

**TRANSLATION DIFFICULTIES FACED BY THE ENGLISH
EDUCATION STUDY PROGRAM STUDENTS OF FKIP
UNSRI**

A Thesis

By

Alissa Haqqi Sabilla

Student Number: 06011281722034

English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

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KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS SRIWIJAYA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662, Telp: (0711) 580058

Laman: www.fkip.unsri.ac.id, Pos-el: support@fkip.unsri.ac.id

THESIS EXAM

Title : Translation Difficulties Faced by the English Education Study Program
Students of FKIP Unsri

Name : Alissa Haqqi Sabilla

Student Number : 06011281722034

Study Program : English Education

Department : Language and Arts

Faculty : Teacher Training and Education

Academic Year : 2023/2024

Approved to participate in Final Exam on May, 2024.

Certified by
Coordinator of English Education
Study Program,

Eryansyah, M.A., Ph.D.
NIP. 196907181995121001

Approved by
Advisor,

Alhenri Wijaya, S.Pd., M.Pd.
NIP. 196902012014091001

APPROVAL

TRANSLATION DIFFICULTIES FACED BY THE ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF FKIP UNSRI

Alissa Haqqi Sabilla

Students Number: 06011281722034

English Education Study Program

Language and Arts Education Department

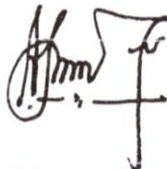
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PALEMBANG

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Advisor,



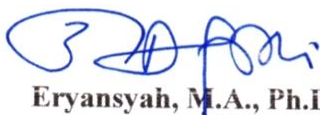
Alhenri Wijaya, S.Pd., M.Pd.

NIP. 196902012014091001



Certified by,

Coordinator of English Education Study Program



Eryansyah, M.A., Ph.D

NIP. 196907181995121001

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EDUCATION STUDY PROGRAM STUDENTS OF FKIP
UNSRI**

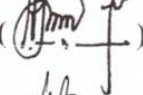

**Alissa Haqqi Sabilla
06011281722034**

**This thesis was defended by the researcher in the final program
examination and was approved by the examination committee on:**

Day: Monday

Date: May 20th, 2024

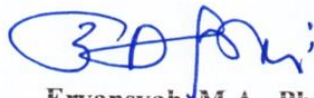
EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Alhenri Wijaya, S.Pd., M.Pd. ()
2. Member : Fiftinova, S.S., M.Pd. ()

Palembang, May 2024

Certified by

Head of English Education Study Program



Eryansyah, M.A., Ph.D

NIP. 196907181995121001



DECLARATION

I, the undersigned,

Name : Alissa Haqqi Sabilla
Student's Number : 06011281722034
Study Program : English Education

Certified that the thesis entitled "Translation Difficulties Faced by the English Education Study Program Students of FKIP Unsri" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, May 2024

The Undersigned,



Alissa Haqqi Sabilla

NIM. 06011281722034

DEDICATION

This thesis is sincerely dedicated to:

Allah SWT. who gave me physical and mental health so that I could complete this
thesis.

My parents who love me endlessly

And also my sister who always gives me support, motivation and input to finish
my thesis.

MOTTO

The longer you live in this world, the more pain you will feel. But from there we learn how to overcome it, because it's one of the lessons for someone to survive as a mature human being.

(Semakin kau hidup lama di dunia, rasa sakit akan semakin terasa. Tapi dari sana kita belajar bagaimana cara mengatasinya, karena itu salah satu pelajaran untuk seseorang agar bisa bertahan hidup sebagai manusia dewasa.)

- Alissa Haqqi Sabilla

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Assalamualaikum wr. wb.

Praising Allah SWT, because of His grace and guidance I can completed my thesis on "Translation Difficulties Faced by English Education Study Program Students at FKIP Unsri"

This thesis was written to fulfill the final assignment of the lecture and to obtain a Bachelor's degree in the English Education Study Program at Sriwijaya University. Furthermore, this thesis was also created to demonstrate the knowledge acquired during the study period in the English Education Study Program at Sriwijaya University.

The author acknowledges that this thesis may not be perfect and there is still room for improvement. The author hopes to implement the knowledge gained and continue to learn from the experience. It is important to recognize the guidance, input, and direction provided by various parties during the creation of this thesis. Therefore, on this occasion, the author would like to express their deepest gratitude to:

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Hopefully, this thesis can be useful for all of us, Amin.

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Palembang, M ay 2024

The Researcher,



Alissa Haqqi Sabilla

NIM. 06011281722034

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ABSTRACT

TRANSLATION DIFFICULTIES FACED BY THE ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF FKIP UNSRI

ABSTRACT

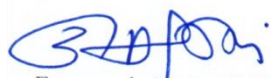
The aim of this study is to identify the translation difficulties faced by students who are pursuing a degree in English education, particularly when translating from Indonesian to English. The study involved eight participants who were in their sixth semester of the English education at Sriwijaya University. The research method used is qualitative with descriptive analysis, and data collection involved interview and documentation. The results revealed that cultural difficulties were the main cause of translation problem experienced by most English education students. This was evident from the translation of a first text which is report text where students encountered words or terms that were confusing to translate. To overcome this, students mainly use dictionary, machine translation, AI, and also search engine Google to seek some information, not only to help with the translation, but also to help better understand the context in the text.

Keywords: *translation difficulties, English education, qualitative, cultural difficulties, report text.*

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Alissa Haqqi Sabilla
NIM : 06011281722034

Certified by
**Coordinator of English Education
Study Program,**



Eryansyah, M.A., Ph.D.
NIP. 196907181995121001

Approved by
Advisor,



Alhenri Wijaya, S.Pd., M.Pd.
NIP. 196902012014091001

CHAPTER I

INTRODUCTION

The chapter presents: (1) Background of the study, (2) Problems of the study, (3) Objectives of the study, (4) The Significances of the study

1.1. Background of the Study

Since the era of globalization entered our lives, the need for information has become the main priority to understand current developments. With the creation of the internet, everyone can be informed about everything that is happening, even from all over the world, whether it is via official sites like news portals or social media such as X (previously known as Twitter), YouTube, Instagram, etc. Access to information that is easy and accessible to people certainly brings many benefits for several things, for example making work much easier to do. Although on the other hand, the fast flow of information also causes various problems, one of which is the language barrier.

This limitation in being able to understand other languages is a common occurrence. Usually, this often happens with information in the form of foreign online content which uses language that cannot be understood by the person who receiving it, making information unable to be conveyed as it should. The importance of learning a foreign language is a way to overcome this problem because today's society has no other choice but to adapt to the situation. Currently, English, Mandarin, and Spanish are gaining great attention in different parts of the world (Siegel, 2018) making them languages that are widely studied. Despite that, each country has different choices about which language must be studied based on the country's national interests. For example, in Indonesia English has been widely studied since the implementation of Kurikulum Pendidikan Dasar in 1994.

(Maduwu, 2016) The choice of English was taken into consideration due to its status as an international language with the largest number of speakers.

As time goes by, technology develops more rapidly and demands become more and more complex, especially in faster, more efficient ways of work. During this time, the need for translators also became an urgent necessity. Many machines could help to translate such as Google Translate which launched in 2006 (Och, 2006). Even current technologies, AI programs, have begun to develop and create a product called Chatbot that can help to translate from one language to another, i.e. ChatGPT launched by OpenAI which just had a stable release on January 10, 2024 (Natalie, 2024), and Bard develop by Google (Pichai, 2023) which is still an experiment. However, these machines still have some disadvantages. Machine Translation (MT) in general can only translate simple sentences, not longer, complex texts like marketing documents. Not only that, even AI that goes under training to be sound as human as possible is still revealed to have some mistakes in the final product. This will raise big questions regarding the level of accuracy, which will make many people even more confused, especially if the user is not fluent in a Second Language (SL). Judging by this, it is fair to say that depending on the machines alone is not enough. A human who is fluent enough in SL is still needed, in this context, a translator who previously learned and then mastered SL before translating into the target language (TL).

To learn a foreign language as an SL, a translator should be able to learn the skills of mastering a foreign language as well. Four skills should be acknowledged in learning a language; *Listening, Speaking, Reading, and Writing*. According to Husain (2015), these four skills are then categorized into two parts: *Productive skills* (active skills) and *Receptive skills* (passive skills). Speaking and writing skills are categorized as productive skills because the user/learner, in this case, actively produces sounds (in speaking) and symbols or letters (in writing). On the other hand, Listening and reading are categorized as receptive skills because the user/learner passively receives information either by listening or

reading. Besides mastering the four skills, the language styles of the translator also determine the equivalence of meaning from SL to TL (Dhyaningrum, 2016), since translation is subjective and dynamic. (Pamungkas & Akmaliyah, 2019). Subjective means one text would have variations in results while dynamic means changing the meaning from SL to TL needs some *adjusting* because, in the process, the translator must pay attention to two things:

1. Produce equivalent messages to the SL
2. Produce natural equivalence in terms of styles

Two factors can be the reason why there are many differences between the two languages; linguistic and non-linguistic. The linguistic factor is the difference in the elements of the language, such as sentence pattern (lexicon, grammatical structure) between two languages. Non-linguistic factors include differences in social situation, politics, and culture between two languages (Pamungkas & Akmaliyah, 2019). When someone is learning a new language, they may sometimes develop a phenomenon known as interlanguage.

Selinker, as cited in Corder (1981), referred Interlanguage as “dialect” that combines characteristics of two social dialects, regardless of whether the languages themselves share rules. Tarone (1988; 1990) states that interlanguage is a language system that has their internal consistency. In other words, each individual is likely to develop interlanguage systems that are different from each other. Instead, it has its unique characteristics. Therefore, other than linguistic and non-linguistic factors that affect the results of someone’s translations, phenomena like *interlanguage* also could affect the process of the translation.

Understanding the challenge faced in the world of translation in producing translations of good quality became the main topic that will be discussed as a research question in this study. This study focused on the university level, with students from the English education study program of Fakultas Keguruan dan Ilmu Pendidikan (FKIP) of Sriwijaya University as the population for the

research. The choice of students from the English education study program as the population in this study is because students from this major would have been exposed directly to a foreign language (in this case, English) from the beginning until the end of their study period. As a result, language barrier or phenomena like interlanguage often happened, especially during translating. In a previous study by Sari in 2018 related to translation difficulties experienced by eighth grade junior high school students as well as a reference for this thesis, it was found that one of the difficulties was grammatical. However, research conducted at the university student level showed that the cause of difficulties was not related to grammar. In addition, the difference in the level of knowledge between junior high school students and students majoring in English education also supports the different research results. This causes a gap between the research that has been done before and the facts found in the field. This gap is utilized by the next researcher to answer questions about translation difficulties experienced by students majoring in English education, such as what factors cause it, or are there other factors that should be studied. The researcher aims to explore how they overcome these challenges and to draw conclusions from the research results, seeking answers to these problems.

1.2. The Problem of the Study

1. What difficulties do students in the English Education Study Program at Sriwijaya University face when translating from Indonesian to English?
2. What types of texts do students in the English Education Study Program at Sriwijaya University find difficult?
3. How do students in the English Education Study Program at Sriwijaya University overcome the difficulties faced?

1.3. The Objectives of the Study

The objectives of the study, based on the topic discussed in the background above, are as follows:

1. To find out the difficulties faced by students in the English Education Study Program at Sriwijaya University when translating.
2. To find out the types of texts that students in the English Education Study Program at Sriwijaya University find difficult to translate
3. To find out how students in the English Education Study Program at Sriwijaya University overcome the difficulties they face.

1.4. The Significance of the Study

This study aims to benefit students by helping them understand the common obstacles encountered when translating, and develop their ability to create high-quality translations by following established rules. As an English Education student, the author intends to gather responses from other students, particularly those at the university level, to better comprehend and overcome these challenges. Additionally, this research is expected to provide valuable insights for future studies in this field.

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