An Analysis of Socio-Culturally-Bound Expressions in Indonesian- English Translation of English Education Department Students

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ABSTRACT

The objectives of this research are to know the students' difficulties in translating the socio-culturally-bound Expressions in Indonesian- English translation, and to analyze the causes of students in translating the socio-culturally-bound Expressions in Indonesian-English translation. This study used a qualitative research method in the form of a case study conducted at IAIN Metro. The primary source of this research was the translation assignment results of IAIN Metro students in the academic year 2020/2021. There were a total of 20 students who participated in the research. In order to collect data, the researchers used documentation and interview techniques. The research concluded that students' translations of socioculturally bound expressions in Indonesian-English translations consist of 85 % inappropriate use of sociocultural bound expression and 15 % appropriate use of a sociocultural bound expression. Furthermore, the second research result is about the causes of the students' difficulties in translating socioculturally bound expressions in Indonesian-English translation affected by the translator's lack of knowledge in both languages in general and in the significance of functional equivalence in particular, limited linguistic competence, their poor pragmatic competence in the target language, lack of cultural awareness, and lack of cultural interaction and equivalence.

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1. INTRODUCTION

The translation is a broad term that refers to the transfer of thoughts and ideas from one language to another, regardless of whether the language is written or spoken, whether the languages have established orthographies or not, or whether one or both languages are based on signs, such as deaf signs. The translation is a transfer process that aims to transform a written source language text (SLT) into an optimally equivalent target language text (TLT), and requires the syntactic, semantic, and pragmatic understanding and analytical processing of the source text. Syntactic understanding is linked to style and meaning, whereas semantic understanding is a meaning-related activity. In addition, pragmatic understanding is related to the message or implication of a sentence. This understanding does not state what is transferred. Rather, it states the requirement of the process. Translation is the activity of changing something spoken or written into another language. It means that whatever people are doing with something (e.g. information, idea) is called translation when changed into another language. Next, it will see some other definitions stated by some linguists.

In addition, translation has numerous advantages. In various fields of science, the function of translation in society and politics allows for the dissemination of political ideas, social and political knowledge. Furthermore, the cultural translation function is an excellent way to disseminate and enrich national literature and culture. On the other hand, the function of translation in linguistics promotes the enrichment of lexicons and modes of expression in the target language (Cronin, 2012).

There are many different sources and target languages in translation. An example of a source language is English, and an example of a target language is Indonesian. A translation process is sometimes used, with Indonesian as the source language and English as the target language. While translating English as the source language to Indonesian as the target language, the translator must meet several skill requirements (Simanjuntak, 2020, p.83). The linguistic aspects that support translators' ability are vocabulary mastery, grammar mastery, and sentence structure, understanding the meaning of sentences. In addition, cultural and linguistic aspects of social culture play an important role in translation (Lefebure, 2019).

However, the translation process will be severely difficult if the translator has a limited vocabulary. The translator's low vocabulary will cause difficulties in transferring the translation process from the source language to the target language (Apriyanti, et al., 2016). In addition, the limitations of grammar skills are the main problems that hinder the translation process. In line with the translation problems (Kembaren, 2018). The students' translation result is unaccepting because there are not understand socio-culturally-bound expressions in translating. The acceptability in target language is Her mother fed Santi her rice porridge. Socio-culturally-bound expression is one of the untranslatable expressions because it deals with the cultural words due to the cultural gap or distance between the source and target language. Culturally words are easy to detect since they are associated with a particular language and cannot be literally translated where a literal translation would distort the meaning.

One of the elements of translating material needed in translation is socio-culturally-bound expressions. It is relevant in determining the quality of translation. Socio-culture-bound expressions such as idioms, proverbs and similes can be a challenge even for professional translators, who are expected to have an excellent command of the languages they work with, at least theoretically (Aldhahi, & Alshehri, 2019). Moreover, the socio-culturally-bound expression has the important function. A communicative competence is appropriate for learners that require an understanding of the sociocultural contexts of language use. A crucial aspect of the role of culture in this study is to understand the transnational relations and the continuity of cultures in the migration societies and how culture can be a potential organizing instrument in a migrant's life (Tariq, et al., 2019).

Based on the explanation above, the researchers were encouraged to analyze the students' ability to translate from Indonesian into English by concentrating on the socio-culturally-bound Expressions. In this case, the researcher would like to research "An analysis of Socio culturally-bound Expressions in Indonesian- English Translation of the English education Department at IAIN Metro in the Academic Year of 2020/2021".

2. METHODS

This study was descriptive-qualitative research. According to Creswell (2006), qualitative research is a method for investigating and comprehending the significance that individuals or groups ascribe to a social or human problem. It can be said that qualitative research means investigating and understanding human or social problems by individuals or groups (see Apriyanto & Anum, 2018; Ayu et al., 2020; Kusuma & Apriyanto, 2018). This is a descriptive translation study focusing on the objective aspect of the product (see Määttä, 2015; Olsen et al., 2009). The corpus of data in this translation study was a unidirectional parallel bilingual corpus consisting of the original (Bahasa Indonesia) and its translation (English). The object of this research is the students' assignments which showed the socio-culturally-bound Expressions.

This study aims to discover the use of students translating socioculturally bound expressions and investigate the causes of students' difficulties in translating socioculturally bound expressions in the Indonesian-English translation of the English Education Department at IAIN Metro in the Academic Year 2020/2021. In this study, the researcher divides the sources into two categories. They are primary and secondary. The primary source of this research is the translation assignment results of IAIN Metro students in the academic year 2020/2021. The total number of students is 20. The secondary sources in this research are interviews, documentation, books, journals, e-books, and articles related to the research. In this study, the researcher collected information through interviews, documentation, and observation. The researcher collects documents as a result of the use of English socioculturally bound expressions in translation. During the data collection process, the researcher collected the results of writing students in order to analyze and identify the use of socioculturally bound expressions in translation.

In addition, on Tuesday, March 3rd, 2020, the researcher conducted a pre-survey. The pre-survey was carried out to investigate the English education department's students' ability in translation at IAIN Metro. The researcher obtained the students' paperwork from the English lecturer based on the results of the pre-survey. It is found that the majority of students face challenges with translation. Furthermore, the researcher analyzed the students' assignment given by the lecturer in the form of students' essays in translating about socioculturally bound expressions. There were a total of 20 students. It was discovered that students had difficulty translating socioculturally bound expressions. It was discovered that 14 of the 20 students had difficulty translating socioculturally bound expressions

The researcher applied Miles and Huberman model to analyze the data. The components of this analysis model are pictured in this figure.
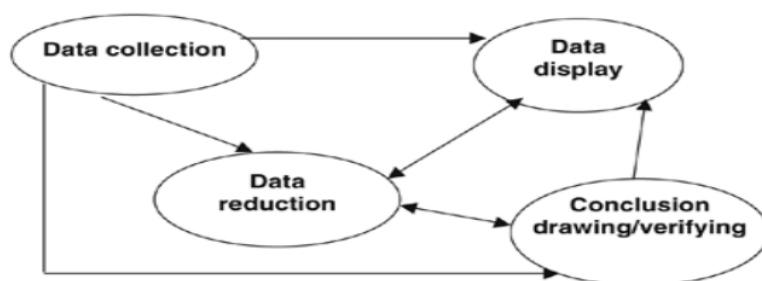

Figure 1. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:
1) Data collection is the step when the researcher gathers all data which are used to complete the research.

2) Data reduction refreshes to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The researcher reduces the data gotten by summarizing and choosing specific things.

3) The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content the entire data.

4) The last step of the analysis activity is conclusion drawing and verification. The researcher verifies his research by making the conclusion of data findings.

Therefore, it is concluded that data analysis has some functions in analysing research data that include making the meaningful, raw data, testing null hypothesis, getting significant results, describing inferences or making a generalization, and calculating parameters.

3. FINDINGS AND DISCUSSION

3.1 Description of research result

Description of Research Result refers to the research question: What is the use of the students' translation of the socio culturally-bound Expressions in Indonesian- English translation of the students'of English Education Department at IAIN Metro in the Academic Year 2020/2021. Why do the students get difficulties in translating the socio culturally-bound Expressions in Indonesian- English translation of the students'of the English Education Department at IAIN Metro in the Academic Year 2020/2021.

3.2 The Students' Translation of the Socio Culturally-Bound Expressions in Indonesian- English Translation.

In collecting the data for the first research objective, the researcher used the technique of documentation. Therefore, the instrument used is a documentation sheet. The explanation of data in the table above is provided as follows:

The use of the students' translation of the socio culturally-bound Expressions in Indonesian- English translation is explained in the following data :

Data SW

The source language :

Kalau kau ingin membual banyak banyak mari kita beli cendol.

The result of the target language :

If you want to brag so much, let's get some sandpaper.

Based on the attempts to achieve the equivalent in English, the data shown in the target language result is insufficient because the use was not equivalent to the use of the language shown in the sandpaper to translate *cendol* because the appropriate form of translation for the word *cendol* is something to eat. Then, when viewed through the lens of translation techniques and translation strategies, the results of the target language were not quite right because the idiom technique was not used correctly. Based on an understanding of the differences between the two languages' styles, it was not quite accurate because liquid objects, for example, use a glass measure, some replace a glass of. When viewed from the comprehension of specific culture terms of linguistic structure, semantic denotation and, more significantly, their socio-cognitive relevance is inappropriate because the use of the word sandpaper does not represent it. If viewed from the understanding of a clear definition of cultural expressions, the use of the word sandpaper is inappropriate because it does not represent the meaning of *cendol* culture.

a. Attempts to attain the equivalent in the English language

Based on the result of documentation, it was found that there was 20(2%) appropriate use in attempts to attain the equivalent in the English language of 149 appropriate culturally-bound Expression. Some of the sentences were something to eat, rice porridge, and gamelan set. Meanwhile, there was 180(18%) inappropriate use in attempts to attain the equivalent in the English language of 851 inappropriate culturally-bound Expression. Some of the sentences were cendol, starch water, a gamelan. Therefore, inappropriate use was found to be more dominant than appropriate use.

b. Knowledge translation techniques and translation strategies

Based on the documentation results, it was determined that there were 0 students who documented appropriate use of knowledge translation techniques and translation strategies for 149 culturally-bound expressions. Some of the sentences were If you want to brag a lot let's go and get something to eat (using an idiom of similar meaning and form), Her mother fed santi her rice porridge (Using an idiom of similar meaning but dissimilar form), They contributed a gamelan set in our village (Borrowing the source language idiom). Meanwhile, there is 200(20%) inappropriate use in knowledge translation techniques and translation strategies 851 inappropriate culturally-bound Expressions. Some the sentences were If you want to bray a lot let's buy a cendol, Santi is given starch water by his mother, They donated a gamelan set in our village. Therefore, inappropriate use was found more than the appropriate use.

c. The understanding of the differences between both languages styles

Based on the result of documentation, it is investigated that there is 109(10,9%) appropriate use in understanding the differences between both languages' styles 149 appropriate culturally-bound Expression. Some of the sentences are If you want to bray a lot let's buy a *cendol*. Santi was given starch water by her mother. They donated a gamelan set in our village. Meanwhile, 91(9%) inappropriate use in understanding the differences between both languages' styles 851 inappropriate culturally-bound Expression. Some the sentences are Santi is given starch water by his mother, and Mother cooked the *genjer* that was bought this morning, She doesn't want *ketupat*, the rice cake I gave you this morning is still intact now. Therefore, the appropriate use is more than the inappropriate use.

d. The comprehension of specific culture terms of linguistic structure, semantic denotation and, more significantly, their socio-cognitive relevance.

Based on the result of documentation, it is investigated that there is 20(2%) appropriate use in the comprehension of specific culture terms of linguistic structure, semantic denotation and, more significantly, their socio-cognitive relevance 149 appropriate culturally-bound Expression. Some the sentences are something to eat, rice porridge, and Gamelan set. Meanwhile, there are 180 (18%) inappropriate use in the comprehension of specific culture terms of linguistic structure, semantic denotation and, more significantly, their socio-cognitive relevance 851 inappropriate in culturally-bound Expression. Some of the sentences are *Cendol* , Starch water, a gamelan. Therefore, the inappropriate use is more than appropriate use.

e. The understanding of a clear definition of cultural expressions.

Based on the result of documentation, it is investigated that there are 0 students' document appropriate use in understanding a clear definition of cultural expressions 149 appropriate culturally-bound Expression. Some of the sentences are If you want to brag lot let's go and get something to eat, Her mother fed santi her rice porridge, They contributed a gamelan set in our village. Meanwhile, 200(20%) inappropriate use was found in the understanding of a clear definition of cultural expressions 851 inappropriate culturally-bound Expression. Some of the sentences were If you want to bray a lot let's buy a *cendol*, Santi is given starch water by his mother, They donated a gamelan set in our village. Therefore, inappropriate use is more than the appropriate use.

The research result of the students translating the socio culturally-bound Expressions in Indonesian- English of translation of the students'of English Education Department at IAIN Metro in the Academic Year 2020/2021, is shown in the following table 1 :

Table 1. The Students' Translation of Socio Culturally Bound Expression in Indonesian- of Translation.

No	The Students' Translation of Socio Culturally Bound Expression	The Appropriate Translation		The Inappropriate Translation	
		Frequency	percentage	frequency	percentage
1.	Attempts to attain the equivalent in the English language	20 Use	2%	180 Use	18 %
2.	Knowledge translation techniques and translation strategies	-	-	200 Use	20%
3.	The understanding of the differences between both languages styles.	109 Use	11 %	91 Use	9%
4.	The comprehension of idiomatic meaning	-	-	-	-
5.	The comprehension of specific culture terms of linguistic structure, semantic denotation and, more significantly, their socio-cognitive relevance	20 Use	2%	18 Use	18%
6.	The understanding of a clear definition of cultural expressions.	-	-	200 Use	20%
	Total		149		851
	Percentage		15 %		85%

Students have difficulties translating socioculturally constrained expressions, as shown in the table above. Specifically, we know that eighteen percent of these translations fail to adequately account for cultural differences in terms of linguistic structure, semantic denotation, and, most importantly, socio-cognitive context, while twenty percent fail to adequately account for knowledge

translation techniques and translation strategies. As a result, we can deduce that 85 percent of translated texts contain errors caused by the inappropriate use of culturally constrained expressions.

According to the evidence, it is even less appropriate to utilise idioms with strong societal connotations in translation. This inaccuracy was most apparent when it came to knowledge translation techniques and translation strategies, understanding a clear definition of cultural expressions, attempting to achieve the equivalent in English in terms of comprehension of a culture's linguistic structure, semantic denotation, and most importantly, their socio-cognitive relevance, and comprehending the differences between cultures.

3.2 The Causes of Students' Difficulties in Translating the Socio-Culturally-Bound Expressions in Indonesian- English Translation.

To find out the causes of students' difficulties in translating the socio-culturally-bound expression in Indonesian- English, the researcher used the instrument of interview with English students. These questions were developed from theories taken from Banikalef and Nasser (2019, 78-82). Based on the results of the interview, the research found the students' translation of socioculturally bound expressions in Indonesian-English translation. The researcher used an interview with the students. Including the following:

a. **The students lack knowledge of both languages and the significance of functional equivalence in particular**

Based on the study results of the interviews with the students, there were still found many students who needed to learn how to translate socioculturally bound expressions in English - Indonesian. It was determined that the students' lack of knowledge was due to a lack of understanding of translating cultural languages. In addition, the students stated that the difficulty stemmed from differences in the external structure of a source language and a target language. Therefore, the lack of knowledge in translating the cultural- bound expression led students to have difficulty of translating the socio culturally-bound expressions in Indonesian- English translation.

b. **Limited linguistic competence**

Based on the result of an interview with the students, it was investigated that the cause of students' difficulty in translating the socio culturally-Bound expressions in Indonesian- English translation is limited linguistic knowledge. It was found that the students struggled to find equivalent words in the source language. According to students, culturally significant words are difficult to translate because they are linked to the cultural context of the source language. Additionally, the students claimed that the difficulty was due to differences in the external structure of the source and target languages.

c. **Poor pragmatic competence in the target language**

Based on the findings of the interviews with the students, the cause of the students' difficulty in translating socioculturally bound expressions in Indonesian-English translation was their lack of pragmatic competence in the target language. Furthermore, the students claimed that the term culture had a different concept meaning or did not exist in the translation culture. It was discovered that students sometimes struggled to find equivalent words because the cultures of the source and target languages were so dissimilar. As a result, because they did not understand cultural meaning, they might be unable to maintain meaning accuracy.

Student interviews revealed that a lack of cultural awareness and a dearth of intercultural engagement and experience was to blame for students' struggles with translating socio-culturally bound terms from Indonesian to English. This was due to the students' inexperience with translating between cultural languages. In addition, one needs to comprehend the cultural meaning in order to

employ the appropriate technique and phrases while translating a cultural language. Student interviews were conducted to gather information about why students have trouble translating socioculturally bund expressions, and the following four reasons emerged: a) students' limited knowledge of both languages in general and the significance of the functional equivalence in particular; b) students' limited linguistic competence; c) students' poor pragmatic competence in the target language; d) students' lack of cultural awareness and lack of acculturation.

DISCUSSIONS

a. The Students' Translation of the Socio Culturally-Bound Expressions in Indonesian- English Translation.

The students' translating the socio culturally-bound Expressions in Indonesian- English of translation of the students'of English Education Department at IAIN Metro in the Academic Year 2020/2021 were analyzed based on the instruments of documentation, observation and interview. The first analysis of the students' translating the socio culturally-bound Expressions in Indonesian- English of translation of the students'of English Education Department at IAIN Metro in the Academic Year 2020/2021 it was adopted from theory taken from Banikalef about The students' translating the socio culturally-bound Expressions in Indonesian- English of translation.

Based on the documentation result, each percentage of the students' translating the socio culturally-bound expressions in Indonesian- English of translation of the students'of English Education Department at IAIN Metro in the Academic Year 2020/2021 is as follow:
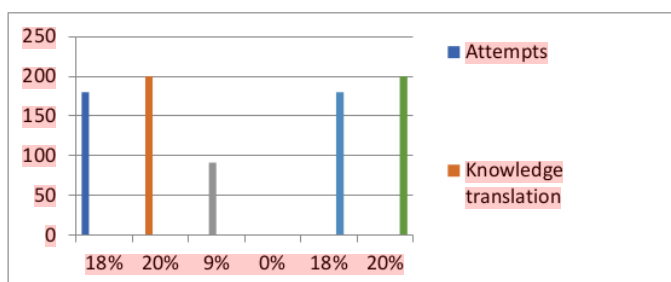
Figure 2. Socio culturally-bound expressions in Indonesian- English

Based on the diagram above, the highest percentage of incorrect translations of socioculturally bound expressions is found in Knowledge of translation techniques and strategies (20%) and the understanding of a clear definition of cultural expressions (20%). The other highest percentage is made up of attempts to find the equivalent in English (18%) and the understanding of specific culture terms of linguistic structure, semantic denotation, and, more significantly, their socio-cognitive relevance (18%) and then the smallest percentage of translation inaccuracies is in The understanding of the differences between both languages styles (9%).

Therefore, based on the discussion above, it is concluded that there are 85 % of inappropriate use in translating the socio-culturally-bound Expressions in Indonesian- English of translation of the students' of English Education Department at IAIN Metro in the Academic Year 2020/2021. This complicated interpretation of culturally bound expressions must be resolved in order to obtain a high-quality translation. It will require some strategies to translate them. When there is no strategy for translating them, the equivalent meaning will not be reached. As a result, the reader will receive a different message, and the primary function of translation to communicate the message will fail.

Larson (1998), in his book Meaning-Based Translation a Guide to Cross-Language Equivalent. He states that a translation is qualified if it fulfills three criteria: accuracy, acceptability, and readability. Finlay (in Ardi, 2018) also adds that the sense of the original text must be maintained so

that when the translation product is read, the readers do not realize that it is a translated text. Thus, the result of translation is oriented on qualified products.

b. The cause of students' difficulties in translating the socio culturally-bound Expressions in Indonesian- English Translation

Students in the English Education Department at IAIN Metro in the 2020/21 Academic Year were interviewed to determine the root causes of their difficulties translating socio-culturally bound Expressions from Indonesian to English. A lack of knowledge of both languages and an understanding of the significance of functional equivalence in particular, b) limited linguistic competence, c) poor pragmatic competence in the target language, d) a lack of cultural awareness and a lack of interaction and experience with other cultures all contribute to students' difficulties in translating socioculturally bound expressions from Indonesian to English. It can be attributed to a number of factors, according to the results of an interview. These factors include the translator's limited knowledge of both languages, poor linguistic competence, poor pragmatic competence in the target language, and lack of cultural awareness.

4. CONCLUSION

Several inferences can be drawn from this study. For one, 85 percent of the students' use of socioculturally constrained expressions in Indonesian-English translation was incorrect, whereas just 15 percent was correct. Incorrect usage was examined through the lenses of students' struggles to find an English equivalent (18%), knowledge translation techniques and translation strategies (20%), familiarity with the stylistic differences between the two languages (9%), understanding of culturally-specific linguistic terms (18%), and semantic denotation and, most importantly, their socio-cognitive relevance (20%). Second, the students' limited linguistic competence, poor pragmatic competence in the target language, lack of cultural awareness, and lack of cultural interaction and experience all contribute to their difficulties in translating socioculturally bound expressions into Indonesian-English translation.

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