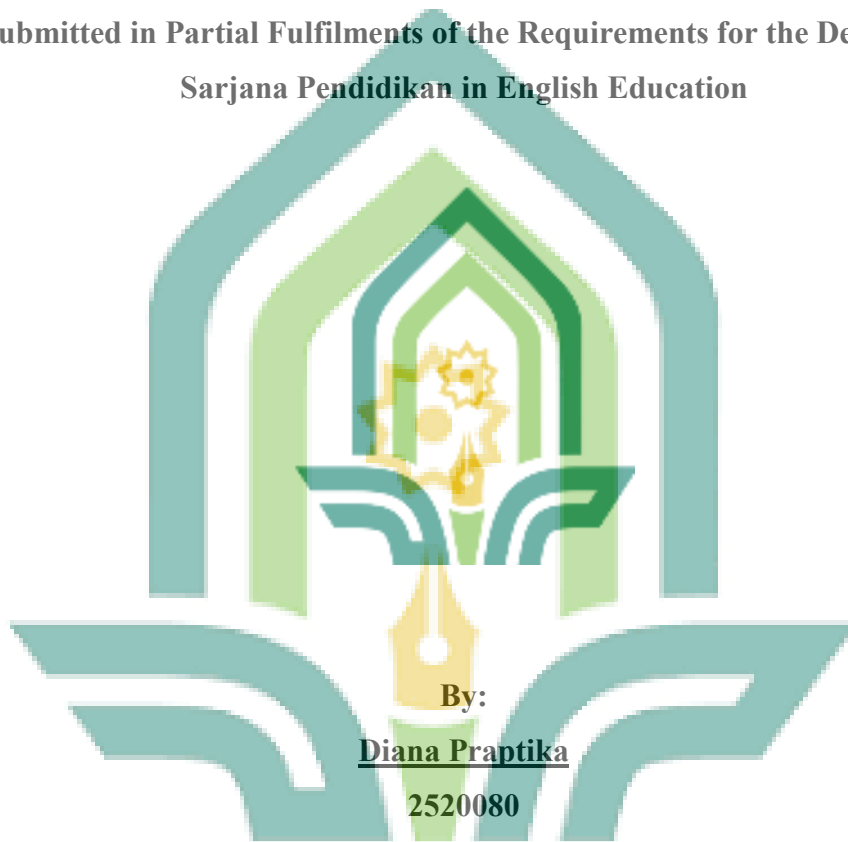


**STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH
ACADEMIC TEXTS INTO INDONESIAN:
A PHOTOVOICE STUDY**

A THESIS

**Submitted in Partial Fulfillments of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

Diana Praptika

2520080

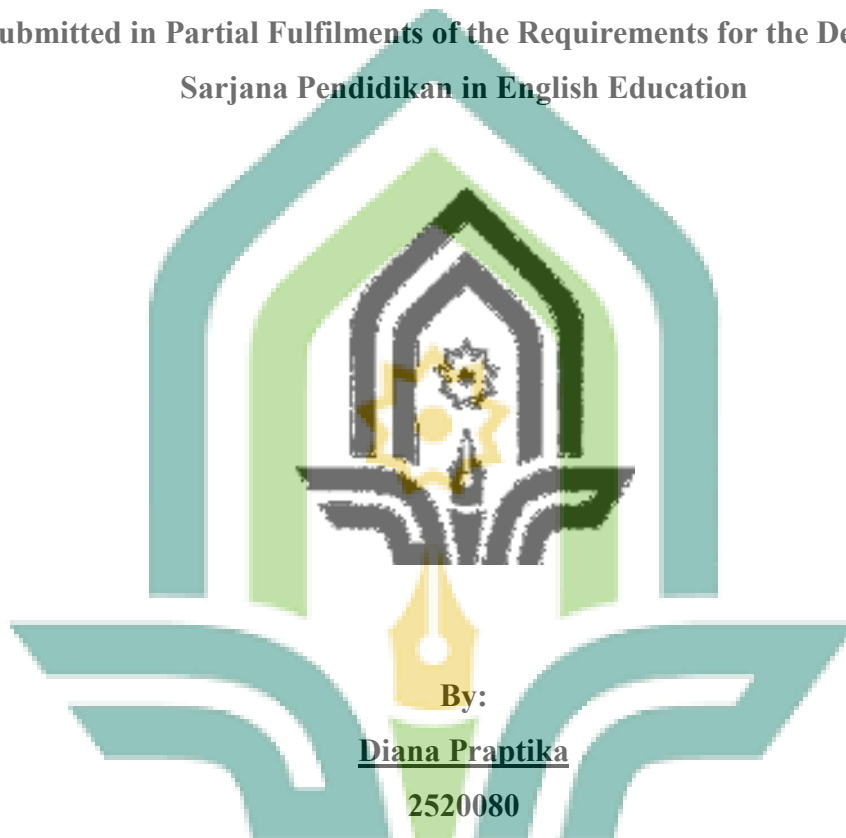
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRHAMN WAHID PEKALONGAN**

2024

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K.H. ABDURRHAMN WAHID PEKALONGAN**

2024

SURAT PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya

Nama : Diana Praptika

NIM : 2520080

Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“Students’ Difficulties In Translating English Academic Texts Into Indonesian: A Photovoice Study”** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti di temukan pelanggaran terhadap etik keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 3 Januari 2023

Yang Menyatakan



Diana Praptika
2520080

NOTA PEMBIMBING

Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

UIN K.H. Abdurrahman Wahid Pekalongan

c/q. Ketua Program Studi Tadris Bahasa Inggris

di Pekalongan

Assalamu 'alaikum Wr. Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara :

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Program Studi : Tadris Bahasa Inggris

Judul : Students' Difficulties in Translating English Academic Texts into Indonesian: A Photovoice Study

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu 'alaikum Wr. Wb.

Pekalongan, 4 Desember 2023
Pembimbing



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APPROVAL SHEET

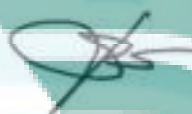
The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : **DIANA PRAPTIKA**
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ENGLISH ACADEMIC TEXTS INTO INDONESIAN: A
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Has been examined and approved by the panel of examiners on Friday, 16th February 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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1. My loving parents, Wardoyo and Adminah who have been giving me endless love, encouraging me, and praying for my success. You always being with me and guiding me to pass every challenge that I face.
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MOTTO

“It is impossible to have a result without a process. It's not easy if we want to be successful. There will always be a process that we have to go through. Even though it is difficult and takes a lot of energy, just believe that there will be success at the end of this journey”. (*Diana*)



ABSTRAK

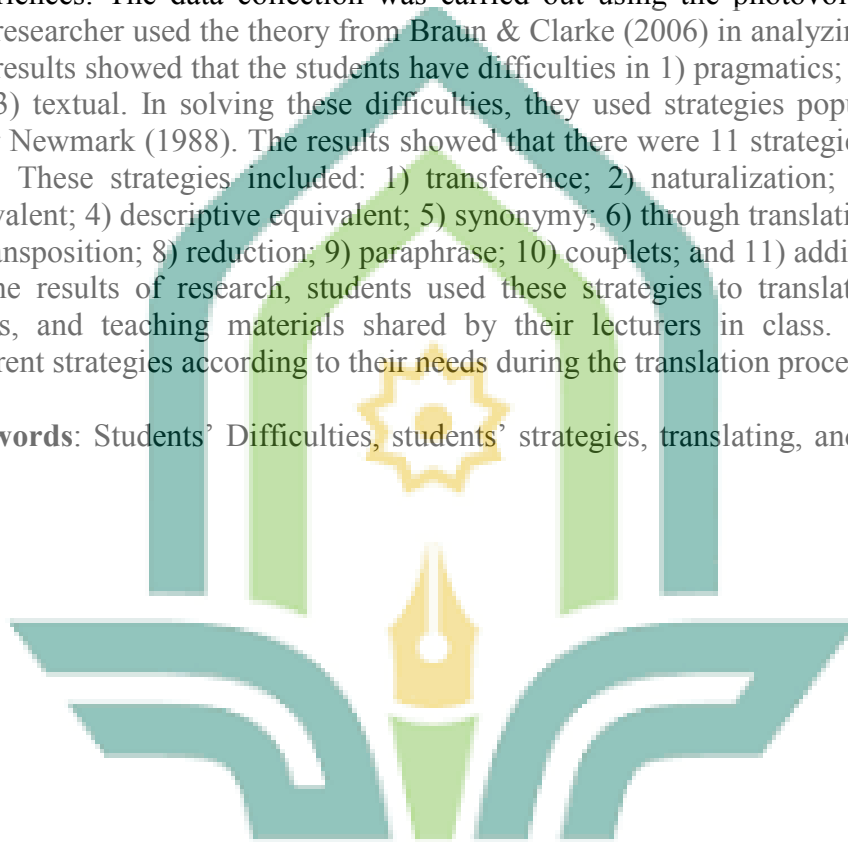
Selain harus menguasai empat keterampilan dalam bahasa Inggris, yaitu mendengarkan, berbicara, membaca, dan menulis, mahasiswa juga harus menguasai keterampilan penerjemahan. Penerjemahan adalah proses pengalihan makna suatu teks dari bahasa sumber (SL) ke bahasa sasaran (TL). Namun, banyak mahasiswa yang mengalami kesulitan dalam proses penerjemahan. Penelitian ini bertujuan untuk mengungkap kesulitan yang dihadapi mahasiswa dalam menerjemahkan teks akademik bahasa Inggris ke dalam bahasa Indonesia dan strategi yang mereka gunakan untuk mengatasi kesulitan tersebut. Penelitian ini menginvestigasi pengalaman mahasiswa. Pengumpulan data dilakukan dengan menggunakan metode photovoice. Peneliti menggunakan teori dari Braun & Clarke (2006) dalam menganalisis data. Hasil penelitian menunjukkan bahwa para siswa mengalami kesulitan dalam 1) pragmatik; 2) budaya; dan 3) tekstual. Dalam menyelesaikan kesulitan-kesulitan tersebut, mereka menggunakan strategi yang dipopulerkan oleh Peter Newmark (1988). Hasil menunjukkan bahwa ada 11 strategi yang mereka gunakan. Strategi-strategi tersebut antara lain: 1) transference; 2) naturalization; 3) cultural equivalent; 4) descriptive equivalent; 5) synonymy; 6) through translation; 7) shift or transposition; 8) reduction; 9) paraphrase; 10) couplets; and 11) addition. Berdasarkan hasil penelitian, mahasiswa menggunakan strategi-strategi tersebut untuk menerjemahkan jurnal, buku, dan bahan ajar yang diberikan oleh dosen di kelas. Mereka menggunakan strategi yang berbeda sesuai dengan kebutuhan mereka selama proses penerjemahan.

Kata kunci: kesulitan mahasiswa, strategi mahasiswa, menerjemahkan, dan teks akademis

ABSTRACT

Apart from having to master the four skills in English, namely listening, speaking, reading, and writing, students must also master translation skills. Translation is the process of transferring the meaning of a text from the source language (SL) to the target language (TL). However, many students experience difficulties in the process of translating. This study aimed to reveal the difficulties faced by students in translating English academic text into Indonesian and the strategies they use to overcome their difficulties. This study investigated students' experiences. The data collection was carried out using the photovoice method. The researcher used the theory from Braun & Clarke (2006) in analyzing the data. The results showed that the students have difficulties in 1) pragmatics; 2) cultural; and 3) textual. In solving these difficulties, they used strategies popularized by Peter Newmark (1988). The results showed that there were 11 strategies that they used. These strategies included: 1) transference; 2) naturalization; 3) cultural equivalent; 4) descriptive equivalent; 5) synonymy; 6) through translation; 7) shift or transposition; 8) reduction; 9) paraphrase; 10) couplets; and 11) addition. Based on the results of research, students used these strategies to translate journals, books, and teaching materials shared by their lecturers in class. They used different strategies according to their needs during the translation process.

Keywords: Students' Difficulties, students' strategies, translating, and academic text



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured his grace and his gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Students’ Difficulties in Translating English Academic Texts into Indonesian: A Photovoice Study”** can be completed. It submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements for Sarjana Pendidikan Degree at English Education Department of Education and Teacher Training Faculty. This thesis can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the world of education, most references, such as books, journals, and papers are presented in English. Therefore, English is a language that must be mastered by students. For example, for students majoring in English, their ability is often measured by how well they can understand texts presented in English. According to Noviyanti et al (2020), The degree of students' proficiency in English is frequently a sign of the quality of the English Education Department. They also need to be proficient in translating in addition to the other four skills of listening, speaking, reading, and writing.

Translation is an activity that students can do to help them understand the important points in the information they get. Newmark (1988) defines translation as delivering the message of a text to another language in the same way as the author intended. Darissurayya (2015) also defines translation as an important process for replacing and reproducing the text from the original language to the target language. Through translation, we can share the meaning of a text with readers without changing the idea and true idea of the source text. In this case, students can also understand and share information, knowledge, ideas, and other information contained in an English text.

However, there are still many students who experience difficulties in translating texts. This is also experienced by students who even get translation courses in the English department. Loan, Nhi, Quy, & Trinh

(2022), in their research, found that the biggest difficulty experienced by students was the problem of cultural variations and customs. Students find it difficult to find appropriate word equivalents for certain terms. Another study conducted by Hasibun (2022) found that students experienced several difficulties in the translation process. These difficulties include understanding the meaning of lexical, grammatical, contextual, textual, and socio-cultural. The difficulty that most students have is understanding the meaning of lexical. This is due to a lack of vocabulary and their Indonesian language as the target language.

Those difficulties arise because students not only have to determine the meaning of words, but they also have to understand the context of the text, which creates some difficulties for them. The difficulties often experienced by students are determining the equivalence of source language words in the target language and the grammatical differences between them.

Based on the background above, in general this study aims to reveal what difficulties students face in translating English academic texts into Indonesian. In particular, this research will answer several problems, namely: (1) identifying the forms of difficulties faced by students at one of a university in pekalongan majoring in English Departement, (2) to find out the strategies they use to overcome their difficulties in translating English academic text into Indonesian.

1.2 Formulation of the problems

1. What difficulties do students face when translating English academic texts into Indonesian?
2. What strategies do students use to overcome their difficulties in translating English academic texts into Indonesian?

1.3 Operational Definitions

To avoid misunderstanding about the term in this study, the researcher provides some definitions related to the study as follows:

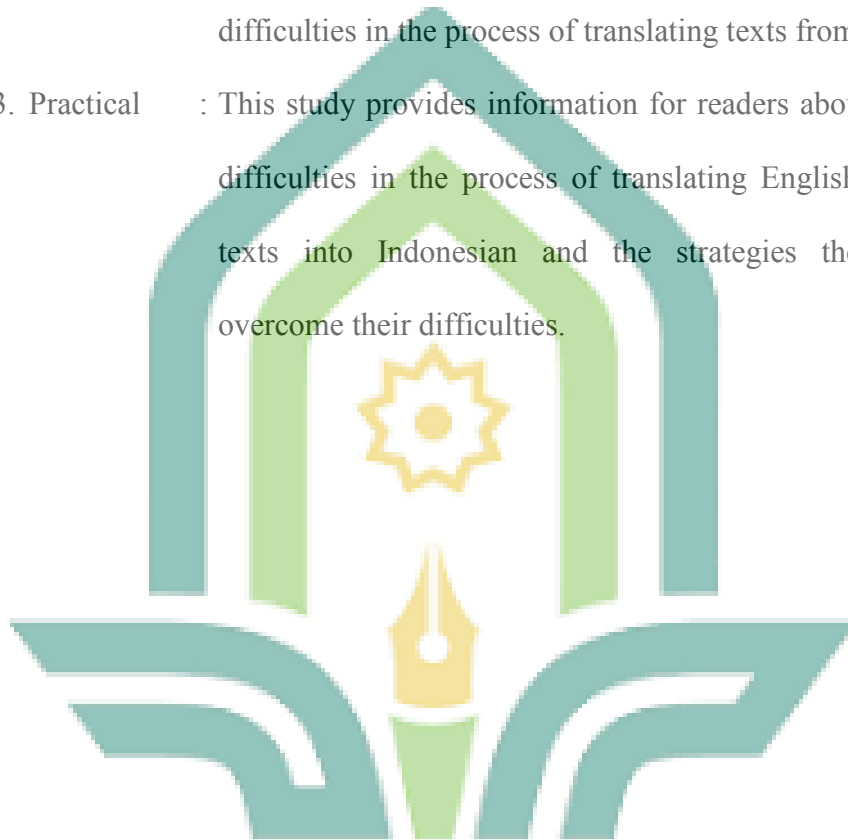
1. Students' difficulties : students' feeling when they are in troubled and confused Hornby (1995) in (Lucito, 2018).
2. Translating : a substitute for textual material in one language with the equivalent of textual material in another Catford (1965) in (Wariyati, Khalid, & Sutarini, 2021).
3. Academic Text : scientific work/paper, such as book, book reviews, research proposal, and scientific articles (Salam, Mahfud, & Nurhusna, 2018)

1.4 Aims of the Research

This study aims to reveal the students' difficulties and the strategies they use during the process of translating English academic texts into Indonesian.

1.5 Significances of the Research

1. Theoretical : This research will contribute to Christiane Nord and Newmark theory and support theories related to students' difficulties in the translation process.
2. Empirical : This research will provide empirical insights about students' difficulties in the process of translating texts from SL to TL.
3. Practical : This study provides information for readers about students' difficulties in the process of translating English academic texts into Indonesian and the strategies they use to overcome their difficulties.



CHAPTER V

CONCLUSION

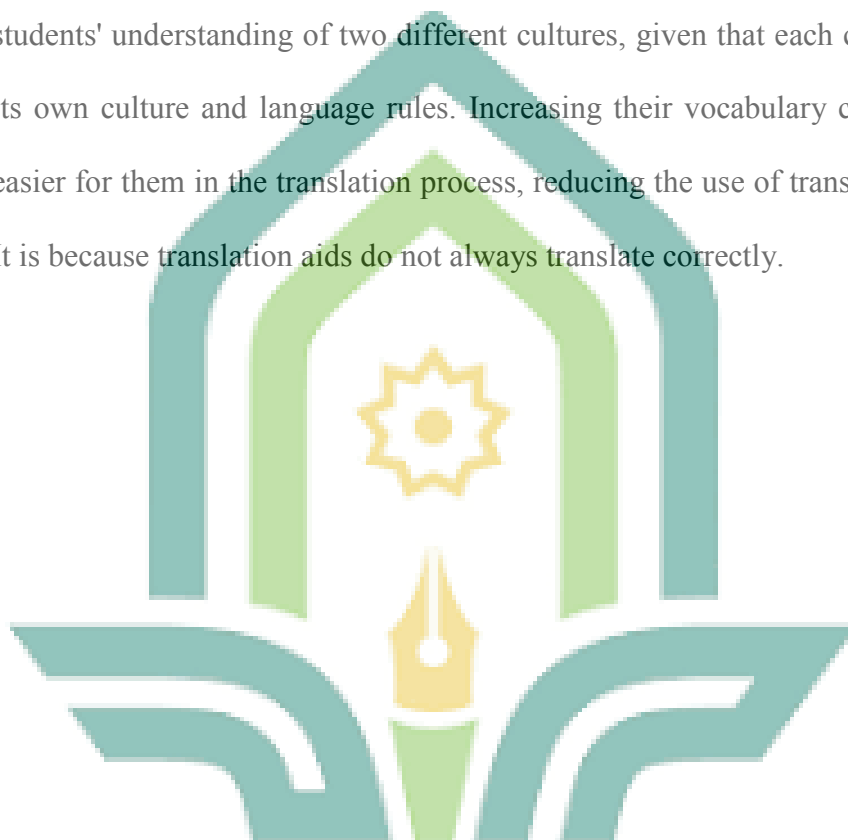
5.1 Summary of findings

In closing, this study explains the difficulties students face and the strategies they use during the process of translating English academic text into Indonesian. After the researcher collected data with photovoice, there were three difficulties faced by the students. These difficulties included: 1) pragmatic; 2) cultural; and 3) textual. Pragmatic difficulties arose because of the misunderstanding of the use of certain vocabulary in the context of SL sentences. Cultural difficulties arose due to cultural differences between SL and TL. Textual difficulties arose because students find it difficult to make translations that are natural and easy to understand.

In solving these difficulties, they used strategies popularized by Peter Newmark (1988). The data showed that there were 11 strategies that they used. These strategies included: 1) transference; 2) naturalization; 3) cultural equivalent; 4) descriptive equivalent; 5) synonymy; 6) through translation; 7) shift or transposition; 8) reduction; 9) paraphrase; 10) couplets; and 11) addition. Based on the research data, students used these strategies to translate journals, books, and teaching materials shared by their lecturers in class. They used different strategies according to their needs during the translation process.

5.2 Recommendation

After conducting the study, the researcher would like to give some recommendations to the readers. Given that translating English into Indonesian is not a short and easy process, students need to increase their reading references and vocabulary. Increasing reading references can deepen students' understanding of two different cultures, given that each country has its own culture and language rules. Increasing their vocabulary can make it easier for them in the translation process, reducing the use of translation aids. It is because translation aids do not always translate correctly.



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ENCLOSURE

Enclosure 1

PARTICIPANT CONSENT & RELEASE FORM

FOR PARTICIPANT:

I, _____, in connection with this research program, I
declare to authorize the researcher to conduct photovoice research and analyze the
result.

Additionally, I hereby authorize the researcher to release, publish, or quote such
material from the photovoice result, in connection with all research activities.

I understand the content may be included in the future speeches, on the internet, and
in print media.

**I understand that I may decline to give my consent (by not signing this form)
and continue to participate in all research activities without being
disadvantaged concerning those activities.**

Participant's Signature

Date

Printed Name

e-Mail address

Enclosure 2

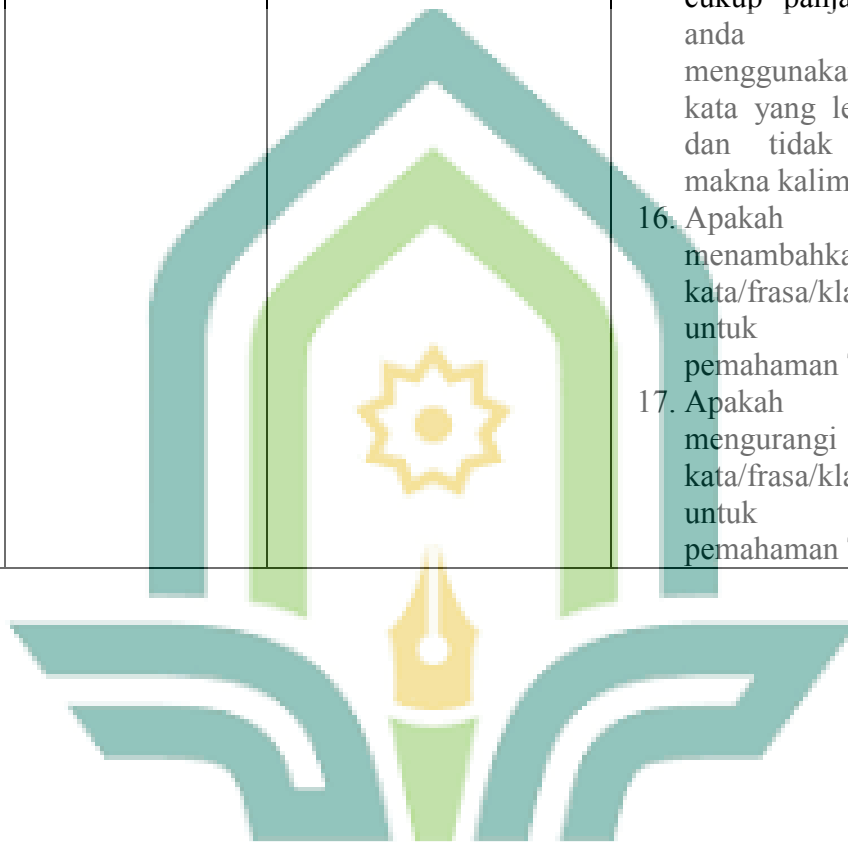
Tabel Pertanyaan Photovoice berdasarkan model SHOWeD (Wang & Pies, 2004)

- a) What do you see here?
- b) What is really happening?
- c) How does it relate to our lives?
- d) Why this problem or strength exists?
- e) What can we do about it?

No	Rumusan Masalah	Teori	Pertanyaan
1	What difficulties do students face when translating English academic text into Indonesia?	Christiane North (1991) 1) Pragmatic 2) Cultural 3) Linguistic 4) Textual	1. Apakah anda sulit memahami maksud/konteks dari teks SL? 2. Apakah anda kesulitan dalam menerjemahkan suatu kata dan menghubungkannya dengan konteks dalam SL? 3. Apakah anda menemukan kesulitan saat menemui istilah yang berhubungan dengan budaya? 4. apakah anda kesulitan dalam menerjemahkan kalimat bahasa inggris ke b.indo. Apa yang membuat anda kesulitan? 5. Apakah kalian sulit membuat teks terjemahan yang kohesive dan koheren?
2	What strategies do students use to overcome their difficulties in translating English academic	Newmark (1988) 1) Transference 2) Naturalization 3) Cultural Equivalent 4) Functional Equivalent 5) Descriptive Equivalent	1. Bagaimana anda menerjemahkan nama orang, negara, atau institusi tertentu dalam SL ke TL? 2. Apakah anda menggunakan naturalization untuk

	<p>text into Indonesian?</p>	<ol style="list-style-type: none"> 6) Synonymy 7) Through Translation 8) Shift or Transposition 9) Modulation 10) Recognized Translation 11) Translation Label 12) Compensation 13) Componential Analysis 14) Reduction and Expansion 15) Paraphrases 16) Couplets 17) Notes, addition, Glosses 	<p>menerjemahkan kosa kata tertentu?</p> <ol style="list-style-type: none"> 3. Bagaimana anda menerjemahkan istilah budaya SL yang tidak dimiliki dalam TL? 4. Apa yang anda lakukan bila suatu istilah tidak ditemukan padanan katanya? 5. Apa yang anda lakukan jika menemukan istilah tertentu dalam SL yang tidak familiar dalam TL? 6. Apa yang anda lakukan jika menemukan kata tertentu yang menurut anda kurang kohesif di dalam teks SL jika diterjemahkan dalam TL? 7. Apa yang anda lakukan jika menemukan istilah organisasi dalam SL? 8. Apa yang anda lakukan dengan adanya perbedaan tata bahasa SL & TL? 9. Apakah anda menggunakan sudut pandang anda sendiri ketika menerjemahkan? 10. Apakah anda mencari padanan kata SL yang familiar dan umum digunakan dalam TL? 11. Apa yang anda lakukan jika menemui istilah institusi dalam SL? 12. Apakah anda menggunakan kombinasi strategi dalam membantu proses penerjemahan? 13. Apa yang anda lakukan jika menemui idiom dalam teks SL?
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			<p>14. Jika anda menerjemahkan teks, apakah anda mengubah kalimatnya dengan kalimat yang anda susun dengan tujuan memudahkan pemahaman TL?</p> <p>15. Ketika ada kata yang cukup panjang, apakah anda memilih menggunakan padanan kata yang lebih pendek dan tidak mengubah makna kalimat?</p> <p>16. Apakah anda menambahkan kata/frasa/klausa/kalimat untuk membantu pemahaman TL?</p> <p>17. Apakah anda mengurangi kata/frasa/klausa/kalimat untuk membantu pemahaman TL?</p>
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Enclosure 3

CURRICULUM VITAE

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