CHAPTER IV
FINDING AND DISCUSSION

A. Research Finding

The findings of the research were based on the results of the data analysis. The data analysis consisted of two sections; the data analysis of the test and questionnaire.

1. The Students' Translation Quality in Translating English-Indonesian Text

The data from the test are used to know the students translation quality in translating English-Indonesian text. The test distributed to the students was an English text, it was an opinion text from British Council website. The text consisted of four paragraphs that the students have to translate by using their own word. After the researcher accumulated the students score from the test, the researcher got the result of the students score. To know the students score clearly, the researcher used the following table which consisted of the students' score of the test:

Table 4.1. The Students' Score in Translating English-Indonesian Text

No	Score	Frequency	Mean
1	100	5	16,65
2	83	5	13,8
3	70	1	2,33
4	67	4	8,88
5	50	5	8,3
6	43,3	3	4,32
7	33,3	7	7,77
Total		**30**	**62,05**

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From the table above, it shows that 30 students that have done the translation test. It could be seen the number of mean score of the students was 62,05. About 30 students, only five students got the score 100, five students got 83, one students got 70 score, four students got 67 and five students got 50, three students got 43,3 and the last 33,3 were gotten by seven students. And it can be concluded that the students still have difficulties in translating English-Indonesian text.

From 30 data, based on three parameter aspects of quality those are accuracy, acceptability , readability. The researcher analyzed aspect of accuracy sentence by sentence, and both acceptability and readibility paragraph by paragraph from each students' translation sheets. There are 14 sentences from 4 paragraphs of the text.

The accuracy of students' translation is analyzed based on the score given by the researcher according to the translation guide by an expert and an instrument of translation quality parameter, sentences by sentences. There are three categories from aspect accuracy; accurate, less accurate and inaccurate. From 30 data, the researcher analysed through sentences by sentences from each students' translation sheet. There are 14 sentences of the text. The number of the sentence are 420 sentences. After analyzing the students' translation sheet, the researcher gave score to make a calculation and find the mean of the score. Then, the researcher count the mean of the acceptability score or the average score. Furthermore, the researcher can conclude the quality of the students' translation in accuracy as the table below:

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Table 4.2. The Accuracy of Students' Translation

		PARAGRAPH 1									PARAGRAPH 2															PARAGRAPH 3											
SENTENCE		1			2			3			1			2			3			4			5			1			2			3			4		
PARAMETER		A	L	I	A	L	I	A	L	I	A	L	I	A	L	I	A	L	I	A	L	I	A	L	I	A	L	I	A	L	I	A	L	I	A	L	I
S	1	✓			✓			✓			✓			✓			✓			✓			✓			✓		✓				✓		✓		
	2			✓		✓			✓				✓		✓		✓				✓		✓			✓			✓		✓				✓	
	3			✓			✓		✓				✓		✓			✓			✓		✓				✓		✓		✓					✓
	4	✓			✓			✓				✓			✓				✓	✓				✓			✓		✓		✓					✓
	5		✓		✓					✓	✓				✓				✓		✓			✓			✓		✓		✓				✓	
T	6	✓				✓			✓			✓		✓					✓			✓		✓		✓				✓		✓			✓	
	7			✓			✓			✓		✓		✓				✓				✓			✓			✓		✓			✓			✓	
	8	✓			✓			✓				✓		✓				✓			✓		✓			✓				✓		✓			✓		
	9			✓			✓			✓		✓		✓				✓				✓			✓			✓		✓			✓			✓	
U	10	✓			✓			✓			✓				✓		✓			✓			✓			✓				✓		✓				✓	
	11		✓				✓			✓			✓			✓		✓			✓				✓			✓			✓			✓			✓
	12	✓			✓				✓		✓				✓				✓	✓			✓				✓			✓		✓			✓		
	13			✓		✓		✓				✓				✓	✓				✓				✓			✓		✓				✓			✓
D	14			✓	✓					✓			✓		✓				✓		✓			✓			✓			✓		✓				✓	
	15	✓			✓			✓			✓					✓			✓	✓				✓			✓			✓		✓					✓
	16	✓			✓			✓			✓				✓		✓			✓				✓			✓			✓		✓			✓		
E	17			✓		✓		✓				✓				✓	✓				✓				✓			✓		✓			✓				✓
	18	✓			✓			✓			✓				✓		✓			✓				✓			✓			✓		✓			✓		
	19	✓			✓			✓				✓			✓			✓			✓		✓			✓				✓			✓			✓	
N	20		✓				✓			✓			✓			✓		✓			✓				✓			✓			✓			✓			✓
	21	✓			✓			✓				✓			✓				✓	✓				✓			✓			✓						✓
	22	✓			✓			✓			✓				✓		✓			✓			✓			✓				✓					✓	
T	23	✓			✓			✓				✓			✓				✓	✓				✓			✓			✓						✓
	24		✓		✓			✓			✓				✓		✓			✓			✓			✓				✓					✓	
	25		✓			✓				✓			✓			✓	✓				✓			✓				✓			✓		✓				✓
	26		✓				✓			✓			✓			✓		✓			✓				✓			✓			✓			✓			✓
	27			✓		✓		✓				✓				✓	✓				✓				✓			✓		✓			✓				✓

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	28	✓			✓			✓				✓			✓			✓			✓			✓			✓				✓			✓			✓	
	29			✓			✓		✓				✓		✓			✓			✓			✓			✓				✓			✓		✓					✓
	30			✓		✓			✓				✓		✓		✓				✓			✓			✓				✓			✓		✓				✓	
Accurate		**15**			**16**			**17**			**9**			**5**			**12**			**11**			**12**			**10**			**1**			**17**			**5**					
Less Accurate		**5**			**7**			**5**			**12**			**17**			**10**			**16**			**10**			**11**			**24**			**6**			**12**					
Innacurate		**10**			**7**			**8**			**9**			**8**			**8**			**3**			**8**			**9**			**5**			**7**			**13**					

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PARAGRAPH 4					
A	**L**	**I**	**A**	**L**	**I**
✓			✓		
	✓		✓		
	✓		✓		
	✓		✓		
	✓			✓	
	✓			✓	
	✓			✓	
✓			✓		
	✓			✓	
✓			✓		
		✓		✓	
	✓			✓	
✓				✓	
	✓			✓	
	✓			✓	
✓			✓		
✓				✓	
✓			✓		
✓				✓	
	✓				✓
✓				✓	
✓			✓		
✓				✓	

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✓			✓				
	✓				✓		
	✓			✓			
	✓				✓		
✓					✓		
	✓			✓			
✓				✓		AMOUNT	AVERAGE
14			**10**			**154**	**37%**
15			**16**			**166**	**39%**
1			**4**			**100**	**24%**

From the table 4.2 we can see the recapitulation of accuracy of students' translation result, we can conclude that there are 154 or 37% of 420 sentences translated accurately, 166 sentences translated less accurately and 100 sentences translated innacurately by the students.

The accetability of students' translation is analyzed based on the score given by the researcher according to the translation guide by an expert and an instrument of translation quality parameter, paragraph by paragraph. There are three categories from aspect acceptability; acceptable, less acceptable and unacceptable. The number of the sentence are 110 sentences. After analyzing the students' translation sheet, the researcher gave score to make a calculation and find the mean of the score. Then, the researcher counted the mean of the acceptability score or the average score. Furthermore, the researcher can conclude the quality of the students' translation in acceptability as the table below:

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Table 4.3. The Acceptability of Students' Translation

STUDENT	PARAGRAPH 1			PARAGRAPH 2			PARAGRAPH 3			PARAGRAPH 4		
	A	L	U	A	L	U	A	L	U	A	L	U
1	✓			✓			✓			✓		
2	✓				✓		✓			✓		
3			✓		✓				✓		✓	
4	✓			✓				✓		✓		
5	✓				✓			✓		✓		
6	✓			✓				✓		✓		
7		✓			✓			✓		✓		
8	✓			✓				✓		✓		
9		✓				✓			✓	✓		
10	✓			✓				✓		✓		
11			✓		✓				✓		✓	
12	✓			✓				✓		✓		
13			✓		✓				✓		✓	
14	✓			✓				✓		✓		
15	✓			✓				✓		✓		
16	✓			✓			✓				✓	
17			✓		✓				✓		✓	
18	✓			✓			✓			✓		
19	✓				✓		✓			✓		
20			✓			✓			✓		✓	
21	✓			✓				✓		✓		
22	✓			✓			✓			✓		
23	✓			✓			✓			✓		
24	✓			✓			✓			✓		

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25			✓		✓				✓		✓			
26	✓				✓		✓			✓				
27			✓		✓				✓		✓			
28	✓				✓		✓			✓				
29			✓		✓				✓		✓			
30		✓			✓		✓			✓			**AMOUNT**	**AVERAGE**
Acceptable	19			14			11			11			**55**	**50%**
Less Acceptable		3			14			10			9		**36**	**33%**
Unacceptable			8			2			9			-	**19**	**19%**

From the table 4.3., we can see the recapitulation of acceptability that there are 30 students who coded with the number 1-30. Each students' translation result is analyzed by paragraph by paragraph. We can simply concluded that in the first paragraph there are 19 students' translation which categorized acceptable, 3 students' translation categorized less acceptable and 8 translation product of the students that categorized unacceptable. In the second paragraph there are 14 students' translation which categorized acceptable, less acceptable categorized from 14 students' translation product and 2 students' translation which categorized unacceptable.

Next, in the third paragraph there are 11 students' translation which categorized acceptable, 10 students' translation which categorized less acceptable and 9 students' trabslation product categorized unacceptable. In The last paragraph, there are 11 students' translation which categorized acceptable, 9 of it categorized less

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acceptable and the rest of it categorized unacceptable. It can be seen clearly, most of the data are acceptable.

The Readibility of students' translation is analyzed based on the score given by the researcher according to the translation guide by an expert and an instrument of translation quality parameter, paragraph by paragraph. There are three categories from aspect readability; readable, less readable and unreadable. The number of the sentence are 110 sentences. After analyzing the students' translation sheet, the researcher gave score to make a calculation and find the mean of the score. Then, the researcher counted the mean of the readibility score or the average score. Furthermore, the researcher can conclude the quality of the students' translation in readibility as the table below:

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Table 4.4. The Readibility of Students' Translation

STUDENT	PARAGRAPH 1			PARAGRAPH 2			PARAGRAPH 3			PARAGRAPH 4		
	R	L	U	R	L	U	R	L	U	R	L	U
1	✓			✓			✓			✓		
2	✓					✓	✓					✓
3			✓		✓				✓		✓	
4	✓			✓				✓		✓		
5	✓				✓		✓			✓		
6	✓			✓				✓		✓		
7			✓		✓		✓			✓		
8	✓			✓				✓		✓		
9		✓				✓		✓			✓	
10	✓			✓				✓		✓		
11			✓		✓				✓		✓	
12	✓			✓				✓		✓		
13			✓		✓				✓		✓	
14	✓			✓				✓		✓		
15	✓			✓					✓	✓		
16	✓			✓			✓				✓	
17			✓	✓					✓		✓	
18	✓			✓			✓			✓		
19	✓				✓		✓			✓		
20			✓			✓			✓		✓	
21	✓			✓				✓		✓		
22	✓				✓		✓			✓		
23	✓			✓			✓			✓		
24	✓			✓			✓			✓		

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25			✓	✓					✓		✓			
26	✓			✓			✓			✓				
27			✓	✓					✓		✓			
28	✓				✓		✓			✓				
29	✓				✓				✓	✓				
30		✓			✓		✓			✓			**AMOUNT**	**AVERAGE**
Acceptable	19			17			13			11			**60**	**54%**
Less Acceptable		2			10			8			9		**29**	**26%**
Unacceptable			8			3			9			1	**21**	**19%**

Based on the table above, it is clearly shown the distribution of readability of each paragraph. From 110 data, 4 paragraph, and 30 students' translation sheets, there are 60 paragraphs was readable, 29 paragrapsh were less readable and 21 students' translation categorized unreadable. The percentage are 54% data was readable, 26% data was less readable and 19% data was unreadable, so it simply conclude that the most of the data was readable.

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2. The factors Hampered the Students in Translating English-Indonesia Text

The questionnaire used to know the factors that hampered the students in translating English-Indonesia text. The questionnaire was distributed to 30 students of English Program at IAIN Parepare as a sample. This questionnaire consisted of 10 items. The questionnaire was closed questions. The following table is the classification about each item:

Table 4.5 Item No. 1. The Students' Responses about Translation Skill

No.	Classification	Frequency	Percentage
1	Very difficult	3	10%
2	Difficult	23	76,6%
3	Easy	3	10%
4	Very Easy	1	3,3%
	Total	30	100%

Based on the table above there were 3 students (10%) of 30 students stated that transalation skill is very difficult, 23 (76,6%) students of 30 students stated that translation skill is difficult, 3 (10%) of 30 students stated that it is easy, while only 1 student (3,3%) stated that translation skill is very easy. It means the students assumed that translation skill is difficult.

Table 4.6 Item No. 2. The students' Interest about Translation Skill

No.	Classification	Frequency	Percentage
1	Extremely like	-	-
2	Like	10	33,3%
3	Just so-so	9	30%

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4	Dislike	11	36,6%
Total		30	100%

From the table there were 53% students who did not like translation, and only 16% students who claimed that they liked translation, while the rest of it about 9 students or 30% is felt just so-so about it. It assumes that the students' interest were still low.

Table 4.7 Item No. 3. The Students' Feeling When Find a Long Sentences in English

No.	Classification	Frequency	Percentage
1	Feel pressure	18	60%
2	Feel pressure, but still read the text in spite of did not understand it.	6	20%
3	Feel nothing and just try to understand the text.	4	13,3%
4	Apathetic	2	6,6%
Total		30	100%

From 30 students there were 60% (18 students) of it feel pressure when they found a long sentences in English, 6 students (20%) of 30 students admitted that they are feel pressure but still read text, 4 students (13,3%) are just comfort when get a long sentences and still try to understand the text, while 2 students are still apathetic when it comes to an English text. It assumed that the majority of the students are still feel uncomfortable when they find a long sentences or an English text

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Table 4.8 Item No. 4. The Students' Responses about an Activity to Enhance Their Transation Skill

No.	Classification	Frequency	Percentage
1	Nothing	16	53,3%
2	Have, but not a routine	4	13,3%
3	Have a lot of activity to enhance translation skill	8	26,6%
4	Under certain condition (Exam)	2	6,6%
Total		30	100%

The table above shows the students activity to enhance their translation skill, about 53,3% students or 16 students admitted they are still did not do anything. 4 students (13,3%) of 30 students stated that they have, but not as their routine activity, 26,6% students or 8 students admitted that they already have a lot of activity to enhance their translation skill. While, 2 students or 6,6% students did it when they have an exam. It simply shows their awereness in learning translation is still low.

Table 4.9 Item No. 5. The Students' Responses about Difficulty Rate in Translating

No.	Classification	Frequency	Percentage
1	Very difficult	1	3,3%
2	Difficult	25	83,3%
3	Easy	4	13,3%
4	Very easy	-	-
Total		30	100%

The table describes the students' response about difficulty rank in translating, only 4 or 13,3% students of 30 students who stated that translation is easy, 25 (83,3%) of 30 students stated that translation is difficult and 1 students stated it very

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difficult. From the percentage is seems that the students perception of translation is still difficult thing to do.

4.10 Item No. 6. The Students' Responses about Some Difficulties that Found in Translating

No.	Classification	Frequency	Percentage
1	Vocabulary	1	3,3%
2	Arranging the word	3	10%
3	Understand long and complex sentences	9	30%
4	All	17	56,6%
Total		30	100%

From the table, it shows the students' response about difficulties some in translating, there was 1 (3,3%) students of 30 students who stated translation become his difficulty in translating, 3 (10%) of 30 students stated that arranging a the word as their difficulty in transalting, and 9 (30%) students stated understanding long and complex sentences is their difficulty in transalting. While about 56,6% (17) students of 30 students admitted they all of the difficulties above still become their difficulty. The number of students who chose "all" is quite high then other options, it show the students are still encountered various kinds of difficulties in translating English into Indonesian text.

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Table 4.11 Item No. 7. The Students' Responses about Grammar as a Difficulty in Translating

No.	Classification	Frequency	Percentage
1	Strongly agree	5	16,6%
2	Agree	19	63,3%
3	Disagree	6	20%
4	Strongly disagree	-	-
Total		30	100%

The table above concludes the students response about grammar as a difficulty in translating, about 5 (16,6%) students strongly agree that grammar is one of a difficulty in translating, 63,3% (19 students agree, and 20% (6 students) disagree. It assumed that majority of the students dealed that grammar is one of difficulty that encounter in translating.

Table 4.12 Item No. 8. The Students' Responses about Some Tools that They Use in Learning Translation

No.	Classification	Frequency	Percentage
1	Translation's theory book	-	-
2	Youtube	21	70%
3	Translation Apps	-	-
4	Nothing, Just learn in the class	9	30%
Total		30	100%

From the table above, about 70% or 21 students chose "Youtobe" as a tool for them in learning translaton and the rest of it, 30% or 9 students admitted that they

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have no specific tools and just learn translation in class. It showed the effort of the students in learning about translation is still low.

Table 4.13 Item No. 9. The Students' Responses about Their Difficulties in Using a Dictionary in Translating

No.	Classification	Frequency	Percentage
1	Choose the suitable meaning for the target language	9	30%
2	Determine word's root	1	3,3%
3	Determine the synonym & anthonym of the word	-	-
4	All	20	66,6%
Total		30	100%

The table above shows the difficulties of the students in using a dictionary in trabslating, about 9 students or 30% said that choose the suitable meaning for the target language is their difficulty, 1 students (3,3%) chose determine word's root, and 22 students or 66,6% chose all the difficulties in the options are the difficulties that they encountered in using dictionary. it means they still have to adjust theirselves in using translation.

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Table 4.14 Item No. 10. The Students' Responses about Their Habits When Find a New or Difficult Words

No.	Classification	Frequency	Percentage
1	Ask the lecturer	-	-
2	Check out on the dictionary or an English book	2	6,6%
3	Googling	11	36,6%
4	Not trying to find it out (Apathetic)	17	56,6%
Total		30	100%

The table above shows the responses of the students when they find a new or difficult word, 2 students stated that they will check oit on the dictionary or book, 11 students stated that they will use google and rest of it about 17 students of 30 students admitted that they just ignore it.

B. Discussions

In this part, the researcher would like to describe the discussion of the result of the data analysis in line with scope of the research that had been previously discussed. This discussion was intended to describe the student translation quality and factors that hamper them in translating process.

1. The Students' Translation Quality in Translating English-Indonesian Text

Thirty students' translation sheets are used to be the data of this study. Those students" translation sheet is analyzed on by one based on two ascpect parameters of translation quality; accuracy, acceptability. The result of the research question can be seen in research finding. After the data are presented, then those are discussed in this discussion section.

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In this discussion, the researcher presents those findings by reflecting on some theories related to the students' translation quality. Based on the analysis of data, the researcher makes the conclusion whether the translation of English Program students are good quality or not according to the standard quality of translation by Hanifah' study[1] that mentioned in the chapter II.

For the first aspect that has been analyzed is accuracy. The accuracy of the translation is defined specifically by the correct transfer of the message of the SL. In addition, a TL must be clearly understood and does not need any rewriting. The text can be said accurately if the meaning of the SL transferred accurately and there is absolutely no distortion of meaning. Mangatur said that the clear meaning, without any changes of the meaning is a characteristic of accurate translation.[2]

Next, the text can be said less accurate if the meaning of the ST transferred accurately. However, there is still a distortion of meaning or there is a meaning that omitted which interferes with the integrity of the message. Like the data from student 2 "*Penindasan bisa menjadi mimpi buru tapi ada hal yang bisa lakukan untuk berpura pura.*" The data from student 2 can be said less accurate, because there is distortion of the meaning. Therefore, the message of text can not be gained, instead it created new meaning.

The most common error in accuracy parameters is word selection. Some students still confused to choose the suitable word for the target language. Based on the finding, there are 154 sentences translated accurately, 166 sentences translated less

[1] H.K. Nisak, Thesis: *An Analysis of Students' Translation Quality at the Seventh Semester of English Department IAIN Surakarta in the Academic Year 2014/2015* (Surakarta: IAIN Surakarta, 2016).

[2] Mangatur Nababan, Ardiana Nuraeni and Sumardiono, *Pengembangan Model Penilaian Kualitas Terjemahan*.Kajian Linguistik dan Sastra.

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accurately and 100 sentences translated inaccurately from the total paragraph are 420 sentences, 30 students' translation sheets. The average score of accuracy are 37% data are accurate, 39% data are less accurate, and 24% data are inaccurate. It can be said that the students' translation in the parameter of accuracy is less accurate. From the description above, it can be seen that most of the data are less acceptable. It can be concluded that the students' translation are mid quality in accuracy.

The second aspect is acceptability. Based on the theory of Mangatur Nababan[3] cceptability means translation feels natural, technical terms used are commonly used and familiar to the reader, phrase, clause, and sentence already used in accordance with the rules of the target language. Based on the finding, there are 55 sentences are acceptable, 36 sentences are less acceptable and 19 sentences are unacceptable from the total paragraph are 110 sentences, 30 students' translation sheets. The average score of accuracy are 50% data are acceptable, 33% data are less acceptable, and 19% data are acceptable. It can be said that the students' translation in the parameter of acceptaility is acceptable. In conclusion, the students' translation quality in translating English-Indonesian text is relatively good in acceptability.

The third aspect is readability. Readability means the word, terms, phrases, sentences or the text of the translation is easy to understand.[4] In this research, the researcher found that, there are 60 or 54% of 110 sentences are readable, 29 or 26% of 110 sentences are less readable and 21 or 19% of 110 sentences are unreadable from the total paragraph are 110 sentences, 30 students' translation sheets. It can be

[3] Mangatur Nababan, Ardiana Nuraeni and Sumardiono, *Pengembangan Model Penilaian Kualitas Terjemahan*.Kajian Linguistik dan Sastra.

[4]Mangatur Nababan, Ardiana Nuraeni and Sumardiono, *Pengembangan Model Penilaian Kualitas Terjemahan*.Kajian Linguistik dan Sastra.

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said that the students' translation in the parameter of readability is readable. In conclusion, the students' translation quality in translating English-Indonesian text is relatively good in readibility.

2. The factors that hampered the Students in Translating English-Indonesian Text

There are some difficulties that become factors that hampered the students in translating English-Indonesia text. From this research, related to the theory from Mangatur Nababan about process of translation, there are three steps of translation namely; Analyze, transfer, and restricting.[5] After the researcher distributed an English text to the students and analyzed the students' translation result, the researcher found that the majority of the students already catch the main idea of the text but they did not translated it cohenrencely into the target language so make the reader confused. The students got difficulty in transferring process because they can not choose appropriate word. So, automatically they can reconstructe the text well.

The analysis of students' translation quality in translating English-Indonesia text and the factors that hamper them in translating process generally are affected by linguistic factors. It seems that this research related to the theory of Nida[6] that linguistic factor maybe become difficulties that face in translating process, it explained that those problem appear because there are differences between language and culture. According to the analysis of translation test that the students had did, the example of students difficulties in linguistic factor could be seen from this following example:

[5] Mangatur Nababan, Ardiana Nuraeni and Sumardiono, *Pengembangan Model Penilaian Kualitas Terjemahan*. Kajian Linguistik dan Sastra (Surakarta: Kajian Linguistik dan Sastra, 24, No. 1, Juni 2012).

[6] Eugene A.Nida and Charles R.Taber, *The Theory and Practice of Translation Volume VIII*.

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a. The ambiguity word that made students difficult to determine the true or the suitable meaning of the word for the sentence.

SL: Bullying can be a nightmare but there are things we can do to *prevent* it.

TL: Penindasan bisa menjadi mimpi buruk, tapi ada hal yang bisa kita lakukan untuk *mencegahnya.*

ST: Penindasan bisa menjadi mimpi buru tapi ada hal yang bisa lakukan untuk *berpura pura.*

The student was difficult to determine the meaning of the word *prevent*. The student was confused to differentiate and determine the word between "*prevent"* and "*pretend"*.

b. Students' difficulties in translating long sentences.

SL:What people can do to stop this problem? Personally, I think teachers need to be aware that bullying may be happening in their classes and be very strict when they have a case of bullying. Another thing teachers could do is prepare lessons to talk about the problems with their pupils, which might make bullies realize how badly they hurt their victims. As for students, if they find out a classmate is being bullied, they should support as much as possible and let a teacher know.

TL: Apa yang orang-orang bisa lakukan untuk menghentikan kasus seperti ini? Secara pribadi, saya pikir guru harus lebih sadar bahwa kasus semacam ini bisa terjadi dikelas mereka, dan harus lebih waspada ketika ada kasus pembulian. Hal lain yang dapat dilakukan oleh guru yaitu mempersiapkan pelajaran yang secara khusus membahas tentang permasalahan semacam ini bersama dengan siswanya, yang mana dapat

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membuat pembuli tersebut sadar betapa buruknya kelakuan mereka terhadap para korban. Sebagai siswa, apabila mendapatkan temannya dibuli mereka harus membantu sebisa mungkin dan memberitahukan guru hal tersebut.

ST: Apa yang bisa orang lakukan untuk memberhentikan masalah ini?

Menurut saya pribadi, saya pikir guru harus sadar bahwa perundungan bisa terjadi dikelasnya dan bisa menjadi sangat strict mereka mempunyai masalah mengenai pembulian. Hal lain yang bisa dilakukan adalah menyiapkan pelajaran untuk membicarakan masalah-masalah dengan pupils mereka. Sebagai siswa Jika mereka mendapatkan teman kelasnya yang dirundungi seharusnya mereka membantu dan membiarkan guru tahu.

The students were difficult translate and understanding long and complex sentences, the students made errors in translating the sentence then made the reader confused to read the students translation. Because the students were difficult to translate long sentences, there are many words that the students did not translate.Then the target language was not clear.

c. Difficulties in choose the suitable meaning of the word that suitable with the context of the text.

SL: Bullying can be a nightmare butthere are things we can do to *prevent* it.

TL: Penindasan bisa menjadi mimpi buruk, tapi ada hal yang bisa kita lakukan untuk *mencegahnya.*

ST: Penindasan bisa menjadi mimpi buru tapi ada hal yang bisa lakukan untuk *menyangkalnya.*

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The students were difficult in choosing the suitable meaning for the word "Prevent" which is in this case, to make it fit with the context of the sentence of the text, the suitable meaning should become "*mencegah*" not "*menyangkal*" even that meaning is available in dictionary.

d. Difficulties in arranging the word in bahasa then the sentence made the reader confused to read it.

SL: Unfortunately, bullying is quite common in school where I live. It can affect students of any age, *and both boys and girls*.

TL: Sayangnya, penindasan masih dianggap wajar disekolah saya dimana saya tinggal. Hal ini bisa berdampak bagi siswa di segala umur, *baik itu laki-laki maupun perempuan*.

ST: Sayangnya penindasan cukup umum disekolah dimana saya tinggal, itu bisa berdampak pada murid disemua umur, *dan kedua laki-laki dan perempuan*.

The students were difficult in arranging the words in translating sentence "both boys and girls". The students know the meaning of the words, but they were difficult to arrange the words, so the translation made the reader confused to read it

Besides the factors above, based on the questionnaire that the researcher distributed to the students they already know that they need translation but still don't have any effort to reach it and repair it. It becomes their internal problem that only can fix by themselves. So intead know that they are still low in translating, they also have to know that they need an improvement that only can get if they want to improve it.

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So in brief, all of those difficulties are hampered the students in translating process. Each students has different difficulty, there are students who still difficult in choosing the suitable terms with the context of the sentence and also still confused on arrange the words in target language. In other side, there are students who already able to do it, but still confused when they found an unfamiliar word or phrase, etc. understand long and complex sentences, arrange the word in the target language, lack of vocabulary, choose the suitable meaning for the context of the sentences were difficulties and become a factor that hampered them in translating. Based on the questionnaire from items number 3,6,7 and 9 indicated the factor that hampered them in translating. In other side, for some students, an internal still factor became their problem. The awereness to enhance their ability in translating, especially in translating English into Indoensian text is still low.

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