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**Translation Problems Analysis of Students' Academic Essay**

Novriyanto Napu<sup>1\*</sup> Rifal Hasan<sup>2</sup>

<sup>1,2</sup>Department of English Education, Universitas Negeri Gorontalo, Indonesia

**Corresponding Author:** Novriyanto Napu E-mail: n.napu@ung.ac.id

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**ABSTRACT**

Translators should be able to deliver the intended meaning written in the source language to the target language without changing the purpose of the source text at all (Waldorf: 2013). The initial observation in this study found that most of the beginning translator students in translation class tend to translate without reading the whole text first and often render the text word for word. As a result, problems in the translation are often inevitable in students' writing due to the inadequate strategies of translation. This study aims to investigate the translation problems on students' academic essay. The data of this study was obtained by the qualitative method. Mathieu (2003) translation issues' theory is used to analyze the linguistics and non-linguistics problems found in students' essay translation. The findings show that the translation problems involved several linguistic aspects, such as grammatical problems, lexical-choice, rhetorical, and pragmatic problems.

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**1. INTRODUCTION**

Translation is one of the language skills, which is very crucial to be learned by translators and students in the relevant field of study who are eager to be a professional translator in the future. According to Malkjaer (2011), translation is a sort of activity which is done by a translator at conveying meaning in a text from one language to another language. Both researchers stated that the result of translated-work is not supposed to be like what has been written in the source language (SL) text; however, the purpose of the source language should be conveyed when it comes to the target text (TL).

Waldorf (2013) states that translation is a process of mobilizing the meaning of a particular text from one language to the close equivalent of the target language (TL). Hence, based on the explanations that have been revealed by Malkjaer and Waldorf, translation can be concluded as the process of transferring ideas from one language to another language. Therefore, the translators are only transferring the ideas without changing the purposes of a source text (SL).

The purpose of the text in the translation work means the precise meaning of the source text should be conveyed in the target text. In addition, the translators

have to realize that they are only stating the same ideas as written in source language text from one language to another language without changing the ideas that have been written in the source text. Hence, the translators are expected to have a better understanding of the source text before they translate a text from the source language to the target language. According to the study that has been conducted by Risku (2016) stated that most translators' clients are not satisfied with the quality of their translators' work because sometimes the purpose or the intention of the source language text is not conveyed when it comes to the target language text. As a result, the credibility of translators is underestimated because their works do not suit the clients' needs. Further, Risku (2016) stated it is important for translators to have further discussion with their clients in terms of how the translation result is expected. Therefore, there will be no misunderstanding in the translation result after it is being translated by translators, and the result can be accepted by the clients.

There is a number of studies about translation that have been conducted, primarily the studies about translation problems. In 2014, a study entitled "Theory and problems in translation" has been conducted Bharathi. His study attempted to investigate

the translation problems that appear in the two novels, *Tell a thousand lies* and *the Sea of innocence*. The qualitative method had been applied in this study. The result of his study showed that from the two novels which have been investigated, apparently the most common problems found were the cultural problems. Further, the two novels themselves were created in the English language where the source language was English, and the target language was Urdu, which is one of the Indian languages. Shama Bharathi concluded that most English words were not translated properly into Indian because there was no close equivalent due to some cultural terminologies in English into the Indian language. Hence, he suggested to translators to have a proper insight of both the languages, i.e., the source language and the target language.

This study will be worthwhile for the students, teachers, and further researchers. For students, they will learn about the problems of translation that will be explicitly elucidated in the findings and discussion section and also the causal factors behind the issues themselves. Teachers, who immerse themselves in the translation teaching, can also utilize this study because this study will also explain the translation method that can be used in reducing the number of problems in terms of translating the academic essay. Moreover, this study will be beneficial for those further researchers who would like to explore more about translation problems who might not discover in this study primarily. Hence this research can be utilized as an additional reference.

However, this study investigated the translation problems made by students of the English department in translating academic essay where students of translation class 2015 were the participants of the study. Further, the study investigated the products of translation works which have been translated by translation students as the participants. The translation problems' theory of Mathieu (2003) was used in analyzing the translated documents of an argumentative essay and comparison and contrast essay. Besides, there were no numbers of studies conducted similar to this study, because the previous studies found only discussing the problem in translating English novel into an Indian language, cross-cultural translation, the factors of meaning lost in translation article, and the issue and challenges in translating historical text. Hence, the study of

translation problems in the academic essay needs to be conducted.

Students of English Department at seventh semester are expected to have the ability to translate a text from source language (SL) text to the target language (TL), because they have accomplished all linguistics courses such as Introduction to Linguistics, Phonetics, and Phonology, Morphology, English Syntax, Sociolinguistics, Semantics and Pragmatics, and Psycholinguistics. Further, English Department students are mostly dealing with academic essay almost in their all courses during studying in the English Department. Hence, according to the several tendencies that students of English department do in the translation class as mentioned above, this study aimed to explore more about students' ability in translating academic essay and investigate the dominant problems in students' academic essay translation.

## **2. LITERATURE REVIEW**

### **Translation problems**

It has been stated earlier that translation is merely transferring the ideas from the source language to the target language, not changing the content or the purposes of the text. In addition, translation is like any other skill of English which mostly deals with problems that lead to the result of translation such as the result of translated work cannot be understood as what has been written in the source language text. Further, according to the previous studies by Hertz (2009) translators of an academic essay or transcript should ask clients reference materials about the academic terminologies, and educational jargons which are commonly used in their field of study particularly. To illustrate, a client who asks his/her engineering document to be translated, hence he/she should provide terms that are commonly used in the engineering world by giving translators at least references such as list of engineering words in particular dictionaries, or a client can give translators a certain website whose contents are about the meaning of engineering words. This technique will result in the most accurate translation. Equally important, this study will primarily investigate the product of academic essay translation which is translated by English department students who have taken translation class at the semester five by looking at the problems that have been caused by them. Mathieu (2003) elucidates the five common issues that

appear in the translation world; they are Lexical-Semantic Problems, Grammatical Problems, Rhetorical Problems, Pragmatic Problems, and Cultural Issues.

### **Word-choice problems**

Mathieu (2003) reveals that in the translation world, the lexical choices which are used by translators affect the meaning of the target text. Additionally, every single word that is available in the dictionaries will have obvious meaning when they are involved in the context. On the other hand, the word itself can be understood if it has been written in the sentences because one word has thousands of meanings. Thus, the context of the text will elucidate the apparent meaning of the word itself. Moreover, word-choice issues can be resolved by consulting the proper dictionaries for figuring out the particular meaning of every single word, translating collocations and idioms that have meaning by themselves, and finding out the synonym or the antonym of every word. Hence in this way, the translation will not be read monotonously by the readers.

For example, in the Indonesian language primarily, learners might say “do not be like people difficult,” which means “*jangan jadi kaya orang susah*,”. It should be translated as “do not be such a poor.” Additionally, a learner who translates that phrase above is translating the words without knowing the precise meaning of every single word that she/he puts in a sentence.

### **Grammatical problem**

The translators cannot deny the issue of grammatical aspect in translation. Further, Mathieu (2003) explains that what becomes problematic in translating a text from the source language to the target language is the issue of grammatical aspect, which is different between the source language and the target language. Most translators attempt to adjust the grammatical structure of the target text in translating the source text without altering the meaning or the purpose of the source text. In this way, the text will be read as if the readers enjoy the original text even though the text has been translated into their first languages. Example: In the source language English “the one whom I saw with him last night was his little brother” in the target language Indonesia becomes: “*orang yang aku lihat dengannya itu adalah adiknya*”. Further, the translator does not translate the precise

time of the event occurs. Whereas the word saw and last night indicate that the event occurs in the past time, hence the target readers do not precisely know when the event occurs.

### **Rhetorical problems**

Rhetorical problems on translation deal with the translator’s inability to understanding the figurative language in the source-language text. It results in the reckless translation of the figurative words and figurative sentences. As a result, the figurative words and sentences cannot be understood when they get translated into the target language. For instance, “my brother was boiling mad,” it is a sort of metaphor that cannot be translated literally. Additionally, the precise meaning of that phrase is that my brother is too angry at something. The literal meaning will not show the purpose of that phrase.

### **Pragmatic problems**

Pragmatics in the translation deals with the process of how the translators interpret the meaning of the source language text before they translate the text itself into the target language. Additionally, pragmatic problems occur when the translators fail at addressing the intended meaning of the source language text into the target language.

### **Cultural issues**

The cultural issues that have been elucidated by Mathieu (2003) are slightly similar to Wolfram Wills’ explanation. Both stated that the cultural issues are the problems which deal with the distinctions of cultural background between two countries, values, and ideological views. Also, Mathieu (2003) states that cultural references such as foods, festival cultural connotations might be hard to translate into the target language. Therefore, the translators have to find out the way in adjusting the meaning or the purpose of the source text into target text by considering the method in translating a text having several cultural terms that need to be adequately translated. For instance, translating a sentence “as white as snow” might be difficult for countries which never have snow. Hence, instead of giving them that sentence “as white as snow” as the postulation, translators should change “as white as cotton” if the countries have cotton as the object to postulate the snow. Therefore, target readers will understand it if translators can translate it into the close equivalent of target readers. Nababan (1999)

stated that the translator's competence might cause a translation problem. Also, translators have full responsibility in translating a text from the source language into the target language. Translators' competence is needed in order to make a good translation product. Therefore, translators have to update themselves in the movement of translation science.

Summing up all the translation problems above, this study concludes that the translators have to be fully aware of choosing words in the dictionary selectively because most problems stated above always deal with lexical ambiguity where the words have more than one meaning. In addition, the words will be fully understood if they are involved in a certain context of discourse. Furthermore, the translators supposed to have many references about the world's insight in order to translate the cultural terms appropriately, because Mathieu (2003) agreed that most translators are struggling in translating cultural references such as values, ideological views, foods, and other cultural terms of the target text. Another critical issue is the grammatical structure, as we all know that the sentence structure rules of the source text and the target text are different. Additionally, the translators are suggested to consider the translations issues which have been stated above. Further, this study will focus on examining the product of translation translated by translation students of English department who have taken translation class at semester five by investigating the problem that they came across in translating academic essay.

### **3. METHODOLOGY**

This study was carried out by using a qualitative method to investigate the phenomenon occurred to the academic essay translation product by analyzing the problem caused by English translation class 2015. According to Lexy J. Moleong (2017), the qualitative method is the type of method that is commonly used in analyzing the data without getting involved in the statistical analysis in interpreting the data. Further, Lexy J Moleong stated that the qualitative method is intended to comprehend the phenomenon that occurs on the research subject, perspectives, motivation, and action.

Additionally, Saldanha (2014) stated that translation research is attempting to comprehend translators or interpreters' behavior, expertise, competence, and

their cognitive process in translating a text from source language text to the target language text as well. Moreover, Chesterman (2002) revealed that the research on translation is also mostly dealing with text analysis either in the source text or in the target text. Chesterman (2002) on his study also states that the qualitative research method in translation is also used to examine the various aspects of translation issues which appear in the target text after the source text is translated into the target language text. Therefore, this study used the qualitative method in describing translation problems which appeared on students' academic essay translation.

The research was conducted at the English Translation class, English Department, Faculty of Letters, and Cultures of Universitas Negeri Gorontalo in Indonesia. In addition, English translation class had been chosen as the site of this study because it was suitable to the study, which wanted to investigate the translation problems on students' essay translation. A set of data was collected from translated texts which had been translated by the participants as the tests required for translation problems analysis.

### **4. RESULTS AND DISCUSSION**

#### **Translation problems**

In this research study primarily, the translation students as the participants had been asked to translate two kinds of academic essay, argumentative and comparison and contrast essay from source language Indonesian to target language English. In the ten tests, including both argumentative and comparison and contrast essay, which were translated by the ten participants, there were four problems found on their translation works, i.e., word choices problems, grammatical, rhetorical, and pragmatic problems.

Five participants of this study had translated four paragraphs and eighteen sentences of the argumentative essay, and three paragraphs and fifteen sentences of the comparison and contrast essay. Also, each participant of this study had coded into AR (Argumentative essay) and CC (Comparison and Contrast), for instance, the participant AR 1 and CC 1, meaning the participant one.

Further, the analysis of the problem of both texts had been classified based on the sort of problems which had been adjusted with the Mathieu (2003) theories of

translation problems. The data is displayed on the table below.

Participant	Code	Problems	Number of cases	
			Argumentative	Comparison and Contrast
1	AR 1 and CC 1	Word Choice	4	5
		Grammatical	1	1
		Rhetorical	4	2
		Pragmatic	4	4
		Cultural	0	0
2	AR 2 and CC 2	Word Choice	4	4
		Grammatical	9	13
		Rhetorical	1	0
		Pragmatic	2	4
		Cultural	0	0
3	AR 3 and CC 3	Word Choice	3	2
		Grammatical	7	4
		Rhetorical	2	1
		Pragmatic	2	2
		Cultural	0	0
4	AR 4 and CC 4	Word Choice	1	2
		Grammatical	3	2
		Rhetorical	1	2
		Pragmatic	1	2
		Cultural	0	0
5	AR 5 and CC 5	Word Choice	6	1
		Grammatical	3	5
		Rhetorical	3	1
		Pragmatic	6	1
		Cultural	0	0

*Table 4.1 Translation problems in Argumentative essay (Pendidikan Bukan Prioritas Utama by Prof. Dr. Komarudin Hidayat) and Comparison and Contrast essay (Cara Pandang Pendidikan Indonesia dan Barat by Wandu Wahyudi)*

The table above showed that students are mostly dealing with the linguistics problems in translating both academic essays, i.e., argumentative and comparison and contrast essay. In addition, the linguistics problems which were dominantly discovered in participants' translated works were the issue of English grammatical rules and a semantic issue in several lexical-choice problems driven by

participants failure in translating several rhetorical words and phrases found in Indonesian source-language text, both argumentative and comparison and contrast essay. Further, beside linguistics issue, there was one non-linguistic issue discovered, such as rhetorical problem which was causing lexical-choice and pragmatic problems. Equally important, there was no cultural issue found in this study because the nature

of text used did not have such a cultural terminology that needs to be translated. Thus only four problems out of five Mathieu (2003) translation issues were discovered in this study.

After classifying all the problems above through the table, the researchers started to analyze the data as what had been mentioned above. The explanation below will describe all the translation problems found, word choice problem, grammatical, rhetorical, and pragmatic problems as seen in the table above. Furthermore, the discussion will be explaining the problems found by comparing the source text Indonesian and target text English.

### Grammatical Error

There were several grammatical problems which repeatedly found in students' academic essay translation; they were word form, a plurality of nouns, use of tenses, modal auxiliary, degree of comparison, adjective clause and demonstrative pronoun. Further, the grammatical analysis found had been adjusted by the translation problems by Mathieu (2003), and this research study categorized the issues discovered based on the grammatical problems found in participants' test data. In addition, each of those grammatical problems would be explained in the session below.

#### Word Form

Words forms are the different ways a word can exist in the context of a language. Many words exist as nouns, verbs or adjectives and change when prefixes or suffixes are added. For example, the words beautify, beautiful, and beautifully are a verb, adjective, and adverb forms of the noun beauty, but they are not interchangeable when used in a sentence.

#### Example

ST: *output yang dihasilkan dari proses pendidikannya pun berbeda*

TT: The output from the education process differs (participant CC 5)

As seen in the example above, there were several translation issues detected in the translated essay, but the analysis would only focus on the word form problem. Furthermore, considering a piece of the sentence in the source text that the Indonesian source

language word "berbeda" was much more appropriate to be translated as the adjective "different" instead of "differs" as a verb because the translated word "differs" did not convey the meaning of the source text grammatically.

#### Plurality

Plurality in linguistic is known as the grammatical number of determining either the noun or pronoun is singular or plural.

#### Example

ST :*kepada salah satu perusahaan terkenal dunia, Google*

TT : To one of the most famous company in the world, Google (Participant AR 4)

The translated sentence stated only one company, however the Indonesian source language text had clearly stated one among many. In addition, the participant did not give a sign that what the source language meant was more than one company, hence the Indonesian source text word "*perusahaan*" translated as "company" in the target language English would be more appropriate if the participant put "es" after the main word "company" to indicate that the company meant was more than one or supposed to mention in the plural form specifically. Hence, the pattern of forming the plural noun is Noun+s/es.

#### Degree of comparison

Degree of comparison is either an adjective or an adverb that is commonly used when someone wants to compare the objects or things; it consists of positive form, comparative, and superlative degree. In this research primarily there were several students' translated work that had been detected with the problems of using a degree of comparison as below

#### Example

ST :*Generasi muda bukan saja semakin berperan, tetapi juga semakin kaya*

TT : Young generation does not only have a role but also become more rich (Participant AR 3)

The piece of the sentence above needed to be formed into the degree of comparison form. However, the participant formed into an inappropriate way. In addition, the Indonesian source language text

“*semakin kaya*” was translated “more rich” into target language English, whereas the participant was much better to put “er” after the basic word “rich” because it was only one syllable to indicate that it was formed into comparative form. Further, the previous translated word was not grammatically correct. Hence, the pattern of forming comparative degree as the case above in order to be more understandable in the English grammar is more+adjective if the adjective more than one syllable, or merely putting “er” after adjectives if the adjective only consists of one syllable.

### Tenses

Tenses deal with the time of when the events occur; it usually consists of three parts, present tense which commonly used to state the general things, past tense to reveal the action that occurs in the past time, and future used to describe things that happen in the future.

Example:

ST :*Ketiga pemuda itu baru-baru menjual Youtube*

TT : Recently, the three men are selling Youtube (Participant AR 2)

Considering the Indonesian source language above, the piece of sentence was much better to be translated into present perfect tense, because it had been clearly emphasized by the time signal word in Indonesian source language “*baru-baru ini*” which indicated that the sentence above referred to the past action which would be better translated into present perfect form. However, instead of translating the source language text Indonesian “*menjual*” into target language English “are selling”, the participant was better to translate it into target language English “have sold” because the past participle or the V3 of “sell” in English language is “sold,” and the pattern of present perfect tense is subject+have/has+V3, hence , the Indonesian source language text “*ketiga pemuda itu baru-baru menjual Youtube*” was better to be translated into “The three young men have recently sold the Youtube” to indicate that “they had just done in selling Youtube” as one of the translation alternatives, because there were more than one ways to translate a piece of sentence above.

### Modal auxiliary

Modal auxiliary is an auxiliary verb that is used with another verb to indicate its mood as *can, could, may, might, must, shall, should, will, and would*: it has no special form in the third person singular and no present

or past participle (Ex.: the modal auxiliary *would* indicate the subjunctive mood in “We would go if we could”).

ST: *Harus mengatasi masalah pembiayaan*

TT: Must have to fix the payment problem (Participant AR 3)

Referring to the case related to the use of modal auxiliary above, the participant realized that the Indonesian source text needed to form into modal auxiliary, but as seen that the Indonesian source language word “*harus*” had been translated into double modal auxiliary “must have” where the participant supposed to either choose must or have to translate the Indonesian source language “*harus*”, however, the translator, in this case, did not really understand the pattern of how to form the sentence into modal auxiliary based on English grammatical rules.

### Pronoun

A pronoun is defined as a word or phrase that is used as a substitution for a **noun** or noun phrase, which is known as the pronoun’s antecedent. Pronouns are short words and can do everything that nouns can do and are one of the building blocks of a sentence. Common pronouns are *he, she, you, me, I, we, us, this, them, that*. A pronoun can act as a subject, direct object, indirect object, object of the **preposition**, and more and takes the place of any person, place, animal or thing.

### Relative pronoun

The relative pronoun was also one of the grammatical problems found in the students’ academic essay translation. In addition, the relative pronouns use pronouns to connect the dependent to the independent clause. The relative pronouns are *who* (used for the subject), *whom* (used for an object in very formal English, and *which, that, whose* (commonly used for things). Additionally, the participant of this study used an inappropriate relative pronoun in translating a piece of the sentence in the argumentative essay.

Example:

ST: *Dua pemuda berumur 28 and 30 tahun*

TT: Two dudes which 28 and 30 years old (Participant AR 2)

The translated word “which” was much better to be translated as “who” as elucidated above that the relative pronoun “which” is only used for things. However the Indonesian source language text “dua pemuda” contains people as the subject of the sentence, not the things, so the relative pronoun “which” was not appropriate to be used in translating the source-language text.

### Demonstrative pronoun

Another minor problem found in the essay translation was the participant's incorrect form in using “demonstrative pronoun” like in the sentence below:

ST :*Ketiga pemuda itu baru baru ini menjual Youtube senilai 1, 65 miliar dolar Amerika Serikat atau sekitar 10 triliun kepada salah satu perusahaan terkenal dunia yaitu Google.*

TT :*That three young men recently sell Youtube to one of the famous companies in world, Google.* (Participant AR3)

The case still happened in this study where the participant used the demonstrative pronoun “that” instead of “those.” However, the source text had clearly stated that the subjects mentioned were “three men” which was plural, hence the translated word “that” was appropriate to be replaced with “those” to indicate that the subject mentioned was plural.

The problems discovered above had been appropriate to what Mathieu (2003) statement that the issue of grammatical problems in translating a text from the source language to the target language became problematic because most translators try to adjust the grammatical structure of the source text to the grammatical structure of the target text. In addition, the different rules of both source language and target language sometimes affect the meaning or the real messages of the source text when it gets translated. One of the grammatical problems in translation that Mathieu (2003) illustrated was that the problems dominantly occurred was the problems of tenses in translating a text from the source language to the target language. Moreover, it had been proven that several participants above did not precisely translate the exact time of when the event happened, for instance, the participants translated the past situation in Indonesian source language text into the present situation in target language English. Hence, the ideas were not conveyed.

### Word-choice problems

Besides grammatical problems which had been found in participants' essay translation works, argumentative essay and comparison and contrast, there were several word choices problems which had also been found in students' translated academic essays, both argumentative and comparison and contrast essay. Additionally, as Friday (2011) stated that the word-choice or lexical ambiguity creates the possibility of multiple meanings, for instance, the word shine has similar meaning with bright and intelligent, hence the selected words used by English learners either in the English spoken form or writing form sometimes are not based on the context given.

Example

ST :*Sistem pendidikan di Indonesia tidak dikemas dan ditujukan untuk membangun suatu karakter budaya yang kuat.*

TT : Education system in Indonesia was not packaged and intended to build a strong cultural character (AR 1)

TT : The education system in Indonesia is not packaged and intended to build a strong cultural character (AR 3)

TT : The system of education in Indonesia is not packaged and intended to build a strong cultural character (AR 5)

Based on those illustrations above, the three participants of this study were translating the word in the source language text “dikemas” as “packaged” which did not convey the precise meaning of the Indonesian source language text at all, because the word choice was too literal. Furthermore, connecting the intended meaning of the Indonesian source language word “dikemas” meaning the process of how the education system in Indonesia should be designed, the participant as the translator seemed not to understand the Indonesian source language word based on the context given. Moreover, the Indonesian source language word “dikemas” was the polysemy where there was more than one possible meaning over its word, but the translated word “packaged” was not appropriate to the source language context. Additionally, the three participants kept transferring the ideas from source language text to the target language text without even considering the contextual meaning of the source text at all. Grounded to the



definition of the word “package” based on Oxford dictionary, as a noun, the package means an object or group of object wrapped in the paper or plastic or packed in the box. Further, as a verb, the package means an activity that someone is doing when she/he puts things inside the box. Hence, the word choice which had been used by the three participants above was not appropriate due to the contextual meaning of the text.

Moreover, the piece of the sentence “*Sistem pendidikan di Indonesia tidak dikemas dan ditujukan untuk membangun suatu karakter budaya yang kuat*” was much better to be translated as “educational system in Indonesia is not designed and directed to build up the strong characteristics of culture that we have” as one of the translation alternatives. Further, the word “*dikemas*” would be more understandable to be translated as “designed” instead of “packaged”, because as a verb, the word “designed” means an activity which is done by someone in terms of creating a thing (Oxford Dictionary).

### Rhetorical problem

Rhetorical problems of translation deal with the translator’s inability in understanding figurative language in the source language text, so that the translators translate the figurative words and figurative sentences recklessly. As a result, the figurative words and sentences cannot be understood when they get translated into target language Mathieu (2003). In addition, Gholamhosain (2012) in his research study about the rhetorical analysis on translation states that the rhetorical issues in translation occur due to the absence of the equivalence of figurative words, or sentences in the source language text, so that the translators mostly only guessing the close equivalence of the figurative words or sentences based on their interpretation, and sometimes the interpretation towards the figurative words and sentences are not appropriate in conveying the real message of the source language text, and hence it affects the translated text quality.

Example:

ST: *Dengan kata lain, tanpa budaya yang kuat, suatu bangsa bisa jadi hilang ditelan.*

TT 1: In other words, without strong culture, a nation can be lost swallowed

TT 2: In another word, the nation will be lost swallowed

Both translated sentences above did not convey the intended meaning of the source language text at all. In addition, the Indonesian source language text “*ditelan*” had been translated literally into target language English as “swallowed.” Meanwhile, based on the oxford dictionary definition as a verb “swallow” means the process of the foods or drinks getting into human’s stomach, hence both participants as the translators translated the Indonesian source language text based on the literal definition of the word “swallow” itself. However, considering the intended meaning of the source text, “*suatu bangsa bisa hilang ditelan*”, contextually meant how the nation can disappear without strong culture, but because the participants as the translators of this study’s failed in understanding the intended meaning of the figurative word in the Indonesian source language “*ditelan*”, hence they translated it literally without even interpreting it into the intended meaning of the source text.

### Pragmatic problem

As Mathieu (2003) pragmatics in the translation deals with the process of how the translators interpret the meaning of the source language text before they translate the text itself into the target language. Additionally, pragmatic problems occur when the translators fail at addressing the intended meaning of the source language text into the target language.

ST: *Bagaimana agar mereka bisa mendapatkan nilai yang bagus dan lulus*

TT: How to get good value and passed

Pragmatic problems in translation meaning are concerned with whether the intended meaning of the source text is conveyed or not at all. In addition, the Indonesian source language word “*nilai*” had been translated as “value” by the participant as the translator, however “value” based on the oxford dictionary means” a group of people’s ideological view on something or the self-principle that everyone has as their self-identity. However, regarding the contextual meaning or the intended meaning of the Indonesian source language word “*nilai*” meant things related to the numerical things, hence it was better to say “score, or mark” as the translated word of the word “*nilai*” itself. Furthermore, the incorrect word choice that had been chosen by the participant

affected the meaning of the source language text when it got translated into target language English, or in other word, the intended meaning of the source text was not conveyed due to the inability of the participant in understanding the Indonesian source language word contextually.

## 5. CONCLUSION

This study aimed to investigate the students of translation class' problems in translating academic essay and the causal factors of the translations problems themselves in accordance to the research questions, "what are the translation problems made by students of English department in translating academic essay by examining the ten essay translations, argumentative essay and comparison and contrast with Mathieu (2003) theory which consisted of several translation problems, Word-choice, Grammatical, Rhetorical, Pragmatic, and Cultural issues.

In addition, in response to the f research question which is about translation problems, the study showed that the grammatical problems as the major problems discovered in the translation students' translation work both in the argumentative and comparison and contrast essay. There were several words and phrases from the Indonesian source language text that were not translated clearly into target language English because the words chosen did not reveal the intended meaning of the Indonesian source language at all.

Moreover, the problems of grammar, choosing up the proper words or phrases in translating texts from the Indonesian source language into target language English, the issue of translating such particular words or phrases such as the problems in translating rhetorical expression discovered in the Indonesian source language causing the intended meaning of the source language written in the Indonesian language was not really revealed when it comes to the target language English, hence the purpose or the real messages of the source text which were not transferred causing the pragmatic problems where it occurred in both sides, firstly the translators students' failure in interpreting the intended meaning of the source text, and then the target readers also got the information written in the target text based on what had been interpreted by the translators in the source language into the target language.

## ABOUT THE AUTHOR(S)

**Novriyanto Napu** is a lecturer in English language and Translation Studies at the Department of English Education, Universitas Negeri Gorontalo. He holds a Doctor of Philosophy (PhD) in Applied Linguistics from University of South Australia. His main research interests are translation and general applied linguistics.

**Rifal Hasan** is a student at the Department of English Education of Universitas Negeri Gorontalo Indonesia. He is interested in translation studies.

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