

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING
TEXT FROM ENGLISH INTO INDONESIAN OF THE FIFTH
SEMESTER OF ENGLISH EDUCATION
STUDY PROGRAM OF IAIN METRO**

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ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024M**

**AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING
TEXT FROM ENGLISH INTO INDONESIAN OF THE FIFTH
SEMESTER OF ENGLISH EDUCATION
STUDY PROGRAM OF IAIN METRO**

Presented as a Partial Fullfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024M**



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APPROVAL PAGE

Title : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN
TRANSLATING TEXT FROM ENGLISH INTO INDONESIAN OF
THE FIFTH SEMESTERS OF ENGLISH EDUCATION STUDY
PROGRAM OF IAIN METRO

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NOTIFICATION LETTER

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To,
The Honorable the Head of Tarbiyah and Teacher Training Faculty
of State Islamic Institute of (IAIN) Metro

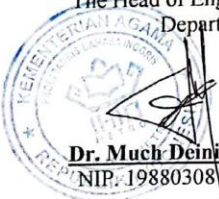
Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:


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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Assalamu'alaikum Wr. Wb

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Sudah kami setuju dan dapat diajukan untuk dimunaqsyahkan. Demikian nota dinas ini kami buat, atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

Ketua Jurusan Tadris Bahasa Inggris

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RATIFICATION PAGE

No. B-01/48/In.28.1/0/PP.00.5/01/2024

An Undergraduate thesis entitled: "AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING TEXT FROM ENGLISH INTO INDONESIAN OF THE FIFTH SEMESTERS OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO", written by Nova Amelia Putri, student number 1701070191, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, December 12th 2023 at 08.00 – 10.00 a.m.

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**AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING
TEXT FROM ENGLISH INTO INDONESIAN OF THE FIFTH
SEMESTER OF ENGLISH EDUCATION
STUDY PROGRAM OF IAIN METRO**

ABSTRACT

**By:
NOVA AMELIA PUTRI**

The research aims to present the outcomes of an analysis on the challenges encountered by fifth-semester students at IAIN Metro when translating English texts into Indonesian. This investigation is based on observations and analyses conducted among fifth-semester students during the 2023/2024 academic year. The data analysis technique employed is descriptive qualitative research, delving into the conditions and situations faced by students in-depth and detailing the difficulties encountered in the process of translating texts.

The research sample comprises fifth-semester students at IAIN Metro for the academic year 2023/2024, with the accuracy of translation as the primary focus. To discern and depict the difficulties faced by students, the researchers utilized research techniques such as reading, analyzing, writing, and drawing conclusions from the translation responses provided by students. The chosen instrument for this research is a descriptive text, serving as a key instrument that employs question and answer sheets, along with assessment tables for evaluating the quality of students' translations.

The findings of the study reveal that 40% of the students, or 4 out of 10, encounter challenges in comprehending the meaning of the source language. This hinders their ability to translate it into the target language due to linguistic difficulties, coupled with a deficiency in their knowledge and understanding of the translation process. Additionally, 60% of the students, or 6 out of 10, face difficulties in translating words associated with cultural values, indicating challenges rooted in non-linguistic factors. Based on the study results, it can be inferred that the predominant difficulties faced by fifth-semester students at IAIN Metro are more pronounced in non-linguistic factors as opposed to linguistic factors.

Keywords: *Student Difficulty, Text, Translating*

ANALISIS KESULITAN YANG DIHADAPI MAHASISWA SEMESTER LIMA IAIN METRO DALAM MENERJEMAHKAN TEKS BAHASA INGGRIS KE DALAM BAHASA INDONESIA

ABSTRAK

**Oleh:
NOVA AMELIA PUTRI**

Penelitian ini bertujuan untuk menunjukkan hasil analisis kesulitan yang dihadapi oleh mahasiswa semester lima di IAIN Metro dalam menerjemahkan teks dari bahasa Inggris ke bahasa Indonesia, yang diamati dan dianalisis dari mahasiswa semester lima di IAIN Metro untuk tahun akademik 2023/2024.

Teknik analisis data yang digunakan oleh peneliti adalah kualitatif deskriptif. Penelitian kualitatif merujuk pada kondisi dan situasi mahasiswa secara mendalam dan rinci tentang kesulitan yang mereka hadapi dalam proses menerjemahkan teks dari bahasa Inggris ke bahasa Indonesia. Sampel penelitian ini adalah mahasiswa semester lima di IAIN Metro untuk tahun akademik 2023/2024. Objek penelitian ini adalah ketepatan. Untuk mengetahui dan mendeskripsikan kesulitan yang dihadapi oleh mahasiswa, peneliti menggunakan teknik penelitian, yaitu: membaca, menganalisis, menulis, dan menyimpulkan dari hasil jawaban terjemahan yang dilakukan oleh mahasiswa. Instrumen yang dipilih dalam penelitian ini adalah teks deskriptif, sebagai instrumen kunci yang menggunakan lembar pertanyaan dan jawaban serta tabel penilaian kualitas terjemahan mahasiswa.

Hasil penelitian ini menunjukkan bahwa 40% atau 4 dari 10 mahasiswa mengalami kesulitan memahami makna bahasa sumber, sehingga sulit bagi mereka untuk menerjemahkannya ke dalam bahasa target karena kesulitan linguistik, serta pengetahuan dan pemahaman mereka tentang terjemahan yang masih kurang. Selain itu, 60% atau 6 dari 10 mahasiswa mengalami kesulitan dalam menerjemahkan kata-kata yang terkait dengan nilai budaya seperti kesulitan dalam faktor non-linguistik. Berdasarkan hasil penelitian ini, peneliti dapat menyimpulkan bahwa kesulitan yang dihadapi oleh mahasiswa semester lima di IAIN Metro lebih menonjol dalam faktor non-linguistik daripada faktor linguistik.

Kata Kunci: Kesulitan Siswa, Menerjemahkan, Teks

STATEMENT OF RESEARCH ORIGINALITY

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State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts, which are except from bibliographies mentioned.

Metro, December 12th, 2023
The researcher,



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PERNYATAAN ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, 12 Desember 2023
Yang membuat pernyataan



Nova Amelia Putri
St. Number. 1701070191

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

"So verily, with the hardship, there is relief."

Al-Insyirah (5:8)

*Move out of your comfort zone. You can only grow
if you are willing to feel awkward and
uncomfortable when you try something new.*

(Brian Tracy)

DEDICATION PAGE

This undergraduate thesis specially dedicated to:

1. My beloved parents, Mr. Iwan and Mrs. Rahayuni, for their endless love, understanding and supports to finish this undergraduate thesis.
2. My lovely husband, Mr. Syuhada Gusriansyah and my little daughter Shakayla Zea Amartharaya, who always make me enthusiastic about completing my studies for a better future.
3. My two younger brothers, M.Rizq' Hafizh Ridhwan and Rafif Zaydan Alfarisqi always make me feel like I have to finish my studies so that they are motivated to study harder.
4. For my Lecturers of IAIN Metro who have given their knowledge with sincerity and patience.
5. I also dedicate this skripsi for all people who always asked me “When is your thesis defense?”, “When did your graduate?” and another “When”. All of your questions are the reason I pushed myself in every single day to finish this undergraduate thesis.
6. My Almamater State Institute Islamic of Metro.
7. Last but not least, I dedicate this undergraduate thesis to me, myself and I, Thank you for persisting and willing to finish this undergraduate thesis until the end.

ACKNOWLEDGEMENT

Praise and gratitude the researcher prays to Allah SWT, for His guidance so that the researcher can finish writing this undergraduate thesis entitled “An Analysis of Students’ Difficulties in Translating Text from English into Indonesian of the Fifth Semester of English Education Study Program of IAIN Metro”. The writing of this undergraduate thesis is as part of the requirements for completing program English Education Departementat IAIN Metro.

In this opportunity, the researcher would like to express her deepest gratitude especially to:

1. Prof. Hj. Siti Nurjanah, M.Ag, as the rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd.BI, as the head of English Education Department of IAIN Metro Lampung.
4. Trisna Dinillah Harya, M.Pd, as the Sponsor who given the researcher, advice and suggestion, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Department of IAIN Metro Lampung who have given their thought and shared their experience to the researcher.

6. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Metro, December 12th, 2023
The researcher,

A handwritten signature in black ink, appearing to read 'Amelia', with a stylized flourish underneath.

Nova Amelia Putri
St. Number. 1701070191

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a widely-used foreign language that serves as a means of communication across various aspects of life. It functions as a global medium for interpersonal communication and is also the primary foreign language employed for international interactions. Proficiency in English offers substantial advantages, facilitating effective communication through both spoken and written forms. Moreover, English holds a significant presence in technology, including smartphones, computers, the internet, and software applications. Proficiency in English is often a prerequisite for employment in many industries.

The educational process plays a pivotal role in encouraging students to acquire proficiency in English. Given the paramount importance of English in the current era of globalization, it has become an essential subject in formal education. The students are expected to master four key language skills: listening, speaking, reading, and writing. Additionally, several crucial language components, including grammar, vocabulary, spelling, pronunciation, and translation, must not be neglected during the English learning process.

Translation is a communicative endeavor involving the transfer of information across linguistic boundaries.¹ This implies that during translation exercises, students need to focus on sentence structures, language organization,

¹ Kirsten Malmkjær and Kevin Windle, *The Oxford Handbook of Translation Studies* (New York: Oxford University Press, 2011), 77.

and linguistic styles in the source language (SL) to grasp the overall meaning. In translation, students must effectively convey the significance or message from the source language (SL) to the target language (TL).² Equivalence of words, phrases, clauses, sentences, and the contextual nuances of discourse should also be considered. Hence, students require a systematic and precise method for translating English texts into Indonesian.³

Numerous translation activities, such as reading news articles, books, novels, and journals, underscore the importance of translation as a skill for students to acquire. In English courses, students encounter a variety of texts, including essays.

Based on the findings of a preliminary survey conducted on September 19, 2023, it was observed that students engaged in literal word-for-word translation, failing to grasp the full meaning of the text. To gain insight into the challenges students face when translating texts from English to Indonesian, interviews were conducted with the fifth-semester students of English Education Study Program of IAIN Metro.

According to the pre-survey, the fifth-semester students of English Education Study Program of IAIN Metro, struggle with a limited vocabulary, making it challenging for them to translate lengthy sentences. Most students resort to a word-by-word translation approach, resulting in a lack of comprehension of the intended message in the source language (SL).

² Basil Hatim and Jeremy Munday, *Translation: An Advanced Resource Book*, 1st ed. (London and New York: Routledge, 2004), 45.

³ Widhiya Ninsiana, "Grammatical Cohesion Devices on the Indonesian Translation of *English Bidding Document*", *International Journal of Language and Linguistics* Vol. 2, No. 6 (November 10, 2014): 362, <https://doi.org/10.11648/j.ijll.20140206.14>.

Based on the translation attempts made by the students mentioned earlier, it is evident that the intended meaning from the source language (SL) is not effectively conveyed in the target language (TL). The presence of lengthy sentences poses a significant challenge for students during translation, as numerous words from the source language (SL) are left untranslated. This suggests that the fifth-semester students of English Education Study Program of IAIN Metro, encounter difficulties when translating texts from English into Indonesian.

Moreover, the researcher aims to delve deeper into understanding the specific difficulties that students encounter when translating texts. To accomplish this, qualitative research methods will be employed. As a result, the researcher has prepared an undergraduate thesis in titled "*An Analysis Of Students' Difficulties In Translating Text From English Into Indonesian Of The Fifth Semesters Of English Education Study Program Of Iain Metro.*"

B. Research Questions

Related with the previous explanations above, the research questions of this research was formulated into question as follows:

1. How do students' difficulties to translate text from English into Indonesian?
2. Why the students have difficulties in translating texts from English into Indonesian?

3. How to solve the difficulties faced by students in the process of translation text from English into Indonesian?

C. Objective and Benefit of the Study

1. Objective of the study

Based on research questions that have been formulated, researchers set the objectives of this study as follows:

- a. To analyze the students difficulties in translating texts from English into Indonesian of the fifth-semester students of English Education Study Program of IAIN Metro.
- b. To identify the reason why the students have difficulties in translating texts from English into Indonesian.
- c. To find out the right way to use in faced with student difficulties in the translation process.

2. Benefit of the study

a. For the Students

This research is expected to motivate students and make a useful contribution to students in studying translation. The students can understand translation more than they knew before. So that in the future students can translate texts better.

b. For the Teacher

This research is supposed to help develop the ability of English teacher in dealing with problems that occur to students in the learning

process. So that the teachers will know more about students conditions and find the effective ways to improve students understanding in translating texts.

c. For the Next Researcher

This research is intended to be an attraction for other researcher to conduct more in-depth research related to translation. So that this research can be a useful reference for further researchers and can improve previous research.

D. Prior Research

Numerous researcher have conducted studies in the field of translation analysis, each with its unique focus and context. Here are brief summaries of their research:

The first prior research is written by Elisabeth R. Sinaga the titled "*The Effect of Mastering Adaptation Translation on the Students' Ability in Translating Narrative Text*". Her research aimed to determine whether students' ability to translate narrative text was significantly impacted by their proficiency in adaptation translation. The study employed qualitative research methods and was conducted at SMA Negeri 7 Medan, involving two classes from a total of six. Unlike this study, Sinaga's research centered on the influence of students' proficiency in translating narrative texts.⁴

⁴ Elisabeth Ruthana L Sinaga, "*The Effect of Mastering Adaptation Translation on the Students' Ability in Translating Narrative Text*" 3 (2018): 11–12.

The second prior research is written by Magpika Handayani the titled "*Stba Students Problem In Translating Phrasal Verb And Collocation To Indonesia*". In her research, Handayani concentrated on identifying the challenges faced by STBA students when translating phrasal and collocation verbs. The study focused on the potential discrepancies between the source language and the target language, which could lead to variations in reader comprehension. Descriptive research methods were employed, and the research took place at STBA Pontianak, involving fourth-semester morning class students as the study population. Unlike this study, Handayani's research specifically addressed the translation issues related to phrasal and collocation verbs among fourth-semester students at STBA Pontianak.⁵

The third prior research is written by Arono and Nadrah the titled "*Students' Difficulties in Translating English Text*". Their research focused on identifying the types of errors in translation, understanding students' difficulties in translation, and exploring the factors influencing these errors. This quantitative descriptive research was conducted among sixth-semester English major students at IAIN Bengkulu, involving a sample of 24 students. Unlike this study, Arono and Nadrah's research primarily delved into students' challenges when translating English texts.⁶

Given the findings from previous research, it is reasonable to assume that students often face difficulties in the process of translation. To improve their

⁵ Magpika Handayani, "*Stba Students Problem In Translating Phrasal Verb And Collocation To Indonesia*" 5 (January 2019): 19–20.

⁶ Arono and Nadrah, "*Students' Difficulties in Translating English Text*" 4 (2019): 90–91, <https://doi.org/10.33369>.

translation skills, students may require ample practice and engaging strategies. However, this current study differs from the aforementioned research in several ways, with a primary distinction being its focus on analyzing students' difficulties in translating text from English into Indonesian.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Translation

1. The Definition of Translation

According to Catford, translation is an operation carried out on language: the process of changing textual content in a single language for textual content in some other.⁷ This means that translation is the manner of translating languages, as it does the process of translating text from English to Indonesian. Text that undergoes a translation process, its meaning and content within the target language (TL) stay the same as the source language (SL).

According to Nida and Taber, translation defined as the transmission of messages starting with one language then onto the next is a legitimate subject for scientific description.⁸ In other words, translation is described as the technique of shifting messages from the source language (SL) to the target language (TL) by way of searching out the same which means. Therefore the translation results must create a common understanding between the target language (TL) and the source language (SL).

According to Hartman and Stork, translation is the process of substituting a single language representation of the text with a second

⁷ John Cunnison Catford, *A Linguistic Theory of Translation; An Essay in Applied Linguistic* (London: Oxford University Press, 1965), 10.

⁸ Eugene A Nida and Charles R Taber, *The Theory and Practice of Translation* (Leiden: Brill Academic Pub, 1969), 50.

language representation of the same text comparable.⁹ In addition, translation can be defined as the process of determining the equivalents of the destination and source languages. The transfer of meaning is not only meant to change the form of the source language (SL) to the target language (TL) because the main purpose of translation is to provide equivalent text without reducing or eliminating the main idea or substance of the source language (SL).

Furthermore, Newmark defined translation as the process of transferring the means of the textual content onto the next language according to the author reason.¹⁰ In other words, translation must indeed be done by someone who has mastered the source language and target language, so that when translating the results obtained are the equivalent meanings intended by the author.

As a result, translation can be defined as the process of converting the language by giving the closest meaning, equivalent, without changing the meaning. Translation is not easy to do because the distinction among the two languages additionally includes cultural differences, so the translator have to master his / her field. Before translating into the target language, the translator should have a good comprehension of the source language material to ensure that the comparable meaning is represented properly.

⁹ Reinhard Rudolf Karl Hartmann and Francis Colin Stork, *Dictionary of Language and Linguistics* (London: Applied Science, 1972), 6.

¹⁰ Peter Newmark, *A Textbook of Translation* (London: Prentice Hall, 1988), 17.

2. The Kinds of Translation Method

Method is a manner or form of procedure to accomplishing something. It means that translation method is a way or procedure to translate something. Newmark divided method of translation into two perspective, those are source language emphasis and target language emphasis.¹¹ Each of those emphasis will consist of four methods. The method is described in diagram V below:

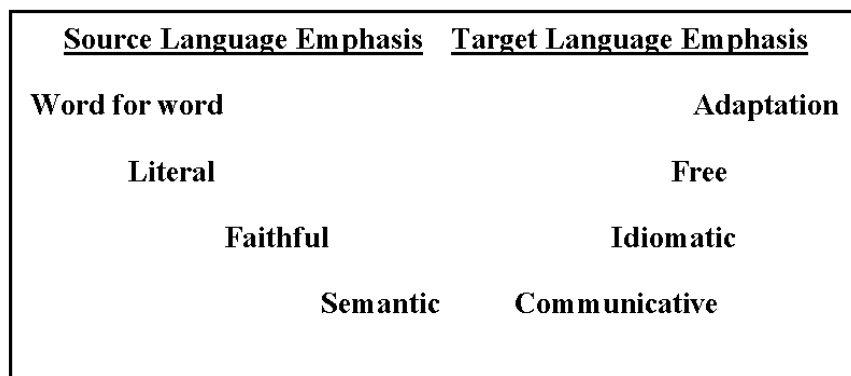


Figure I. *Diagram V by Newmark*

a. Source Language Emphasis

1) Word for Word Translation

This method interprets the words in the source language (SL) one by one. This translation method tends to be used by someone whose translation skills are still weak. So that in translating a sentence the vocabulary is translated as it is by interpreting word by word. This translation is very useful to know the initial process of form and the arrangement of words of the source language (SL).

SL: *He will come here soon.*

TL: *Dia akan datang ke sini segera.*

¹¹ *Ibid.*, p. 45.

2) Literal Translation

This method looking for the closest equivalent that is relevant to the target language (TL) adapt to the grammatical construction of the source language (SL), although the words are translated separately from the context. This method is usually used as a method at the initial stage of the transfer, not as a conventional method.

SL: *Don't bring my heart.*

TL: Jangan bawa hatiku.

3) Faithful Translation

This method produces contextual meaning of the target language (TL) from the source language (SL) although still remaining constrained by the grammatical structure. Because this translation clings to the goal behind of the source language (SL), so the translation results sometimes feel awkward. This method can be used to help translator in the initial process of transferring meaning.

SL: *Rey is too well aware that he is naughty.*

TL: Rey sangat sadar bahwa ia nakal.

4) Semantic Translation

This method should take into account the aesthetic aspect of the textual material in the source language (SL) by considering the meaning within reasonable bounds. These translations are usually functional or can be understood easily even if there is no cultural equivalence.

SL: Keep off the grass.

TL: Dilarang menginjak rumput.

b. Target Language Emphasis

5) Adaptation Translation

This method is the most free translation method and is closest to the target language. This style is most commonly utilized in the translation of drama or poetry that maintains the theme, character and plot. But in this translation there is change in there is a change in the culture of the source language (SL) into target language (TL).

SL: The rising sun is found not to be rising sun.

It is the world which goes around.

TL: Matahari terbit ternyata bukan matahari terbit.

Dunialah yang sebenarnya mengorbit.

6) Free Translation

This method prioritizes the message and sacrifices the form of the source language (SL) text. Usually, this translation takes the form of a paraphrase which can be longer or shorter than the original sentence. In addition, the rhetorical and sentence form of the target language (TL) text have completely changed.

SL: How they live on what he makes?

TL: Bagaimana mereka dapat hidup dengan penghasilannya?

7) Idiomatic Translation

This method aims to produce messages in the source language (SL) text, but often by using the impression of familiarity and

idiomatic expressions that are not found in the original version. Thus there is a lot of distortion of the nuances of meaning.

SL: *Most of the white paint has been chipped away.*

TL: Sebagian besar cat putihnya sudah mengelupas.

8) Communicative Translation

This method seeks to reproduce contextual meaning so that both the linguistic aspect and the content aspect can be directly understood by the reader. Therefore, usually text in the target language (TL) version is acceptable. This method is very concerned about the principle of communication so that it can be accepted by the reader.

SL: *Beware of the vicious dog!*

TL: Awas anjing galak!

Based on eight methods above there are general and specific. Some methods are specific, their use and purpose are also not arbitrary. Meanwhile, general methods are only semantic translation and communicative translation because these methods fulfil the main objectives of translation, that is acceptable, readable, and accuracy.

Although there is a special emphasis on the usefulness of semantic and communicative translation methods, basically all translation methods are useful for translating various types of text as well as for translation purposes.

3. Translation Process

The translator should do a few processes in order to decipher the text. According to Larson, the translator's goal is to express the meaning of the

natural forms of the recipient's language by translating idiomatically.¹² Besides, translation is linked to the study of the source languages such as lexicon, grammatical structure, communication, and culture. It is studied to figure out what it means.

The meanings found are recreated using lexical and grammatical structures relevant to the language and cultural context of the recipients. According to Nida, the translation process consists of three steps, there are:¹³

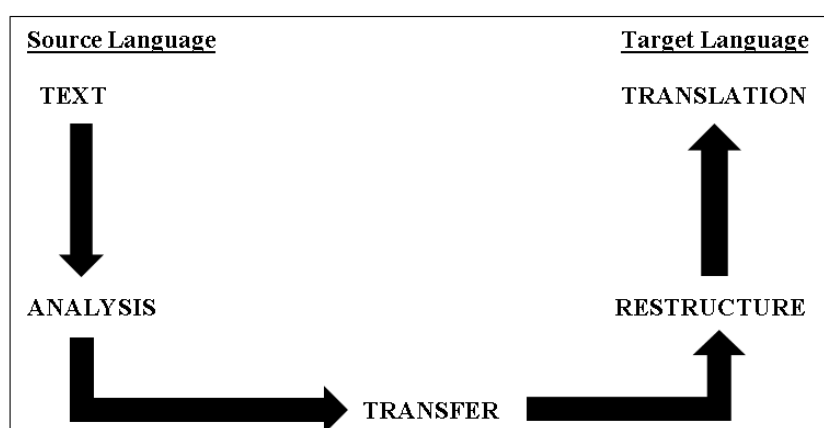


Figure II. The Process of Translation by Nida

a. Analysis of Source Language Text

The initial step in the translation process is analysis. Furthermore, a translator must master the source language before analyzing the text to be translated, well in the sense that a translator must understand the text to be translated. A translator must be able to analyze the text from the linguistic side accurately. This analysis is intended that the translator

¹² Mildred Lucille Larson, *Meaning Based Translation* (America: University press of America, 1984).

¹³ Eugene A Nida, *Language Structure and Translation* (California: Standford University Press, 1975), 65.

must be able to analyze sentence patterns, language structure, collocations, idioms and language styles carefully so that the translator can grasp the entire content or substance.

b. The Transference of Message

After the translator has a good understanding of the texts linguistic elements, the following step is for the translator to transfer the content, meaning, and message from the source language into the target language. Translators must be able to locate the equivalent such as words, phrases, clauses, and sentences in the target language, as well as find equivalents for the context of the source language discourse. In order to obtain a better result of translation according to the purpose of the translation itself, the next step in the translation process must be restructured.

c. Restructuration

The last step is restructuring. This stage is also known as the alignment stage. After the translator has analyzed and determined all the equivalents of the source language in the target language, the following stage is for the translator then pour all of the equivalents into a translation result. The results of the translation still need improvement and alignment so that it does not look stiff and looks more perfect to become an appropriate sentence.

4. Meaning Analysis

The principal thing that must be done by translator before analysing a text is comprehend the all-out significance of the source text. This is to ensure that the message contained in the source language (SL) remains intact when it is interpreted in the target language (TL). There are three kinds of “*meanings*” that importance of the source text by Nida and Taber, to be specific:¹⁴

a. Grammatical Meaning

The meaning achieved by the structure in a phrase or sentence is referred to as grammatical meaning. Furthermore, grammar is generally taken without any consideration as it appears to be a random set of rules. If one is to understand, the rules must be obeyed, yet it is not the rules themselves that appear to have meaning. The act stated by the second word are carried out by the first word. For example “*Did you go*” and “*you did go*” have the same intonation pattern, but have quite different meanings due to grammatical changes.

b. Referential Meaning

A sign that relates to an object, process, abstract, and relation is known as a referential meaning. Grammatical and lexical meanings are linked to referential meaning. It uses words as a symbol for things such as objects, events, abstracts, and relations. For example: “*She has a beautiful face*” and “*He will face the audience*” the word “*face*” are

¹⁴ *Ibid.*, p. 34.

nouns that are typically translated as “*wajah*”. In second words “*face*” that mean “*menghadapi*” in Indonesian.

c. Connotative Meaning

A connotative meaning is one that is based on more than just the word itself. It possible that the response will be powerful, feeble, good, or bad. This meaning is linked to individual emotional condition. As a result, determining the meaning of a word necessitates not just substantive or conceptual measurements, but also includes the translator’s level of emotional.

5. Types of Difficulties Translation

Nida and Taber states there are many elements influence the translation manner. If those elements are not taken under consideration in a systematic way, no translation explanation may be stated to be complete.¹⁵ Translation is a multi-step process, that involves both linguistic and non-linguistic elements. This research aims to demonstrate how these elements cause of the difficulties of translation. There are two types of difficulties in translating:

a. Linguistic Factors

Linguistic elements apply an immediate and considerable impact upon the course of translation. Several language component such as lexical, syntactic and textual, has the potential to obstruct translation.¹⁶

¹⁵ *Ibid.*, p. 75.

¹⁶ Diadara Mega Nurcahyani and Erna Dwinata, “The Difficulty of English Education Department Students in Translating English Text,” *Journal Of English Language Teaching Learning And Literature* Vol. 4, No. 1 (May 2021): 81.

Furthermore, the different troubles consist of the scope of the effort, as evidenced with the aid of the amount of regulations and dictionary entries required through using a realistic system, as well as the reality that many constructs are linguistically poorly understood, in a broad sense. For example, the English language pays close attention to linguistic genres like “*he*” and “*she*”. Both words these, have the same meaning “*dia*” in Indonesian. So, it can be assumed that linguistic differences are part of translation difficulties.

b. Non-linguistic Factors

This factors include knowledge of ideology, cultural, historical, political, social, chemistry, science, technical, biology, medical, agricultural, and economics.¹⁷ Non-linguistic factors are closely related to culture. Cultural differences are often the topic of the most significant problem for most people. Non-linguistic factors arise due to differences in the situation and condition of each culture. But not a few people who actually consider the cultural differences as a uniqueness that needs to be explored.

In conclusion, translation serves as a vital bridge that connects people from diverse language communities and helps bridge the cultural divide that separates them. The challenges encountered in translation arise from the inherent differences in language and culture, and successful translation requires a nuanced understanding of both linguistic

¹⁷ *Ibid.*, p. 81.

and cultural nuances. Through effective translation, individuals from different backgrounds can communicate, share knowledge, and gain a deeper appreciation of each other's languages and cultures.

B. The Concept of Text

A text is a body of language; it could consist of a single word like “Ladies or Gentlemen” on a toilet door right up to a complete book and can be either written or spoken. Text is the main written or printed part of a book and the written form of speech, or article and any form of written material. Hartman and Mulligan state, “The text is to express an opinion or experience in writing. When we analyze it, we analyze the product of this process, and the term “text” is usually taken as referring to the product”.¹⁸

Talking about texts should be integrated with other types of responses to texts. For example, students could identify and build word families from the texts that they are reading, they could discuss how these families build subject matter in a text. They could identify the nouns referred to by particular pronouns and note how these noun-pronoun links run through a text. Function text is text that has a specific function and purpose and is simple. It is a text that explains something or that tells you how to do something. Function text is used for everyday information. For example, if I

¹⁸ Mulligan, Neil W., and Marilyn Hartman. 1996. “*Divided Attention and Indirect Memory Tests.*” *Memory & Cognition* 24, no. 4 (July): 453–65. <https://doi.org/10.3758/bf03200934>.

want to make a cake then I would read a recipe to make a cake. These are some example of functional text and the purpose of these examples of functional text.

Moreover, Mark and Kathy Anderson state that, “Texts are pieces of spoken or written language created for a particular purpose”. The particular purpose is text types. Text types are classes of text, which share certain structural and functional elements and have developed conventionalized patterns with a high level of the usage.¹⁹ Beaugrande states that, “A text type is a distinctive configuration of relational dominances obtaining between or among elements of (1) the surface text; (2) the textual world; (3) stored knowledge patterns; and (4) a situation of occurrence”. In other words, the texts that you read belong to different types.²⁰

Mark and Kathy Anderson say that text type has a typical structure that can be recognized by users of our language system. Writers and speakers use these structures in order to help the reader or listener understand the text. There are two main types of text, literary and factual. Literary text is defined as a wide variety of imaginative and creative writing that leads to the appreciation of the cultural heritages of students. Literary texts can make us laugh or cry, think about our own life or consider our beliefs. The type of

¹⁹ Anderson, Mark, and Kathy Anderson. 2003. *Text Types in English 1*. South Yarra, Vic.: Macmillan.

²⁰ De Beaugrande, Robert. 1985. “*Poetry and the Ordinary Reader: A Study of Immediate Responses*.” *Empirical Studies of the Arts* 3, no. 1 (January): 1–21. <https://doi.org/10.2190/v0b6-jmkl-rkk8-mfaj>.

literary text can be divided into three main text types: narrative, dramatic and response text.²¹

Factual text types present information or ideas. The purpose of these texts is to inform, instruct, educate or persuade the listener or reader. The main text types in these types are explanation, information report, discussion, exposition recount, factual description, procedure and procedural recount.

²¹ Anderson, Mark, and Kathy Anderson. 2003. *Text Types in English 1*. South Yarra, Vic.: Macmillan.

CHAPTER III

RESEARCH METHOD

A. The Type and Characteristics of Research

This study employed the case study qualitative research approach. The choice of a qualitative method was made due to the study's objective, which aimed to gain insights into translation challenges within the English Education at IAIN Metro, specifically related to translating English texts into Indonesian.

In the course of this research, a qualitative method was employed to identify students' translation difficulties. According to Creswell, qualitative research is an approach that involves exploring and comprehending the meanings attributed by individuals or groups. It entails developing questions and procedures, collecting data typically within the participants' environment, analyzing the data inductively by deriving general themes from specific instances, and interpreting the meaning of the data.²²

The researcher selected the qualitative method because it allowed for an in-depth exploration and investigation of the problem. Moreover, to achieve a profound understanding of these difficulties, questionnaire were employed as a data collection instrument, thus enabling the research question to be addressed effectively.

B. Data Resource

²² Creswell, John W. 2013. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. London: Sage Publications Ltd.

The researcher will be classified the data resource into two parts as follow:

1. Primary Resource

Primary sources provide the original literature and provide the original viewpoint of the researcher.²³ In addition, the primary sources of this research is document of the students translating. Based the students translating documents, the researcher will investigate the most difficult type of translating text from English into Indonesian, and to analyse what are the students difficulties in translating text.

2. Secondary Resource

Secondary sources of this research include everything that supports this research. In addition, the secondary sources this research which consist of scientific books, international journals, e-books, articles, and document data related to English subject particularly about translating text the fifth semesters of IAIN Metro that are related of this research. The books consist of the discussion of topics while history books, articles in encyclopedias, and reviews of research, journals, and other relevant documents are taken from the published documents in the internet.²⁴

C. Data Collection Technique

²³ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed. (California: Pearson, 2011), 83.

²⁴ Donald Ary et al., *Introduction To Research In Education 8th Edition*, 8th ed. (USA: Wadsworth Publishing, 2009), 467.

Creswell states that qualitative data collection consists of collecting data using forms with general, emerging questions to permits the participant to generate responses; gathering word (text) or image (picture) data; and collecting information from small number of individuals or sites.²⁵ In this study, the researcher collects the data by the following techniques:

1. Questionnaire

The questionnaire instrument is used to find the percentage of the students difficulties in translating text. Each question consists of 4 (four) alternatives of response options. In order to get main specific data, the researcher used questionnaires. The questionnaires had number of items which were 11 items. Each item of the questionnaire has four alternative answers, which are symbolized by:

1 = Always

2 = Often

3 = Sometime

4 = Never²⁶

2. Observation

²⁵ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed. (California: Pearson, 2012), 17.

²⁶ Arono, Nadrah, "Students' difficulties in translating English text," *Journal of Applied Linguistics and Literature* 4, no. 1 (2019): 91.

Observation in which the researcher takes fieldnotes on the behavior and activities of individuals at the research site. In these fieldnotes, the researcher records in an unstructured or semistructured way. In this research, the researcher chose participant observation. Here, the researcher directly observed the data by collecting students' difficulties in translating text of the fifth semesters of English education study program of IAIN Metro.

Therefore, in the context of data collection techniques, observation is a highly effective instrument for gaining a comprehensive understanding of the researched phenomenon.

3. Documentation

In the realm of data collection techniques, the method of documentation holds significant importance. Documentation, as defined by Johnson (2020), refers to the collection of data from written records, documents, or archives. This method offers a valuable means to supplement findings obtained through interviews and observations.²⁷

In gathering the research of data, the researcher use documents techniques. The documents needed by the researcher in this research consist of documents from the result of students' translation and documents related to the completeness of the research setting. Research settings includes description of profiles of IAIN Metro such us history of research location, vision and mission, organization of research location and others references that are relate to this research.

²⁷ Johnson, M. (2020). "Documenting Data: Strategies for Effective Documentation in Research." *International Journal of Research Documentation*, 12(1), 55-73.

D. Data Analysis Technique

Data analysis technique is the process of collecting data systematically to facilitate researchers in obtaining conclusions. Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they can be easily understood and the findings can be shared with others. The qualitative data analysis is inductive in nature, that is, the analysis is based on the data obtained.

The analysis consists of three activities that occur simultaneously, including: data reduction, data presentation, drawing conclusions or verification. Regarding the fourth flows in more detail are as follows:

1. Data Collection

Data collection is the first step the researcher takes to gather all the data needed to complete the research.

2. Data Reduction

Data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming raw data that emerge from written records in the field. Data reduction takes place continuously during a qualitative research-oriented project. Anticipation of data reduction is evident when the research decides (often without being fully aware of) the conceptual framework of the research area, research problems, and which data collection approach it chooses. During data collection, the next stage of reduction occurred (summarizing, coding,

browsing themes, creating clusters, creating partitions, creating memos). This data reduction / transformation continues after the field research, until the final report is complete.

Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, removes unnecessary, and organizes data in such a way that final conclusions can be drawn and verified. With data reduction, the researcher does not need to interpret it as quantification. Qualitative data can be simplified and transformed in a variety of ways, namely: through rigorous selection, through summaries or brief descriptions, categorizing them into a broader pattern, and so on. Sometimes it is possible to transform data into numbers or ratings, but this is not always wise.

3. Presentation of Data

Limits a presentation as an organized set of information that gives the possibility of drawing conclusions and taking action. They believe that better representations are a major means of valid qualitative analysis. Which includes: various types of matrices, graphs, networks and charts. All of them are designed to combine organized information in a coherent and easily accessible form. Thus an the researcher can see what is going on, and determine whether to draw the correct conclusions or to continue to carry out the analysis according to the suggestions narrated by the presentation as something that might be useful.

4. Drawing Conclusions and Verification

Drawing conclusions and verification is only part of one activity from an intact configuration. Conclusions were also verified throughout the study. The verification may be as short as a rethink that crosses the mind of the researcher as she writes, a review of field notes, or it may become exhaustive and laborious with peer review and brainstorming to develop an intersubjective agreement or as well as extensive attempts to place a copy of a finding in another data set. In short, the meanings that emerge from other data must be tested for their validity, robustness and suitability, that is, their validity. The final conclusion does not only occur during the data collection process, but needs to be verified so that it can be truly accounted for. Schematically, the data analysis process uses the interactive data analysis model Miles and Huberman can be seen in the following figure:

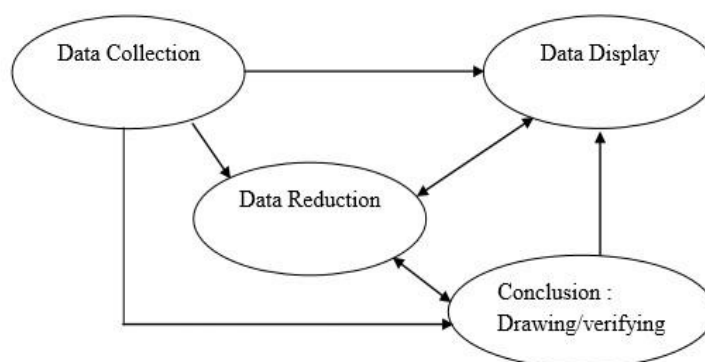


Figure III. Data Analysis Model Miles And Huberman

In conducting a research, the researcher needs a process or some steps. In this research, the researcher uses fifth steps in the process of research, as follows:

1. Identifying Research Problems

This activity is the main activity step that researchers carry out in research. That Researchers identify a problem on one topic, especially in educational problems, especially in the translation section that need to be resolved. Research problems will be identified in such a way as to get answers to the problems at hand and that is a specific problem to be studied more deeply by researchers, develop justifications for studying the existing problems, use existing theories, and select audiences who will read the report.

2. Determining Research

Objectives In a study, it would be nice to determine the topic to be researched so it makes it easier to learn it. Restating the problem that is focused on one point will make it easier for researchers to convey the intent of the statement of a goal. This statement conveys all the aims or objectives of the research. And therefore, it is also one of the most important statements in the research process.

3. Collecting Data

Data is needed in research. This data as evidence helps provide answers for questions in research. Data can be obtained by collect and search. Collecting data means identifying and selecting individuals to study, get permission to study them, and gather information by asking questions or observing their behavior or daily activities.

4. Analyze Data

After the required data has been collected, the researcher must understand information that has been obtained in the study. The data are summarized and analyzed by taking a more specific part of the data. Then the data interpreted using language that is easy to understand.

5. Drawing Conclusion

After conducting the research, the researcher will make a written report about searching for data in simple, easy-to-understand language. Then the authors share it with audiences (such as lecturers, teachers, parents, students) who can use the information.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Setting

1. The Brief History of IAIN Metro

The State Islamic Institute of Metro, situated in Metro City, Lampung province, stands as the sole State Institute for Islamic Studies in this locale. Recognized as a favored institution of higher learning, IAIN Metro has articulated its vision and missions.

The institute's vision is to evolve into an Innovative Islamic College of Education, fostering socio-ecotechno-preneurship synergy grounded in Islamic principles and Indonesian values. To fulfill this vision, IAIN Metro has delineated several missions, including the integration of Islamic values into educational, research, and community service endeavors, the cultivation of a dynamic and innovative academic culture through scientific studies, learning models, and research, the promotion of socio-ecotechno-preneurship among academicians within the university's three pillars, and the implementation of a professional and refined institutional management system anchored in information technology.

Founded on April 23 to 25, 1997, under the Decree of President RI No. 11, 1997, dated March 21, 1997, the establishment of IAIN Metro is intricately linked to the historical roots of IAIN Raden Intan Bandar

Lampung. Originating from the concerted efforts of elite and religious figures associated with the Lampung Islamic Welfare Foundation (YKIL), discussions within YKIL led to the establishment of two faculties, namely the Faculty of Education and the Faculty of Islamic Law, initially based in Tanjung Karang.

In accordance with the decision of the President of Indonesia No. 27, 1963, YKIL was mandated to have at least three faculties to establish Al-Jami'ah. Consequently, YKIL inaugurated the Ushuludin faculty in Tanjung Karang. This marked the realization of the Lampung community's aspiration for IAIN Al-Jami'ah, formalized through the Ministry of Religious Affairs Decree No. 187/68, leading to the institution's designation as the "State Islamic Institute Raden Intan Tanjung Karang." In 1993, it was renamed IAIN Raden Intan Bandar Lampung.

The year 1967 witnessed the establishment of the Education and Islamic Law Faculty in Metro City, responding to the request of the local community. Subsequently, a directive from the Director-General of Bimas Islam, No. E.III/OT.00/AZ/1804/1996, necessitated the transformation of the Institutional Faculties IAIN outside the central institute into State Islamic Colleges (STAIN).

Under the Decree of President RI No. 11, 1997, STAIN was officially recognized. This marks the inception of STAIN Jurai Siwo Metro. The year 2010 laid the groundwork for the transition from

STAIN to IAIN, with the status change planned for 2012. Alumni deliberation became an administrative prerequisite for this transition, culminating in a grand reunion event on Saturday, July 28, 2010.

The change in status to IAIN prompted the establishment of faculties through the amalgamation of two majors offering nine courses. The transitional year for STAIN to IAIN occurred in 2016, as stipulated in Presidential Regulation No.71 dated August 1, 2016. According to this regulation, the formation of IAIN Metro represented a change in form from the State Islamic College (STAIN) Jurai Siwo Metro.

In conjunction with this amendment, all assets, employees, rights, and obligations of each STAIN were transferred to the corresponding assets, employees, rights, and obligations of IAIN. Simultaneously, all STAIN students transitioned to become IAIN students.

The status change to IAIN has spurred the formation of new faculties, aligned with the community's educational needs and the enhancement of facilities and infrastructure to fortify IAIN Metro's commitment to excellence.

2. Organization Structure of IAIN Metro

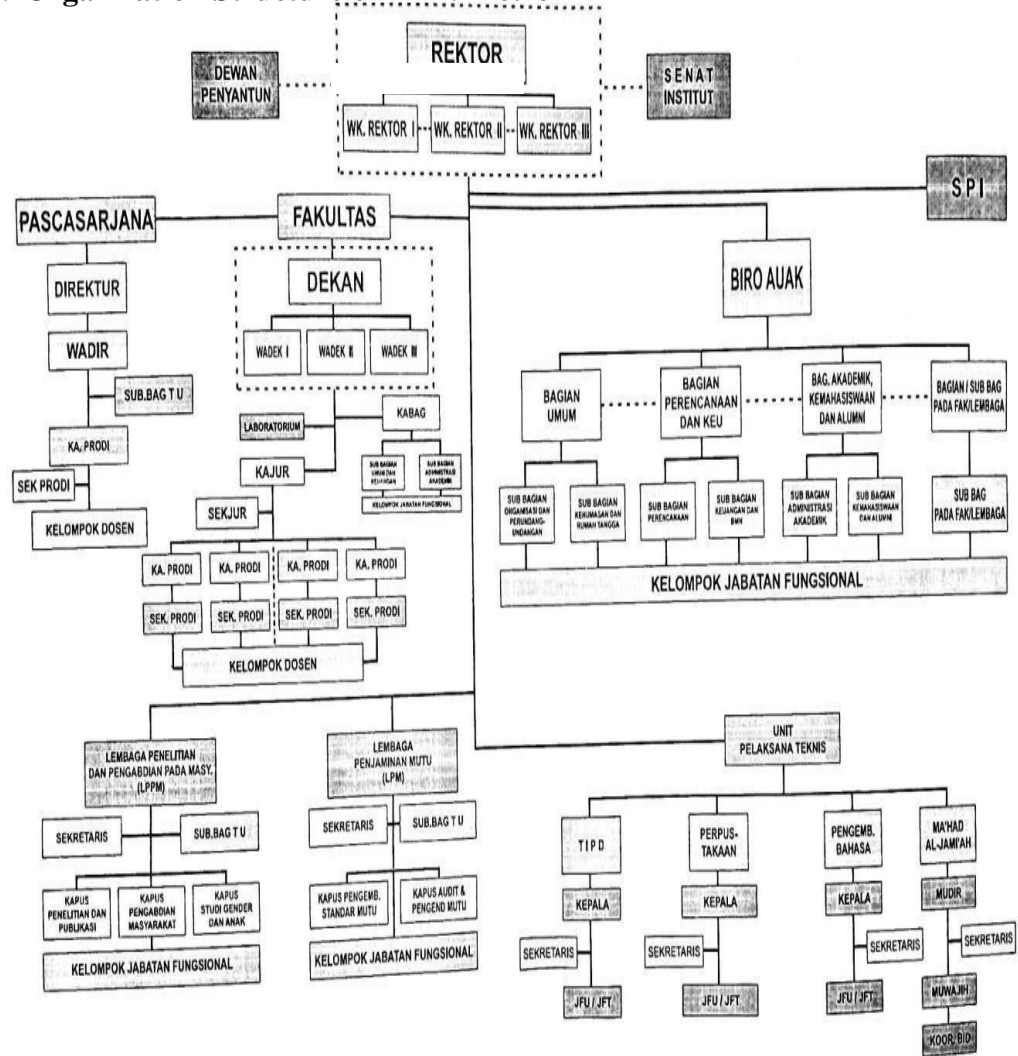


Figure IV. Organization Structure of IAIN Metro.

3. The Facilities of IAIN Metro

At the IAIN Metro campus, facilities are also provided. The facilities owned by IAIN Metro are aimed at supporting the learning process and prioritizing learning comfort. These facilities include:

- 1) Multimedia-based classroom laboratory equipped with Television and Pendrive, which makes it easier for teachers to deliver learning materials.
- 2) Micro Teaching Laboratory
- 3) Language Laboratory
- 4) Computer Laboratory
- 5) Mini Bank Laboratory
- 6) Pseudo Judgment
- 7) Falaq Science Laboratory
- 8) Gazebo
- 9) Mosque
- 10) Canteen
- 11) Library

12) Free hotspot area

4. Location of IAIN Metro

IAIN Metro campus buildings are located in two locations. The campus building 1 is located on Jl. Ki Hajar Dewantara Street 15 A Metro Timur. Campus 2 is located in East Lampung district, precisely on Jl. Ki Hajar Dewantara, Banjar Rejo, Batanghari.

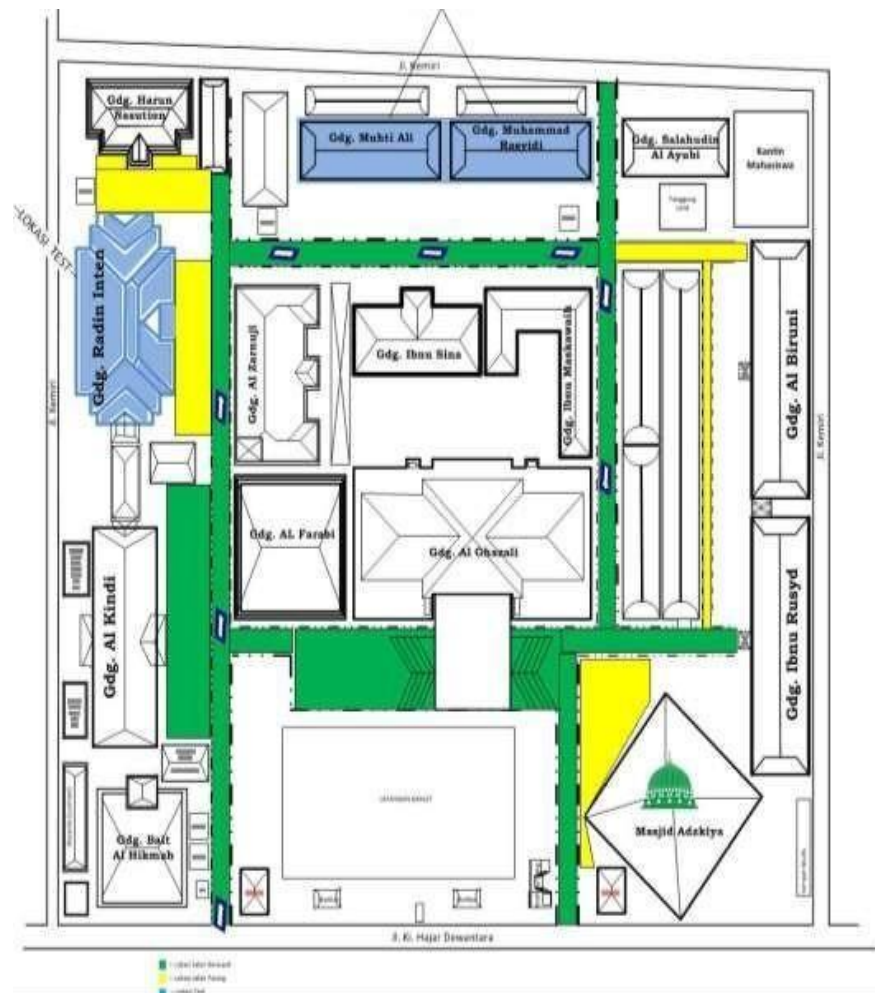


Figure V. Location Sketch from Official Website of IAIN Metro Campus 1

B. Research Result

1. Description of Research Result

Description of the result of this research refers to the level of difficulty in translation experienced by fifth semester students at IAIN Metro, including students' difficulties in translating the meaning of a text.

Before carrying out the research, the researcher used several data collection tools to analyze and to get more accurate results, the results of which will be explained in the following section.

2. The Analysis of the Data Collected through Questionnaire

The research instrument employed for gauging students' challenges in text translation was a questionnaire. This questionnaire was administered to a representative sample of fifth-semester students at IAIN Metro. Comprising 20 items, the questionnaire encompassed both linguistic and non-linguistic factors. The distribution of the questionnaire involved 10 students from the fifth-semester class. The ensuing presentation will provide a detailed elucidation of each item within the questionnaire:

The Table 4.1
Table Number of Students Difficulties In Linguistic Factor

| NO | Item Interview | Option (%) Frequency | | | |
|----|---|-------------------------|------------|------------|------------|
| | | Often | Sometime | Seldom | Never |
| 1 | I have difficulty in adjusting sentence patterns that have been translated from English into Indonesian sentence patterns. | 3 students | 4 students | 1 student | 2 students |
| 2 | I'm having trouble finding the meaning of a word that isn't in the dictionary | 3 students | 3 students | 2 students | 2 students |
| 3 | I find words that have multiple meanings making it difficult for me to determine which meaning is correct. | 4 students | 5 students | 0 student | 1 student |
| 4 | I have difficulty translating very long English sentences. | 2 students | 5 students | 1 student | 2 students |
| 5 | I have difficulty in arranging words in English so that it produces sentences that are confusing and difficult for readers to understand. | 4 students | 6 students | 0 student | 0 Student |
| 6 | I found the pattern of English sentences convoluted so that it was difficult for me to translate them into Indonesian. | 4 students | 3 students | 3 students | 0 student |
| 7 | I found the difference between the structure of Indonesian and the structure of English, making it difficult for me to translate it. | 4 students | 3 students | 2 students | 1 student |

| | | | | | |
|----|---|------------|------------|-----------|------------|
| 8 | I have difficulty interpreting whole sentences even though I know the meaning of the words. | 2 students | 7 students | 1 student | 0 student |
| 9 | I have difficulty understanding the meaning of the source language so that it is difficult for me to translate it into the target language. | 2 students | 6 students | 0 student | 2 students |
| 10 | I have difficulty in finding a meaning or the true meaning of a sentence. | 3 students | 7 students | 0 student | 0 student |

From the results listed in the table above, the researcher will explain the results that have been obtained. At number 5, most students choose option sometime (6) which indicates that students are still difficult in assembling words into English. At number 8, most students choose the option sometime (7) which means students are still difficult to interpret the whole sentence even though they know the meaning of the words. Number 9 students prefer the option sometime too (6) it indicates that students are still difficult to understand the meaning of the source language. Lastly, number 10 students choose the option sometime again (7) the meaning that students are still difficult to find a meaning or the real meaning of the sentence.

So the conclusion from the explanation above is, students still have many difficulties in assembling words into English and also

interpreting or translating a sentence in the source language, and it is still difficult to find a correct meaning in a sentence.

The Table 4.2

Table Number of Students' Difficulties in Non- Linguistic Factor

| NO | Item Interview | Option (%) Frequency | | | |
|----|---|-------------------------|------------|------------|------------|
| | | Often | Sometime | Seldom | Never |
| 1 | I have difficulty in translating words related to ideological values. | 3 students | 6 students | 1 student | 0 student |
| 2 | I have difficulty in translating words related to cultural values. | 2 students | 8 students | 0 student | 0 student |
| 3 | I have difficulty in translating words related to historical values. | 3 students | 3 students | 4 students | 0 student |
| 4 | I have difficulty in translating words related to socio-political values. | 3 students | 7 students | 0 student | 0 student |
| 5 | I have difficulty translating words related to chemical values. | 7 students | 2 students | 1 student | 0 student |
| 6 | I have difficulty translating words related to technical values. | 6 students | 3 students | 1 student | 0 student |
| 7 | I have difficulty in translating words related to biological values. | 2 students | 6 students | 1 student | 1 student |
| 8 | I have difficulty in translating words related to physics values. | 3 students | 4 students | 3 students | 0 student |
| 9 | I have difficulty in translating words related to Medical values. | 5 students | 2 students | 0 student | 3 students |
| 10 | I have difficulty in translating words related to Agricultural values. | 2 students | 7 students | 1 student | 0 student |

The explanation in the table above is. In number 1, many students choose the option sometime (6) which means that students have difficulty in translating words related to ideological values. Then number 2, students choose the option sometime too (8) it indicates that students have a lot of difficulty in translating sentence related to culture. In number 4, students choose option sometime (7) where students had difficulty in translating words related to socio-political. At number 5, students prefer the option often (7) indicating that students tend to have difficulty translating sentences related to chemical values. Number 6, many students choose the option often (6) which means that students have difficulty translating words related to technical values. At number 7, students choose the option sometime (6) students have difficulty in translating sentences related to biological values. In number 9, many students choose the option often (5) which means that students have difficulty in translating sentences related to medicine values. And the last number 10, students choose the option sometime (7) there are still many students who have difficulty in translating words related to agriculture.

The conclusion from the explanation above is that students have more difficulties in translating words or sentences related to the sections of culture, medicine, agriculture, chemistry, biology, socio-politics, technical, and the last is ideology. Translation difficulties on non-linguistic factors tend to be more than linguistic factors.

In summary, the research findings indicate the presence of challenges or obstacles in both linguistic and non-linguistic factors when translating text. Analyzing the data presented in the table, it becomes evident that non-linguistic factors pose the most significant difficulties for the students, as reflected in the highest percentage among the two categories.

To elaborate further, the research results are divided into two distinct parts: linguistic factors and non-linguistic factors. In the realm of linguistic factors, a lower percentage is observed, highlighting that students encountered challenges, particularly when translating lengthy sentences.

On the other hand, the non-linguistic factors exhibited a higher percentage, surpassing the linguistic factors in difficulty. Some students struggled when translating words associated with cultural values, political-social contexts, and similar aspects. The overarching conclusion drawn from the research is that students faced more pronounced difficulties in non-linguistic factors compared to linguistic factors.

3. The Summary of Translation Results Errors Made by Students

In the next activity, the researcher gave a text to students, to find out the extent of the difficulty faced by students, and the implementation in working on the text was distributed using digital

document files that were sent to Google Form for each individual/students.

In the below is the results of the translation carried out made by all students:

(1) The Translations of The Text of Fitri Annisa

The provided translation is generally accurate, but there are some areas where improvements can be made to enhance clarity and idiomatic expression. Here's an analysis of the text:

1. Grammar:

- The phrase "memerangkap panas dari matahari" might be improved to "menangkap panas dari matahari" for better grammatical accuracy.

- Consider using "menyebabkan berbagai dampak lingkungan" instead of "menimbulkan berbagai dampak lingkungan masalah" to streamline the sentence.

2. Vocabulary:

- The phrase "acara" in "cuaca ekstrem acara" could be replaced with "kejadian" or "peristiwa" to convey a more appropriate meaning. "Acara" is usually associated with events or programs, not extreme weather events.

- The word "planet" is translated as "planet kita," which is correct, but it could be more formally expressed as "planet ini."

3. Determining Meaning:

- The translation accurately conveys the message about global warming and its causes, such as excessive greenhouse gas emissions and the resulting environmental impacts. However, as mentioned earlier, refining certain phrases could improve the overall flow and idiomatic expression.

(2) The Translations of The Text of Syifa Hanina Azka

1. Grammar:

- The grammar in the translation is generally correct. The sentences are well-structured and convey the intended meaning accurately.

2. Vocabulary:

- The vocabulary used in the translation is appropriate and effectively conveys the scientific and environmental concepts present in the original text.

3. Determining Meaning:

- The translation successfully captures the meaning of the original text. It effectively communicates the concept of global warming, its causes (excessive greenhouse gas emissions), and the resulting environmental problems.

(3) The Translations of The Text of Puji Astuti

1. Grammar:

- Consider using "yang menyebabkan" instead of "sehingga menimbulkan" for a smoother transition in the sentence.

2. Vocabulary:

- The phrase "dampak lingkungan masalah" could be refined to "masalah lingkungan" for conciseness and better flow.

- In the phrase "cuaca ekstrem acara," consider replacing "acara" with "kejadian" or "peristiwa" for a more suitable term in the context of extreme weather events.

3. Determining Meaning:

- The translation accurately conveys the message about global warming and its causes, such as excessive greenhouse gas emissions and the resulting environmental impacts. However, refining certain phrases could improve the overall flow and idiomatic expression.

(4) The Translations of The Text of Dwi Arneta Putri

1. "dapat mempengaruhi bumi" is adjusted to "adalah isu mendesak yang memengaruhi planet kita" to maintain the emphasis on global warming as a pressing issue affecting our planet.

2. The phrase "rumah kaca, karbon dioksida yg masuk ke atmosfer" is modified to "emisi gas rumah kaca, terutama karbon dioksida, ke atmosfer" for clarity and to align with the original text's mention of greenhouse gases, primarily carbon dioxide.

3. Minor adjustments are made for smoother flow and idiomatic expression.

(5) The Translations of The Text of Siti Maksumah

1. Grammar:

- In the phrase "dari yang matahari," it would be more accurate and idiomatic to use "dari matahari." So, it becomes "memerangkap panas dari matahari."

2. Vocabulary:

- The phrase "menyebabkan berbagai masalah lingkungan" is accurate, but for smoother flow, consider using "mengakibatkan" instead of "menyebabkan." So, it becomes "yang mengakibatkan berbagai masalah lingkungan."

(6) The Translations of The Text of Bela Rahma Dani

1. Grammar:

- The phrase "Pemanasan global disebabkan oleh kelebihan emisi dari rumah kaca" could be refined to "Pemanasan global disebabkan oleh emisi gas rumah kaca yang berlebihan" for better grammatical flow.

- Consider using "melibatkan" instead of "menyebabkan" in the phrase "menyebabkan berbagai masalah lingkungan" to better convey the idea of involvement or implication.

2. Vocabulary:

- The phrase "temperatur bumi meningkat" is accurate, but for smoother flow, consider using "suhu bumi meningkat."

- The phrase "mencairnya es" can be adjusted to "mencairnya tutup es" for more precision.

(7) The Translations of The Text of Karin Febrianti

1. Vocabulary:

- The phrase "dampak lingkungan masalah" could be refined to "dampak masalah lingkungan" for smoother flow.

- In the phrase "cuaca ekstrem acara," consider replacing "acara" with "kejadian" or "peristiwa" for a more suitable term in the context of extreme weather events.

(8) The Translations of The Text of Yulia Wulandari

1. Grammar:

- The grammar in the translation is generally correct. The sentences are well-structured and convey the intended meaning accurately.

2. Vocabulary:

- The vocabulary used in the translation is appropriate and effectively conveys the scientific and environmental concepts present in the original text.

3. Determining Meaning:

- The translation successfully captures the meaning of the original text. It effectively communicates the concept of global warming, its causes (excessive greenhouse gas emissions), and the resulting environmental problems.

(9) The Translations of The Text of Oktafiana Aisyah

1. Vocabulary:

- Consider using "yang mempengaruhi planet kita" instead of "mempengaruhi planet kita" for a smoother transition in the sentence. So, it becomes "yang mempengaruhi planet kita" after "adalah masalah yang mendesak."

- In the phrase "cuaca ekstrem acara," consider replacing "acara" with "peristiwa" for a more suitable term in the context of extreme weather events.

2. Determining Meaning:

- The translation accurately conveys the message about global warming and its causes, such as excessive greenhouse gas emissions and the resulting environmental impacts. However, refining certain phrases could improve the overall flow and idiomatic expression.

(10) The Translations of The Text of Mutiara Ramadhani Kharismawati

1. Vocabulary:

- Consider using "yang memengaruhi planet kita" instead of "memengaruhi planet kita" for a smoother transition in the sentence. So, it becomes "yang memengaruhi planet kita" after "adalah isu yang mendesak."

- In the phrase "cuaca ekstrem acara," consider replacing "acara" with "peristiwa" for a more suitable term in the context of extreme weather events.

2. Determining Meaning:

- The translation accurately captures the essence of the original text, describing global warming as a pressing issue caused by the excessive emission of greenhouse gases and outlining the resulting environmental problems.

The results of data collection what has been summarized above, the researcher can conclude that there are still many students who do translation using google translate, almost all students work on the text using the internet or google translate, because they do not understand what the meaning of the text is and the lack of vocabulary that they know in the text, besides that many students are lazy to open the dictionary, so that it requires them to complete the text using the internet, and the results of internet translations are clearly very different in meaning from the results of the translations they do with dictionary, resulting in a slightly ambiguous meaning of the word and that makes students increasingly find it difficult to translate a text.

After carrying out the process of translating a text, the researcher gets the results of the text that is done by students, the below are the results or scores obtained by students in translating a text.

C. Discussions

Based on the data analysis, the score of the students in translating text was still less, about 10 students, they cannot translate well. Just a few

students got the standard score from the translation test. Furthermore, from the score, the researcher conclude that the students have difficulties on it and have no capabilities on translation skill.

In the translation process there are still many students who have difficulties, the main thing that becomes their point of difficulty is, (1) the lack of understanding and memorizing new vocabulary, (2) besides that students also do not really understand good and correct translation techniques. The lack of understanding of new vocabulary certainly makes it difficult for students to complete the translation task. In translation difficulties, of course, there are factors that influence, and these factors are, (1) students do not understand the intent and purpose of the text, (2) besides that students do not understand the meaning or content of the text that is being worked on, (3) students also use the internet more often to translate instead of using a dictionary, because for them translating using the internet is very fast and helps them, while for them a dictionary is something that makes it difficult for them to choose meaning because in a dictionary there are many meanings in one word, that's what causes students to be lazy to open dictionary and prefer the internet to complete the task of translating.

Upon analyzing the results of the data pertaining to students' difficulties in translating text, these challenges were categorized into two factors: linguistic and non-linguistic.

Within the realm of linguistic factors, challenges surfaced in various aspects. For instance, 40% of the respondents (4 out of 10 students) encountered difficulties in adapting sentence patterns translated from English into Indonesian (option 2 - sometimes). Additionally, 60% of the students (6 out of 10) faced challenges in finding words not present in the dictionary (options 1 and 2 - often and sometimes). A further 50% of students (5 out of 10) grappled with words having double meanings, making it challenging to discern the correct interpretation (option 2 - sometimes). Sixty percent of participants (6 out of 10) experienced challenges in constructing Indonesian sentences, resulting in ambiguity that hindered reader comprehension (option 2 - sometimes). A complexity in English sentence patterns impeded translation for 40% of the students (4 out of 10) frequently, while 70% (7 out of 10) occasionally struggled with interpreting the entire sentence despite understanding its individual components (option 2 - sometimes). Lastly, 60% of students (6 out of 10) faced difficulty in understanding the meaning of the source language, posing a hindrance to effective translation (option 2 - sometimes).

In the domain of non-linguistic factors, challenges were observed in translating words associated with various values. Notably, 50% of students (5 out of 10) faced difficulty in translating words related to ideological values (option 2 - sometimes), while 80% (8 out of 10) encountered challenges with words linked to cultural values (option 2 - sometimes). Words related to chemistry values posed difficulty for 70% of

students (7 out of 10 - option 1 - often), technical values presented challenges for 60% (6 out of 10 - option 1 - often), biology values for 60% (6 out of 10 - option 2 - sometimes), medical values for 50% (5 out of 10 - option 1 - often), and social-political values for 70% (7 out of 10 - option 2 - sometimes).

Upon comprehensive analysis, it was discerned that students encountered more challenges in non-linguistic factors. The data analysis indicated a lower percentage of student difficulties in linguistic factors at 54.0%, while non-linguistic factors exhibited a higher percentage of 60.0%.

From the explanation above, the researcher has several solutions to minimize so that students have no difficulty when translating a text, namely, students should memorize and learn new vocabulary more often, because in each text there will be several types of new and new vocabulary they encounter. In addition, to minimize difficulties in translating the text, students should first understand the content or meaning and purpose of the text they are working on, so that they are not confused and have difficulty translating the text, of course, before translating students must study the existing techniques. In translation, thus helping them to reduce errors in translating a text, and students also have to be more active in looking for new vocabulary in the dictionary, because the meaning in the dictionary with the meaning generated from the internet is very different.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Following the completion of the research and subsequent data analysis, the researcher arrived at the following three key conclusions:

The analysis of data addressing the outlined problem formulation regarding students' difficulties in translating text from English into Indonesian has yielded comprehensive insights. The research has effectively illuminated the complexities surrounding this issue.

Firstly, the study reveals that students commonly face challenges in translation, with identified patterns encompassing linguistic nuances and contextual intricacies. This aligns with the first question in the problem formulation, providing a nuanced understanding of the nature and extent of these difficulties.

Delving into the second question, the research unearths a multifaceted array of factors contributing to students' translation challenges. Thematic analysis identifies themes such as students' difficulties in translation, shedding light on the underlying reasons for these difficulties. These findings contribute significantly to the literature on language acquisition and educational pedagogy.

Addressing the third question, the research proposes practical solutions to alleviate the identified difficulties. These solutions are tailored to the specific challenges identified, providing a roadmap for educators

and policymakers to enhance language proficiency and optimize language learning strategies among students.

In conclusion, the study not only answers the posed questions in the problem formulation but also contributes substantively to the understanding of students' translation difficulties. The findings offer a foundation for targeted interventions and improvements in language education practices, fostering a more effective learning environment.

B. Suggestion

Based on the result of the research, the researcher provides some suggestions, as follows:

1. For the students

It is suggested that the students to understand the types of translation text. In addition, the students are suggested to apply the method in doing translation process.

2. For the teacher

It is recommended that the teacher to motivate students in order the students will study more and focus on the translating process.

3. For the other researcher

It is suggested as the reference of the prior research and as inspiration in order to conducting the research.

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APPENDICES

INSTRUMENT OF COLLECTING DATA

1. Blueprint of Documentation Sheet

| No | Aspect | Available | Unavailable |
|----|---|-----------|-------------|
| 1. | Profile of IAIN Metro | √ | |
| 2. | The building condition and Institute facilities in IAIN Metro | √ | |
| 3. | The quantity of students at IAIN Metro | √ | |
| 4. | Organization structure of IAIN Metro | √ | |
| 5. | Location Sketch | √ | |

2. Blueprint of Questionnaire Sheet

a. Students Activity

Guide in filling out the answer sheet:

- 1) Read carefully the content and meaning of the question.
- 2) Put a check mark (√) in the column to be selected.
- 3) Collect if all the columns are filled in properly and correctly.

**Questioner Sheet of the Fifth Semesters of English Education Study Program
at IAIN Metro
(Linguistic Factor)**

| NO | Item Interview | Option (%) Frequency | | | |
|----|---|-------------------------|------------|------------|------------|
| | | Often | Sometime | Seldom | Never |
| 1 | I have difficulty in adjusting sentence patterns that have been translated from English into Indonesian sentence patterns. | 3 students | 4 students | 1 student | 2 students |
| 2 | I'm having trouble finding the meaning of a word that isn't in the dictionary | 3 students | 3 students | 2 students | 2 students |
| 3 | I find words that have multiple meanings making it difficult for me to determine which meaning is correct. | 4 students | 5 students | 0 student | 1 student |
| 4 | I have difficulty translating very long English sentences. | 2 students | 5 students | 1 student | 2 students |
| 5 | I have difficulty in arranging words in English so that it produces sentences that are confusing and difficult for readers to understand. | 4 students | 6 students | 0 student | 0 Student |
| 6 | I found the pattern of English sentences convoluted so that it was difficult for me to translate them into Indonesian. | 4 students | 3 students | 3 students | 0 student |
| 7 | I found the difference between the structure of Indonesian and the structure of English, making it difficult for me to translate it. | 4 students | 3 students | 2 students | 1 student |

| | | | | | |
|----|---|------------|------------|-----------|------------|
| 8 | I have difficulty interpreting whole sentences even though I know the meaning of the words. | 2 students | 7 students | 1 student | 0 student |
| 9 | I have difficulty understanding the meaning of the source language so that it is difficult for me to translate it into the target language. | 2 students | 6 students | 0 student | 2 students |
| 10 | I have difficulty in finding a meaning or the true meaning of a sentence. | 3 students | 7 students | 0 student | 0 student |

b. Students Activity

Guide in filling out the answer sheet:

- 1) Read carefully the content and meaning of the question.
- 2) Put a check mark (√) in the column to be selected.
- 3) Collect if all the columns are filled in properly and correctly.

**Questionner Sheet of Fifth Semesters of English Education Study Program
of IAIN Metro
(Non- Linguistic Factor)**

| NO | Item Interview | Option (%) Frequency | | | |
|----|---|-------------------------|------------|------------|------------|
| | | Often | Sometime | Seldom | Never |
| 1 | I have difficulty in translating words related to ideological values. | 3 students | 6 students | 1 student | 0 student |
| 2 | I have difficulty in translating words related to cultural values. | 2 students | 8 students | 0 student | 0 student |
| 3 | I have difficulty in translating words related to historical values. | 3 students | 3 students | 4 students | 0 student |
| 4 | I have difficulty in translating words related to socio-political values. | 3 students | 7 students | 0 student | 0 student |
| 5 | I have difficulty translating words related to chemical values. | 7 students | 2 students | 1 student | 0 student |
| 6 | I have difficulty translating words related to technical values. | 6 students | 3 students | 1 student | 0 student |
| 7 | I have difficulty in translating words related to biological values. | 2 students | 6 students | 1 student | 1 student |
| 8 | I have difficulty in translating words related to physics values. | 3 students | 4 students | 3 students | 0 student |
| 9 | I have difficulty in translating words related to Medical values. | 5 students | 2 students | 0 student | 3 students |
| 10 | I have difficulty in translating words related to Agricultural values. | 2 students | 7 students | 1 student | 0 students |

3. Blueprint of Observation Sheet

The researcher choose activity observation. In activity observations, the researcher observe about the data collecting by the students. Therefore, in conducting this research, the researcher observe the fifth semesters of English Education Study Program of IAIN Metro.

Global Warming

“Global warming is a pressing issue that affects our planet. It is caused by the excessive emission of greenhouse gases, primarily carbon dioxide, into the atmosphere. These gases trap heat from the sun and cause the Earth's temperature to rise, leading to various environmental problems such as melting ice caps, rising sea levels, and extreme weather events.”

The Meaning or Key Answer of Instrument

Pemanasan Global

Pemanasan global merupakan isu mendesak yang memengaruhi planet kita. Hal ini disebabkan oleh emisi berlebihan gas rumah kaca, terutama karbon dioksida, ke atmosfer. Gas-gas ini menjebak panas dari matahari dan menyebabkan peningkatan suhu pada Bumi, sehingga mengakibatkan berbagai masalah lingkungan seperti mencairnya lapisan es, naiknya permukaan air laut dan berbagai kejadian cuaca ekstrem.

THE RESULT OF STUDENTS TRANSLATION

1. Name : Fitri Annisa
2. NPM : 2101050010

Global Warming

“Global warming is a pressing issue that affects our planet. It is caused by the excessive emission of greenhouse gases, primarily carbon dioxide, into the atmosphere. These gases trap heat from the sun and cause the Earth's temperature to rise, leading to various environmental problems such as melting ice caps, rising sea levels, and extreme weather events.”

Pemanasan Global

“Pemanasan global adalah masalah yang mendesak mempengaruhi planet kita. Hal ini disebabkan oleh emisi gas rumah kaca yang berlebihan, terutama karbon dioksida, ke atmosfer. Gas-gas ini memerangkap panas dari matahari dan menyebabkan suhu bumi meningkat sehingga menimbulkan berbagai dampak lingkungan masalah seperti mencairnya lapisan es, naiknya permukaan air laut, dan cuaca ekstrem acara.”

1. Name : Syifa Hanina Azka
2. NPM : 2101051042

Global Warming

“Global warming is a pressing issue that affects our planet. It is caused by the excessive emission of greenhouse gases, primarily carbon dioxide, into the atmosphere. These gases trap heat from the sun and cause the Earth's temperature to rise, leading to various environmental problems such as melting ice caps, rising sea levels, and extreme weather events.”

Pemanasan Global

“Pemanasan global adalah masalah mendesak yang mempengaruhi planet kita. Hal ini disebabkan oleh emisi gas rumah kaca yang berlebihan, terutama karbon dioksida, ke atmosfer. Gas-gas ini memerangkap panas dari matahari dan menyebabkan suhu bumi meningkat, yang mengarah ke berbagai masalah lingkungan lingkungan seperti mencairnya lapisan es, naiknya permukaan air laut, dan cuaca ekstrem.”

1. Name : Puji Astuti
2. NPM : 2101052015

Global Warming

“Global warming is a pressing issue that affects our planet. It is caused by the excessive emission of greenhouse gases, primarily carbon dioxide, into the atmosphere. These gases trap heat from the sun and cause the Earth's temperature to rise, leading to various environmental problems such as melting ice caps, rising sea levels, and extreme weather events.”

Pemanasan Global

“Pemanasan global merupakan isu yang mendesak mempengaruhi planet kita. Hal ini disebabkan oleh emisi gas rumah kaca yang berlebihan, terutama karbon dioksida, ke atmosfer. Gas-gas ini memerangkap panas dari matahari dan menyebabkan suhu bumi meningkat sehingga menimbulkan berbagai dampak lingkungan masalah seperti mencairnya lapisan es, naiknya permukaan air laut, dan cuaca ekstrem acara.”

1. Name : Dwi Arneta Putri
2. NPM : 2101051011

Global Warming

“Global warming is a pressing issue that affects our planet. It is caused by the excessive emission of greenhouse gases, primarily carbon dioxide, into the atmosphere. These gases trap heat from the sun and cause the Earth's temperature to rise, leading to various environmental problems such as melting ice caps, rising sea levels, and extreme weather events.”

Pemanasan Global

“Pemanasan global dapat mempengaruhi bumi dikarenakan rumah kaca, karbon dioksida yg masuk ke atmosfer yang dapat menyebabkan peningkatan suhu.”

1. Name : Siti Maksumah
2. NPM : 2101051040

Global Warming

“Global warming is a pressing issue that affects our planet. It is caused by the excessive emission of greenhouse gases, primarily carbon dioxide, into the atmosphere. These gases trap heat from the sun and cause the Earth's temperature to rise, leading to various environmental problems such as melting ice caps, rising sea levels, and extreme weather events.”

Pemanasan Global

“Pemanasan global adalah mendesak yang mempengaruhi planet kita. Hal ini disebabkan oleh emisi gas rumah kaca yang berlebihan, terutama karbon dioksida, ke atmosfer. Gas-gas ini memerangkap panas dari yang matahari dan menyebabkan suhu bumi meningkat, yang menyebabkan berbagai masalah lingkungan seperti mencairnya lapisan es, naiknya permukaan air laut, dan peristiwa cuaca ekstrem.”

1. Name : Bela Rahma Dani
2. NPM : 2101051005

Global Warming

“Global warming is a pressing issue that affects our planet. It is caused by the excessive emission of greenhouse gases, primarily carbon dioxide, into the atmosphere. These gases trap heat from the sun and cause the Earth's temperature to rise, leading to various environmental problems such as melting ice caps, rising sea levels, and extreme weather events.”

Pemanasan Global

“Pemanasan global adalah masalah besar untuk planet kita. Pemanasan global disebabkan oleh kelebihan emisi dari rumah kaca, karbon dioksida, kedalam atmosfer. Memantulkan panas dari matahari dan menyebabkan temperatur bumi meningkat, menyebabkan berbagai masalah lingkungan seperti mencairnya es, meningkatkan volume air laut dan cuaca ekstrim.”

1. Name : Karin Febrianti
2. NPM : 2101050014

Global Warming

“Global warming is a pressing issue that affects our planet. It is caused by the excessive emission of greenhouse gases, primarily carbon dioxide, into the atmosphere. These gases trap heat from the sun and cause the Earth's temperature to rise, leading to various environmental problems such as melting ice caps, rising sea levels, and extreme weather events.”

Pemanasan Global

“Pemanasan global adalah masalah yang mendesak mempengaruhi planet kita. Hal ini disebabkan oleh emisi gas rumah kaca yang berlebihan, terutama karbon dioksida, ke atmosfer. Gas-gas ini memerangkap panas dari matahari dan menyebabkan suhu bumi meningkat sehingga menimbulkan berbagai dampak lingkungan masalah seperti mencairnya lapisan es, naiknya permukaan air laut, dan cuaca ekstrem acara.”

1. Name : Yulia Wulandari

2. NPM : 2101051046

Global Warming

“Global warming is a pressing issue that affects our planet. It is caused by the excessive emission of greenhouse gases, primarily carbon dioxide, into the atmosphere. These gases trap heat from the sun and cause the Earth's temperature to rise, leading to various environmental problems such as melting ice caps, rising sea levels, and extreme weather events.”

Pemanasan Global

“Pemanasan global merupakan isu yang mendesak mempengaruhi planet kita. Hal ini disebabkan oleh emisi gas rumah kaca yang berlebihan, terutama karbon dioksida, ke atmosfer. Gas-gas ini memerangkap panas dari matahari dan menyebabkan suhu bumi meningkat sehingga menimbulkan berbagai dampak lingkungan masalah seperti mencairnya lapisan es, naiknya permukaan air laut, dan cuaca ekstrem acara.”

1. Name : Oktafiana Aisyah

2. NPM : 2101052014

Global Warming

“Global warming is a pressing issue that affects our planet. It is caused by the excessive emission of greenhouse gases, primarily carbon dioxide, into the atmosphere. These gases trap heat from the sun and cause the Earth's temperature to rise, leading to various environmental problems such as melting ice caps, rising sea levels, and extreme weather events.”

Pemanasan Global

“Pemanasan global adalah masalah yang mendesak mempengaruhi planet kita. Hal ini disebabkan oleh emisi gas rumah kaca yang berlebihan, terutama karbon dioksida, ke atmosfer. Gas-gas ini memerangkap panas dari matahari dan menyebabkan suhu bumi meningkat sehingga menimbulkan berbagai dampak lingkungan masalah seperti mencairnya lapisan es, naiknya permukaan air laut, dan cuaca ekstrem acara.”

1. Name : Mutiara Ramadhani Kharismawati
2. NPM : 2101050018

Global Warming

“Global warming is a pressing issue that affects our planet. It is caused by the excessive emission of greenhouse gases, primarily carbon dioxide, into the atmosphere. These gases trap heat from the sun and cause the Earth's temperature to rise, leading to various environmental problems such as melting ice caps, rising sea levels, and extreme weather events.”

Pemanasan Global

“Pemanasan global merupakan isu yang mendesak mempengaruhi planet kita. Hal ini disebabkan oleh emisi gas rumah kaca yang berlebihan, terutama karbon dioksida, ke atmosfer. Gas-gas ini memerangkap panas dari matahari dan menyebabkan suhu bumi meningkat sehingga menimbulkan berbagai dampak lingkungan masalah seperti mencairnya lapisan es, naiknya permukaan air laut, dan cuaca ekstrem acara.”

10/27/23, 10:27 AM

Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4936/In.28.1/J/TL.00/10/2023
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Trisna Dinillah Harya (Pembimbing 1)
 (Pembimbing 2)
 di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **NOVA AMELIA PUTRI**
 NPM : 1701070191
 Semester : 13 (Tiga Belas)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : An Analysis of Students Difficulties in Translating Text from English into Indonesian of the Fifth Semesters of English Education Study Program of IAIN Metro

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Oktober 2023
 Ketua Jurusan,



Andianto M.Pd
 NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=1701070191>. **Token = 1701070191**



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SURAT TUGAS

Nomor: B-5063/In.28/D.1/TL.01/11/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **NOVA AMELIA PUTRI**
NPM : 1701070191
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING TEXT FROM ENGLISH INTO INDONESIAN OF THE FIFTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 03 November 2023



Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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Nomor : B-5062/In.28/D.1/TL.00/11/2023
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KETUA PRODI TBI IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5063/In.28/D.1/TL.01/11/2023,
tanggal 03 November 2023 atas nama saudara:

Nama : **NOVA AMELIA PUTRI**
NPM : 1701070191
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KETUA PRODI TBI IAIN METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING TEXT FROM ENGLISH INTO INDONESIAN OF THE FIFTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 November 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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SURAT KETERANGAN

Nomor: B-5507/ln.28.1/J/TL.00/11/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Dr. Much Deiniatur, M.Pd.
NIP : 19880308 201503 1 006
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Nova Amelia Putri
NPM : 1701070191
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul "**AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING TEXT FROM ENGLISH INTO INDONESIAN OF THE FIFTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO**" yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 29 November 2023
Ketua Jurusan TBI



Dr. Much Deiniatur, M.Pd.
NIP.19880308 201503 1 006



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Nomor : B-4390/In.28/J/TL.01/09/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Jurusan IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **NOVA AMELIA PUTRI**
NPM : 1701070191
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF STUDENTS DIFFICULTIES IN
TRANSLATING TEXT FROM ENGLISH INTO INDONESIAN
OF THE FIFTH SEMESTER OF ENGLISH EDUCATION
STUDY PROGRAM OF IAIN METRO

untuk melakukan prasurvey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 September 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



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SURAT KETERANGAN

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Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Nova Amelia Putri
NPM : 1701070191
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul "*An Analysis of Students Difficulties in Translating Text from English into Indonesian of the Fifth Semester of English Education Study Program of IAIN Metro*" yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 25 September 2023
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004



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INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1309/ln.28/S/U.1/OT.01/11/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : NOVA AMELIA PUTRI
NPM : 1701070191
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1701070191

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 November 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.,
NIP.19750505 200112 1 002



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Nova Amelia Putri

NPM : 1701070191

Prodi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 30 November 2023

Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.BI

NIP.19880308 201503 1 006

NOVA AMELIA PUTRI
1701070191 (AN ANALYSIS OF
STUDENTS DIFFICULTIES IN
TRANSLATING TEXT FROM
ENGLISH INTO INDONESIAN OF
THE FIFTH SEMESTER OF
ENGLISH EDUCATION STUDY
PROGRAM OF IAIN METRO)

Submission date: 01-Dec-2023 04:41PM (UTC+0700) by IAIN Metro

Submission ID: 2241720979

File name: 12_Nova_Amelia_Putri_1701070191.docx (208.47K)

Word count: 10697

Character count: 61186



NOVA AMELIA PUTRI 1701070191 (AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING TEXT FROM ENGLISH INTO INDONESIAN OF THE FIFTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO)

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nova Amelia Putri
NPM : 1701070191

Program Studi : TBI
Semester : XIII

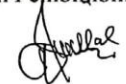
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|----|------------------------|------------|-----------------------------|--------------------------|
| 1. | Selaso 28/11 - 2023 | | ACC MUNAROSAR | <i>Nova Amelia Putri</i> |

Mengetahui
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.BI
NIP. 198803082015031006

Dosen Pembimbing



Trisna Dinillah Harva, M.Pd
NIP. 198305112009122004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nova Amelia Putri
NPM : 1701070191

Program Studi : TBI
Semester : XIII

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|------------------------|------------|-----------------------------|------------------------|
| 1. | Jum'at 27/10 - 2023 | ✓ | Revise IPD | |
| | Senin 30/10 - 23 | ✓ | Ace IPD | |

Mengetahui
Ketua Program Studi TBI

Dr. Much Damiatur, M.Pd.BI
NIP. 198803082015031006

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd
NIP. 198305112009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nova Amelia Putri
 NPM : 1701070191

Jurusan : TBI
 Semester : IX

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|------------------------------|------------|----|--|------------------------|
| | | I | II | | |
| 3. | Rabu, 22 September 2021 | ✓ | | 1. Revisi Chapter I : - Background of study - Problem Identification - Problem Formulation 2. Revisi Chapter III : - Primary resource | |
| 4. | Jum'at, 24 September 2021 | ✓ | | Acc to Simpan | |

Mengetahui
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 19871102201503 1 004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nova Amelia Putri
 NPM : 1701070191

Jurusan : TBI
 Semester : IX

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------------------|------------|----|------------------------------|------------------------|
| | | I | II | | |
| 1. | Jum'at, 30 Juli 2021 | | ✓ | Acc ch I continue fo ch II | <i>Amelia</i> |
| 2. | Jum'at, 06 Agustus 2021 | | ✓ | Acc ch II continue fo ch III | <i>Amelia</i> |
| 3. | Kamis, 19 Agustus 2021 | | ✓ | Revisi ch III | <i>Amelia</i> |
| 4. | Selasa, 07 September 2021 | | ✓ | Acc ch III | <i>Amelia</i> |

Mengetahui
 Ketua Jurusan TBI


Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing II


Trisna Dinillah Harva, M.Pd
 NIP. 19830511 200912 2 004

RESEARCH DOCUMENTATION



CURRICULUM VITAE



The writer's name is Nova Amelia Putri. She was born on November 09th, 1999 in Tangerang, Banten. She is the first child in his family. His father's name is Iwan and his mother's is Rahayuni. She has two younger brothers named M. Rizq' Hafizh Rdwan and Rafif Zaydan Alfarisqi. She has a husband named Syuhada Gusriansyah and daughter named Shakayla Zea Amartharaya. She started attending elementary school in 2005, then in the 4th grade of elementary school she moved schools from SDN Kadondong (Tangerang) to SDN 1 Kesumadadi (Bekri, Central Lampung). She finished elementary school in 2011, then graduated in 2014 from Mts Guppi 1 Kesumadadi. After that she continued his study at SMA Kesuma Bakti and graduated in 2017. Then she studied at IAIN Metro from 2017 until 2023, because she got married and she left college temporarily for up to 2 years. Moreover, she completed his studies at the Tarbiyah and Teacher Training Faculty, majoring in English education department in 2023.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

PENUNJUKAN TIM UJIAN SKRIPSI

Nomor: P- 5659/In.28/J/PP.00.9/12/ 2022

Nama / NPM : NOVA AMELIA PUTRI / 1701070191
Jurusan : TADRIS BAHASA INGGRIS
Ruang Ujian : Gedung Dosen It III A
Judul Skripsi : AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING TEXT FROM ENGLISH INTO INDONESIAN OF THE FIFTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO

| Hari / Tanggal | Waktu | Ketua / Moderator | Penguji | Sekretaris | Petugas |
|--------------------------|-------------------|-----------------------------|---|-----------------------|-----------------------|
| Selasa, 12 Desember 2023 | 08.00 - 10.00 WIB | Trisna Dinillah Harya, M.Pd | 1. Syahreni Siregar, M.Hum 2. Eka Yuniasih, M.Pd | Aisyah Sunarwan, M.Pd | Aisyah Sunarwan, M.Pd |

| ALOKASI WAKTU | | ASPEK YANG DIUJI/PENILAIAN | |
|---------------|----------------|----------------------------|---|
| Ketua | Maks. 30 Menit | Ketua | Penampilan dan Pembelaan, Ketekunan Dalam Proses Bimbingan |
| Penguji 1 | Maks. 50 Menit | Penguji 1 | Metode, Relevansi & Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan |
| Penguji 2 | Maks. 40 Menit | Penguji 2 | Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan |

Metro, 08 Desember 2023
Ketua Jurusan TBI


Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Tembusan disampaikan Kepada Yth:

1. Kasubbag. Umum
2. Mahasiswa Tbs. (*Papan Pengumuman*)