students should take the initiative to explore various English resources, such books, online materials and authentic content, to improve their language skills and deepen their understanding of translation.

CONCLUSIONS AND SUGGESTION

Based on the findings, it was observed that first-grade students at Tanjungbalai encountered difficulties in translating argumentative texts, primarily due to linguistic factors. The most significant factor, with a percentage of 68.57%, was the students' struggle in comprehending the meaning of the source language, which consequently hindered their ability to translate it accurately into the target language. Additionally, grammatical errors were identified, resulting from the violation of normative writing rules in sentence construction. While some grammar errors are evident and render the sentence nonsensical, others are more subtle and merely alter the sentence's intended meaning. In conclusion, the study highlights the challenges faced by first-grade students in translating argumentative texts, primarily influenced by linguistic factors such as difficulties in understanding the source language and grammatical errors encompassing various aspects of sentence construction.

In addition to the linguistic factors, it was observed that non-linguistic factors also played a minor role in contributing to the difficulties faced.

Specifically, these difficulties were related to the translation of texts that encompassed cultural values. This lack of cultural knowledge and awareness resulted in a percentage of 62.85% of the difficulties experienced by the students. By considering both linguistic and non-linguistic factors, educators can provide targeted support and guidance to help students overcome these challenges and enhance their translation skills.

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