

Exploring Problems of Translation Encountered by English Education Department Students at Al-Qolam University

Mulis

mukhlis@alqolam.ac.id

Universitas Al-Qolam Malang

ABSTRAK

Saat ini, Bahasa Inggris digunakan di banyak sektor; pendidikan, bisnis, dll. Jadi, penerjemahan Bahasa Inggris dibutuhkan. Penelitian ini adalah penelitian kualitatif dasar. Penelitian ini dilakukan untuk menyelidiki masalah penerjemahan yang dihadapi oleh mahasiswa Bahasa Inggris pada semester kelima di Universitas Al-Qolam. Namun, metode pengumpulan data menggunakan analisis dokumen dan wawancara kelompok terfokus (FGI). Kemudian, data dianalisis menggunakan beberapa langkah, seperti pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Kepercayaan; kredibilitas, konfirmabilitas, dan transferabilitas dilakukan. Temuan penelitian mengungkapkan bahwa mahasiswa menghadapi dua masalah utama dalam penerjemahan; kurangnya penguasaan kosakata dan pemahaman tata bahasa Inggris yang buruk. Oleh karena itu, masalah-masalah ini memengaruhi hasil terjemahan mahasiswa dan menjadi hambatan bagi mahasiswa untuk menyampaikan makna bahasa sumber ke bahasa target. Penelitian ini merekomendasikan bahwa masalah ini harus diperhatikan untuk memperkaya dan memperluas penguasaan kosakata dan tata bahasa Inggris mahasiswa.

Keywords: *Translating, Problem, Student, English Education Department, Education*

INTRODUCTION

Nowadays, English is exerted in many sectors; education, business, etc (Rao, 2019; Rahayu & Rosa 2021). Thus, understanding the meaning and messages of the words in English is also needed, and the way to understand the meaning of the original utterances is through translation Syonia and Rosa (2020). On the other hand, the news has become the main source of information for some people of the world, whether on national or international topics. Information sharing allows information to be translated from one language to another language (Abdah et al., 2022). A translation is necessary because it allows us to talk and communicate with each other, or we can comprehend it (Aisyah Fitri, Eka Sustri Harida, 2019). Hence, the translator must consider the message closest to the original (Newmark, 1988; Bassnett, 2005). Also, the translator should find the adjustment of the words, phrases, or grammatical patterns (Kembaren, 2019).

Catford (1965) defines translation is the replacement of textual material in one language (Source Language) by equivalent textual material in another language (Target Language). Those textual materials are words, phrases, sentences, language style, and grammatical structures. Thus,

translators should be able to find the most adjusted words, phrases, sentences, or grammatical structures replacing the original text so that the target readers can understand the target language (Kembaren, 2019). Yet, translation, especially from English sources to the Indonesian language is not easy. This is because each language has different syntactic, and semantic. In fact, some students faced several difficulties in translating English sources to Indonesia language as the target language especially lack of vocabulary Arono and Nadrah, (2019); Pham et al. (2022); Abdah et al. (2022); Arono and Nadrah, (2019); Syonia and Rosa, (2020). Further, the factors that lead to those problems are differences in conceptual and textual differences in languages. Besides, these problems are visible when the translation involves two different cultures (Syonia & Rosa, 2020).

A number of researches related to translation have been conducted. Abdah et al. (2022) investigated problems in translating Indonesian news articles into English. The subject was a class of translation students that consisted of eighteen students from the English Language Education Study Program Batch 2017. It conveyed a descriptive qualitative design. A document analysis and interview were the data collection methods. This found three main problems faced by the students; literal translation, inappropriate translation of word or term, and meaning distortion. Those problems are gained by word-for-word or literal translation without considering the author's intention or context. Besides, lack of vocabulary and lack of term knowledge also lead to those problems. This research suggested that the students should be familiar with English new articles.

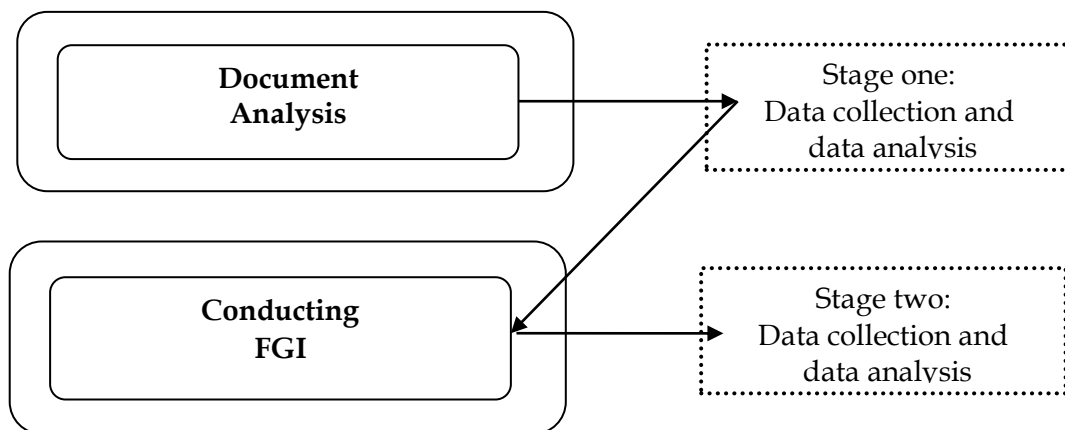
Also, Arono and Nadrah, (2019) conducted research which difficulties in translating text and the factors that affected students' translation errors. This utilized a quantitative approach. The research revealed that elliptical errors were (67.29%), idiom (87.5%), and textual meaning (73.54). Yet, lack of vocabulary was (87,50%), difficulty translating Islamic texts (75,00%), literary works (66,66%), and grammatical issues (62,50%). Another researcher, Aisyah Fitri, Eka Sustris Harida, (2019) explored students' difficulties in translating recount text. This research was done in the sixth semester in the English program of IAIN Padang by qualitative research. The participants were twenty students of TBI-3 in the sixth-semester English Department. The data were gained through students' answer sheets of the translation English recount text. This research revealed students' difficulties such as lack of vocabulary, grammatical issues, and miss in using transitional words. Then, Syonia and Rosa, (2020) investigated the students' problems with historical recount text translation. This research used a descriptive method. The subjects were the third-year English education department Students taking translation as their elective course. The data were gathered by Keylogging (Translog) and then analyzed using a translation process procedure. This research showed ten problems; improper use of generalization technique, improper borrowing technique, target language structure, meaning deletion, the improper use of literal technique, context misunderstanding, target language interference, meaning addition, inability to find the right equivalent, and source text misunderstanding. Those problems are mainly caused by the students' low translation skills.

Al-Qolam University with the vision *Menjadi Universitas Transformatif Berbasis Pesantren Bereputasi Internasional* should provide worldwide insight. One of the departments is English education. This program has vision, Becoming Study Program Producing Pesantren-Based Professional English Teachers. Hence, becoming professional teachers, the students should have holistic knowledge of translation. A translation course is provided at the fifth semester. Thus, problems related to translating encountered by the students are urgent to investigate. So, the research question of this research is Exploring Problems of Translation Encountered by English education department students at Al-Qolam University.

RESEARCH METHOD

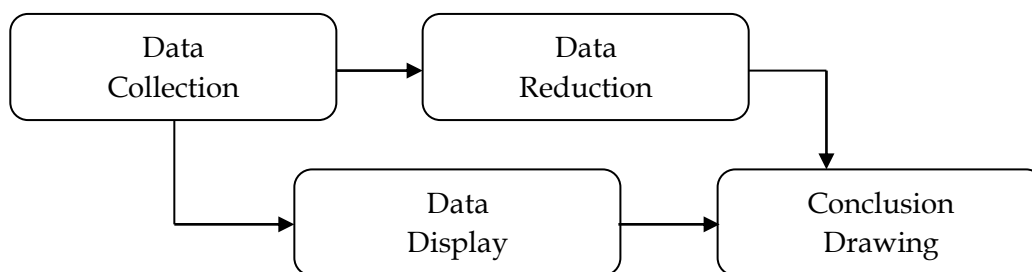
In this research, basic qualitative research was utilized. This research is marked by several characteristics such as dealing with context or meaning, natural setting, human instrument, data source multiple, participants' meaning, emergent design, reflexivity, holistic, applying inductive and deductive analysis, and descriptive data (Ary *et al.* 2010; Creswell, 2012; Fraenkel, J. R., Wallen, N.E., & Hyun, 2012). This paradigm was selected due to its suitability for cases revealed by the researcher.

The subjects of this research were English students in the fifth semester at Al-Qolam University Malang consisting of 38 students. To select the participants, a purposeful technique is utilized. The selected participants were the higher and lower students in academic achievement. Yet, data collection methods used document analysis and focus group interview (FGI) in which were usually used in qualitative research (Creswell, 2012). Then, these data collection methods were stopped when the research found similar data over and over (Kumar, 2011; Bryman, 2015; Carlssen & Glenton, 2014). Also, an iterative paradigm was exerted to recheck the data (Srivastava, 2009). This was described as follows.



Stage of data collection procedure

Then, this research employed data analysis proposed by Miles and Huberman, (1994) collection, data reduction, data display, and conclusion drawing.



Stage of data analysis

Also, trustworthiness such as credibility and confirmability was exerted to minimize the data subjectivity. Document analysis and FGI were done to achieve credibility method. Further, the students' translation results and FGI results were used to obtain confirmability.

FINDINGS AND DISCUSSION

In this discussion, the researcher revealed the data related to translation problems encountered by English education department students. It is necessary to investigate because translation is one of the compulsory courses provided in the fifth semester. Besides, the translation product obtained from the students can be inferred as their quality academic skills, which it was produced through holistic knowledge, such as they have a good vocabulary mastery and are well familiar with English grammar. Further, the concept of the meaning of translation, including lexical meaning and grammatical or structural meaning, is tightly pertinent. The data analysis results revealed that students encountered two main translation problems: lack of vocabulary mastery and pure of grammatical comprehension. Therefore, these cases affected the students' translation product (English research abstract). These two aspects are very urgent in translation activity because without these, the translation will not be produced smoothly or will not be understandable.

Vocabulary Mastery

Vocabulary is one of the crucial elements in learning English (Mulis, 2025). On the other hand, vocabulary mastery is also crucial to make the transition better (Puspita et al., 2022). Hence, vocabulary mastery plays a crucial role in the process of translation. The process of translation depends heavily on vocabulary competence. It serves as the cornerstone for comprehending, interpreting, and effectively translating meaning from the source language to the target language. Even a translator with excellent grammatical skills may find it difficult to express the intended message clearly without a thorough understanding of vocabulary. In addition, vocabulary mastery is essential for the students, not just for academic reasons but also for contextually and culturally meaning translation adjustment. So, the they should therefore consider vocabulary mastery.

In line with the first, without sufficient vocabulary, the students will tend to translate literally or through word-for-word translation techniques they ignore some words to translate when they do not understand the meaning of the target language. This can be seen in this students' translation product of the research article abstract [2].

Table 1. Students' Translation Result

SL	<i>Keterampilan membaca memiliki peranan penting dalam proses pemerolehan pengetahuan dan informasi</i>
TL. P1	Reading skills have an important in the process knowledge and information.
TL. P2 reading have..... important on process problem knowledge and information.
TL. P3	Reading creativity have important in process for it knowledge and information.
TL. P4	Reading skill have..... Important in process get knowledge and information.
TL. P5	Raeding skill have impotent in process get education and information

This shows that the students cannot translate the source language (SL) to the target language (TL) comprehensively because of a lack of vocabulary. Besides, they also did not find the equivalence meaning of the words, they understood the meaning in the target language. Further, they tend to ignore some words to translate. Yet, the acceptable translation of the sentence above should be “*Reading skills have an important role in the process of acquiring/obtaining, getting, capturing, achieving knowledge and information*”. Further, lack of vocabulary mastery is also encountered by other students related to research article abstract translation. This can be seen as follows;

Table 2. Students' Translation Result

SL	<i>Rendahnya hasil belajar siswa disebabkan oleh siswa beranggapan bahwa Bahasa Inggris pelajaran yang sulit dan membosankan sehingga siswa kesulitan dalam memahaminya.</i>
TL. P6	<i>The low understanding students because of the student think that English is difficult lessoon that students</i>
TL. P7	<u>Roll</u> of result studeny student because student said English language learning <u>divicale</u> and student.
TL. P8	The allowing result learning student, students that English id difficult.
TL. P9	<u>Downnya</u> because of students learning English is difficult and bored.
TL. P10 Stydy student For student english language study and

This also shows that the students cannot translate the source language (SL) to the target language (TL) comprehensively because of a lack of vocabulary. Besides, they also did not find the equivalence meaning of the words, they understood the meaning in the target language. Further, they tend to ignore some words to translate. Yet, the acceptable translation of the sentence above should be “*The low student learning outcomes are caused by students' thought that English is a difficult and boring subject, so that students have difficulties understanding it*”. In line with these findings done by document analysis, students' translation product, it is also verified by the result of focus group discussion (FGI). “*Kendala saya adalah kekurangnnya atau sedikitnya kosa kata yang saya miliki, dan saya harus sering latihan menterjemahkan, sehingga tidak tabu menterjemahkan ke Bahasa tujuan [P1, P2,P3,P4]*”.

This problem is also in line with the research done by (Arono & Nadrah, 2019). This research revealed that most of the students faced vocabulary challenges in translating. Therefore, the students did not understand the words' meaning or unfamiliar words. Also, this problem is revealed by (Puspita et al., 2022). Hence, the students translated using words for words translation method, or even they did not translate those words (Abdah et al., 2022). This was done due to not understanding the meaning of the English words or a lack of vocabulary mastery. However, this method is sometimes relevant to particular utterances and sometimes is not appropriate. Due to that, the students should consider the context and intention which is beyond the text (Abdah et al., 2022). For this case, the students before joining the translation class should be assured and confirmed that they already have good vocabulary mastery. This can be known during joining the vocabulary or reading courses. Or, it can be set for vocabulary mastery by redesigning the curriculum for such as prerequisite courses to assure the students' vocabulary mastery.

English Grammar Comprehension

Grammar is an essential component of translation because it determines how words are organized and how meanings are expressed correctly. The ability to master grammar in English translation is not simply a technical skill; it's a prerequisite for creating accurate, logical, and fluent translations. Maintaining logical sentence structure and ensuring the correctness of meaning are considered as the priorities of English grammar in translation. In the translation process, understanding English grammar is required because both English and Indonesian have different patterns and structures. Sometimes, word-for-word or literal translations are not appropriate to change the meaning of the source language. It is usually a word that is not mentioned in the source language, but the meaning should be translated and transferred by grammatical meaning. For instance, “I am learning,” which the meaning of Indonesia *saya sedang*

belajar to answer the question, what are you doing? The word “*sedang*” is not found in the source language, but it is translated by a grammatical pattern. Also, active and passive sentences should be considered in translation. Hence, English grammar understanding is important in the translation process. Yet, this issue is encountered by the majority of students in the translation process. This can be seen such as below.

Table 3. Students’ Translation Result

SL	<i>Tujuan dari penelitian ini adalah untuk menganalisis jenis kesulitan belajar Bahasa Inggris yang dialami oleh siswa.</i>
TL. P1	This study to analyse what dofficult thing
TL. P2	Aim research author this a for anaylise type difficult study English languag the students
TL. P3	This research aims for analysis types of english learning difficulty of students
TL. P4	This research is for analysis difficult english learning
TL. P5	This research for analysis difficulty students face students

This shows that the students cannot translate the source language (SL) to the target language (TL) comprehensively because poor of English grammar understanding. Yet, the acceptable translation of the sentence above should be “*the purpose of this research is to analyze types of English learning difficulty which faced by students*”. It is also asserted that English grammar understanding became the students’ challenge in the translation process. This is verified by the result of the focus group discussion (FGI). “*Kendala saya adalah kurangnya pemahaman tentang grammar [P1, P2,P3]*”.

Translation needs some components of language such as sufficient vocabulary and grammar comprehension. Further, the translator should also understand the translation procedure, strategy, and method well. The lack of vocabulary mastery leads the students to not be able to translate the source language to the target language. This problem becomes the main obstacle in their translation process. In line with lack of vocabulary mastery, Arono and Nadrah, (2019); Aisyah Fitri, Eka Sustru Harida (2019); Pham et al. (2022) assert that vocabulary becomes students’ main problem in their translation activity. Hence, the students should be familiar with English text, especially academic articles. Besides, they also enrich their vocabulary mastery. This can be done by more practice translating English to Indonesia or Indonesia to English. Further, the lecturer must create translation activities to read more comprehensively and encourage the students familiar with some strange English words. Further, Pham et al. (2022) suggested that language lecturers choose appropriate teaching and learning material to support the students in expanding their vocabulary mastery. So, they can perform a high-quality translation. In addition, Abdah et al. (2022) also highlighted that lecturers and students should note some points. For lecturers, they should create a class atmosphere where the students are actively practicing to translate. This is done to promote their vocabulary mastery. For students, they should read more English articles to develop their vocabulary mastery and terms.

Also, English grammatical comprehension is needed in the translation process. Yet, translating a sentence from a source language to the target language, such as English to Indonesian or Indonesian to English, requires the grammatical structure of the language. This is needed because English and Indonesian have different patterns, which leads to a challenge and difficulties for students to translate due to the different patterns of both languages (Puspita et al. 2022). Therefore, the way to translate is also different. Moreover, substruction, borrowing, addition, omission, etc. are found in a source or target language in the translation process. Hence, understanding English grammar comprehensively is required. In essence, understanding English grammar in translation goes beyond knowing how to form grammatically correct sentences, it involves mastering the subtleties that ensure the translation is accurate, fluid, and contextually appropriate. This knowledge empowers the students to preserve meaning and intent across

languages while avoiding errors that could distort the message. To translate, the students need to acknowledge the rules of the language. They need to grasp the meanings of words or phrases. This means that when they want to translate a text they must comprehend and use correct grammar to form complete sentences. The findings of this research revealed two main problems encountered by English students in the fifth semester at the University of Al-Qolam Malang, namely the lack of vocabulary mastery and poor English grammar comprehension. These problems are also faced by some students which is asserted by some researchers. Puspita et al. (2022) revealed that the lack of vocabulary encountered by most majority students, and some of them were challenged by different language patterns (grammar comprehension). Further, Abdah et al. (2022) conveyed that lack of vocabulary became students' barrier to translating Indonesian news into English. Next, Arono and Nadrah, (2019) underscored that lack of vocabulary and English grammar comprehension are mainly problems encountered by students. In detail, they revealed that a lack of vocabulary was suffered by 87,50% of 24 students and grammatical issues were 62,50%.

CONCLUSION

Based on the research, the main problems of students in translating English article abstracts are the lack of vocabulary and poor English grammar comprehension. these became the barriers for students to convey the meaning of the source language to the target language. Hence, the recommendation of this research is that this issue should be noted and considered in how to enrich and expand the students' vocabulary mastery by determining a curriculum design that is appropriate for developing vocabulary mastery, especially vocabulary related to English education. Besides, understanding English grammar should be strengthened before joining the translation course. Hence, the students should be facilitated to practice translation during the teaching and learning process.

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