

**THE DIFFICULTIES FACED BY THE FIFTH SEMESTER OF ENGLISH
DEPARTMENT STUDENTS AT MUHAMMADIYAH UNIVERSITY
OF MAKASSAR IN TRANSLATING BILINGUAL TEXT**
(Descriptive Research)



A THESIS

By

EVIANI

10535 5507 13

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

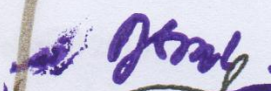

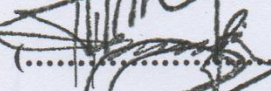

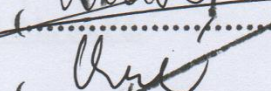

LEMBAR PENGESAHAN

Skripsi atas nama **EVIANI**, NIM **10535 5507 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **018 Tahun 1439 H/2018 M**, tanggal 24 Jumadil Awal 1439 H/10 Februari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Senin tanggal 12 Februari 2018.

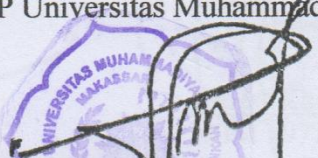
26 Jumadil Awal 1439 H
Makassar, 12 Februari 2018 M

Panitia Ujian :

1. **Pengawas Umum** : Dr. H. Abdul Rahman Rahim, S.E., M.M.
2. **Ketua** : Erwin Akib, M.Pd., Ph.D.
3. **Sekretaris** : Dr. Khaeruddin, S.Pd., M.Pd.
4. **Dosen Penguji** : 1. Erwin Akib, M.Pd., Ph.D.
2. Hj. Ilmiah, S.Pd., M.Pd.
3. Nur Qalby, S.S., M.Hum.
4. Dra. Radiah, M.Pd.


 (.....)

 (.....)

 (.....)

 (.....)

 (.....)

 (.....)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, M.Pd., Ph.D.
 NBM : 860 934



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : **The Difficulties Faced by the Fifth Semester of English Department Students at Muhammadiyah University of Makassar in Translating Bilingual Text (*Descriptive Research*)**

Name : **EVIANI**

Reg. Number : **10535 5507 13**

Programmer : **English Education Department Strata 1 (S1)**

Faculty : **Teacher Training and Education**

Makassar, Februari 2018

Approved by:

Consultant I

Erwin Akib, M.Pd., Ph.D.

Consultant II

Muh. Astrianto Setiadi, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807

| Terakreditasi Institusi

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **EVIANI**

NIM : 10535 5507 13

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi :The Difficulties Faced By The Fifth Semester Of English
Department Students At Muhammadiyah University Of Makassar
In Translating Bilingual Text.

Dengan ini menyatakan bahwa Skripsi yang saya ajukan di depan tim
penguji adalah hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau
dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan saya bersedia menerima sanksi
apabila pernyataan saya tidak benar.

Makassar, Februari 2018

Yang Membuat Pernyataan

EVIANI

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **EVIANI**
NIM : 10535 5507 13
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesai skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pemimpin fakultas.
3. Saya tidak melakukan penjiplakan (Plagiat) dalam penyusunan skripsi.
4. Apabila saya melanggar perjanjian saya seperti pada butir 1, 2 dan 3 saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Februari 2018

Yang Membuat Perjanjian

EVIANI

MOTTO AND DEDICATION

'When Action Is Equivalent To Success'

'Don't Put Till Tommorow What You Can Do Today'

I dedicated this thesis to my beloved Family, my friend and all people who love and pray for me.

ABSTRACT

Eviani. 2018. *The Difficulties Faced By The Fifth Semester Of English Department Students At Muhammadiyah University of Makassar in translating Bilingual Text.* A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervised by and Erwin Akib and M. Astrianto Setiadi.

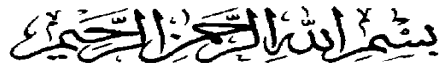
The final project is about The difficulties faced by the fifth semester of English Department Students at Muhammadiyah University of Makassar in translating Bilingual text The aim of the study is to find out: The difficulties faced by the fifth semester of English Department Students at Muhammadiyah University of Makassar in translating Bilingual text.

This research was a Descriptive Research. The population of this research consisted of the fifth semester English Department Students. It used purposive sampling technique and researcher chose one class of the fifth semester that consisted of 30 students. To collect the data, the researcher used questionnaire as instrument.

In translating English text into Indonesian There were 2 difficulties that faced by students in VB class in translating bilingual text of English Department Students at Muhammadiyah University of Makassar. Unfamiliarity vocabulary, this problem appear because the students vocabulary was very limited. It was proved by the result of questionnaire which showed 60% from 30 students (18 students) got difficulties in translating because of unfamiliarity vocabularies (lacking of vocabularies), that mean the students difficult in translating bilingual text. Grammar problem, this problem appear because based on the result of the questionnaire there were 12 of 30 students lack knowledge about using tenses, so it made them faced difficulties in translating bilingual text.

Keywords: Difficulties, Translation, Bilingual

ACKNOWLEDGEMENTS



Alhamdulillah Rabbil Alamin. The researcher expresses her gratitude to Allah SWT for blessing and mercy in form of strength and health, so that the researcher could finish this thesis. *Salam and Shalawat* are due to the greatest prophet Muhammad SAW, families, friends and the followers until the end of the world for guiding us to the right path.

Many problems were faced in finishing this thesis and those problems would not have been solved without spirit, help, support, and advice from many people, so the researcher would like to thank several people whose assistance and cooperation made the successful completion of this thesis. Special thanks are given to Muhammadiyah University of Makassar because of giving an opportunity to the researcher in getting undergraduate education. The researcher also includes say thanks to the all people and instances that provide the best four years moment in this blue campus. Therefore, the researcher would like to acknowledgments them:

1. Dr. H. Abd Rahman Rahim ,SE.,MM the Rector of Makassar Muhammadiyah University
2. Erwin Akib, M.Pd.,Ph.D the Dean of Teachers Training and Education Faculty for all advices and motivation.
3. Umni Khaerati Syam, S.Pd, M.Pd, the Head of English Education Department of FKIP Unismuh Makassar, who gave her valuable advices and suggestion in doing this thesis.

4. Her greatest thanks are due to her first consultant Erwin Akib, M.Pd.,Ph.D and M. Astrianto Setiadi, S.Pd.,M.Pd as the second consultant who has given their valuable time and patient, to support assistance and guidance to finish this thesis.
5. The staff and all lectures of FKIP Unismuh Makassar especially the lectures of English Department who taught me for many years.
6. Head of Library, Muhammadiyah University of Makassar
7. The researcher also indebted to the lecturer Ratu Yulianti Natsir,S.Pd, M.Pd as the translation lecturer in the VB Class for her guidance and direction in conducting my research.
8. The deepest appreciation is addressed to the researcher's beloved parents, Rapping and Sukmawati for giving me love, hope, motivation and struggle to fulfill all my needs, and also special thanks to my brother and sister Akbar,. Ramli, Fitriani, Zivanna Litesya and Pondok Az Zahra, the beloved people who gives support and big spirit.
9. Uncountable thanks to students of English Department 2013, especially for classmates in D Class and endless gratitude for the best friends Hijrawati, Nurfadila M, Ratih Auliya, and Amelia Hamu for their friendship, cares, motivation, and unforgettable moment that have been passed together and great thanks for everyone who always gives inspiration and challenges her to be what she supposed to be.

10. Finally, for all everybody who gave valuable suggestion, guidance, assistance, and advice to completion this thesis may Allah S.W.T. be with us now and forever.

Finally, by reciting Alhamdulillah Robbil Alamin, the researcher has been success to finish her thesis according to the target of time and also target of the research, nothing left or forgotten to do.

Billahi Fi Sabillilah Haq Fastabiqul Khaerat

Makassar, February 2018

Writers

Eviani

LIST OF CONTENTS

	Page
TITLE.....	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
SURAT PERNYATAAN	iv
SURAT PERJANJIAN	v
MOTTO AND DEDICATION.....	vi
ABSTRACT.....	vii
ACKNOWLEDGEMENTS.....	viii
LIST OF CONTENTS	xi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. Research Question.....	4
C. The Objective of the Research	4
D. The Significance of the Research.....	4
E. Scope of the Research	4
CHAPTER II REVIEW OF RELATED LITERATURE	5
A. Previous Related Research Findings	5

B. The Concept of Translation	7
1. The Definition of Translation	7
2. The Types of Translation	8
C. The Process of Translation	10
D. The Concept of Bilingual Text	12
E. The Bilingual Translation's Problem.....	13
F. Conceptual Framework.....	16
CHAPTER III RESEARCH METHOD	19
A. Research Design	19
B. Population and Sample.....	19
C. Research Instrument.....	20
D. Procedure of Data Collection.....	21
E. Technique of Data Analysis.....	22
CHAPTER IV FINDING AND DISCUSSION	23
A. Finding.....	23
B. Discussion.....	27
CHAPTER V CONCLUSION AND SUGGESTION.....	31
A. Conclusion	31
B. Suggestion.....	32
BIBLIOGRAPHY	
APPENDICES	
DOCUMENTATIONS	
CURRICULUM VITAE	

LIST OF TABLE

Table	Page
3.1 Population of the students of fifth semester	19
4.1 Percentage Score of 'students' in translating bilingual text	24
4.2 Table Score vocabulary and grammar.....	25
4.3 Diagram Score vocabulary and grammar.....	26

LIST OF FIGURE

Figure	Page
2.1 Translation Process	10
2.2 Translation Process Nida and Taber	11
2.3 Conceptual Framework	16

LIST OF APPENDICES

Appendix

1. Descriptive Text
2. Questionnaire
3. Table Score
4. The Score Of Students' In Translating Bilingual Text
5. Mean Score The Students' In Translating Bilingual Text Attendance List Of The Fifth Semester Of English Department Students At Muhammadiyah University Of Makassar

CHAPTER I

INTRODUCTION

A. Background

One of the most important aspects of human life is language, because it is a tool of communication among people to contribute their ideas. Language made all the possibilities for human to distinguish them from other creature. Language is a sign to identify of things in the world according to the society agreement and also it is an essential thing for human. Each of country had their own language. It is depend on educational and policy implications, culture, conceptual, cognitive processes and society. Johnston (2008:2-3)., To communicate each other, people needed an International Language.

As people know that it is a globalization era where English as International language, English had power in many aspects of life. One of them in knowledge. Many books from United Kingdom, United States of America, Or other countries that used English as their language are also distributed in our country, Indonesia. Each of country had native language as national language and nowadays, they also have International language,it is called as Bilingual language when knowing two languages.

It is one problem when people should communicate with another person in other country where many countries in the world did not use English as National language. There are many difficulties and problems when learning and tried to understand English well. It is also happen in our

country. English and Indonesian languages have different cultures and which influences the language used. Many English texts translated into Indonesian or the reverse was vice versa. It is be a profe that there are still many weakness in Translaing Bilingual Text. With that reason, it is necessary to understand English. If people could understand English, the content of English book will be comprehended. The problem was that, it was not enough to understand the meaning word by word. In one situation, not all of the meaning of English words had similar concepts in Indonesian. In addition, some English expression may have different interpretation in Indonesian. From the differences describe above, it is required the process of translation well. This process played an important role which was expressed in a particular source language transformed into target language in order to be understood by readers of the target language.

According to Munday (2009:23) "the translation itself have several meanings, it refers to the general subject of the column, the product (the text has been translated) or the process (translation produces measures, otherwise known as translating)". Additionally, translation required general knowledge in the target language as well as in the source language in order to achieve the fittest one.

Translation is not as simple as transferring words from a certain language to their semantic equivalent in another language but also transferring the meaning of the source language into the target language. Many factors made difficulties in translation such as Mendoza (2010:243)

stated that “the difficulties of translation cause of rely on emotion words (lack of words), one-to-one word translation and Cross-cultural comparisons and differences”.

From the explanation above, people know that translation is very needed especially for the country with Bilingual language. The International language and the native language in its country. It is not easy thing. There are still many countries felt difficult to understand English, Include Indonesia. It is a complicated thing, especially for student who are still an amateur and didn't have enough background knowledge in translation. They faced many problems and difficulties, especially for the English Students Department that almost of their textbook used English. The students should translate the sentences from Source Language (Indonesian) into Target Language (English) or translating from Target Language into Source Language. Where as, this bilingual translation process should be correct, because knowing the meaning is very important and it is usually spoken or written in language everyday or in the textbook at the class. Based on the case above, it motivated the researcher to conduct a research to explain and described the real problem and difficulties under the title “*The Difficulties Faced By The Fifth Semester Of English Department Students At Muhammadiyah University of Makassar In Translating Bilingual Text*”

B. Research Question

Based on the issues above in the background, the research question in this research is *“What The Difficulties Faced By The Fifth Semester Of English Department Students At Muhammadiyah University of Makassar In Translating Bilingual Text?”*

C. Objective of the Study

The objective of the research is to find out the difficulties faced by the Fifth semester of English Department Students At Muhammadiyah University of Makassar In Translating Bilingual Text.

D. Significance of the Study

This research is expected to be a useful input, especially in translating skill. It could be used as a reference for those who want to conduct a research related to this research. This research would give information about the real difficulties that students faced in translating. It also could be useful to stimulate and motivate the students to increase their passion to learn English.

E. Scope of the Research

This research is limited to the usage of Descriptive Text with bilingual forms, English and Indonesian. It would be transfer from English into Indonesian or Indonesian into English, the text or the material based on learning process in translation class.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some previous researchers have conducted a study about the difficulties in translating Bilingual text. Some of them are:

Azmi (2012) in her thesis, *Students' difficulties in Bilingual translation of specialized terminologies*. She found that the first category of the students' difficulties was the students' unfamiliarity of the vocabularies on the texts. The percentage is about 87% from 40 students got this problem. Almost of the students did not know about the meaning of the word. The problems that are closely relate to this phenomenon are the students' in ability to translate the terminologies, students' lacked of understanding of the texts and vocabularies and students' inability to determine the meaning of the words according to the context. The second category of the students' difficulties in translating specialized texts is the difficulty of arranging the order and the structure of words or the sentences. The last difficulty in translating specialized terminologies is the students' lack of strategies and techniques in translating specialized terminologies.

Nakhallah (2009) in his thesis, *Difficulties and Problems Facing English Students in the Bilingual Translation*. He found that students face the following difficulties in syntactic problem. The problems are collective nouns, past perfect progressive, modal of ability, adjectives which similar to the

adverb such as “friendly”, clauses of present perfect and block language and newspaper headlines. It focuses on syntactic problem.

Nahardi (2006), in his thesis, *Students' problem in translating Bilingual Text*. He found that the dominant problems faced by the sample is unknown words and Multiple words meaning problems in the branches of linguistic problem, then followed by the syntactic difference caused of Cultural problem.

Setiarini (2010), in her thesis, *The Difficulties in Translating Bilingual language specialized English from Indonesian*. She found that the difficulties from different syntactic and grammatical concepts. There are many difficulties and some errors when the students did not know about the meaning of words and wrong grammatical answer.

From the thesis above the similarity are all of them discussed about unfamiliarity words that between English and Indonesia have different word, beside that syntactic problem also be one difficulty in translating bilingual language.

The difference thing from thesis above is just from Nahardi thesis that showed Multiple word like idiom as one difficulty in translating Bilingual text.

The researcher dealt to Nahardi thesis where the explanation about difficulties in some particular problems in the translation process like unknown or unfamiliarity words like problems of idiom, problems that originate from structural and lexical differences with unusual meaning

because do not use lexical meaning. Another problem would be the syntactic because there are several constructions of grammar poorly understood, in the sense that it is not clear how they should be represented, or what rules should be used to describe them. The words that are really hard to translate are frequently the small, common words, whose precise meaning depends heavily on context. Besides, some words are untranslatable when one wishes to remain in the same grammatical category.

After review the previous related researches findings above, the researcher concluded that there are three difficulties of students in translating bilingual text. They are : 1) Unfamiliarity Words . 2) Idioms. 3) syntactic problem.

B. The Concept of Translation

1. The definition of translation

Kelly (2002:12) states that translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in term of meaning and second in terms of style.

Kovsky (2006:20) states that translation is the transformation of a text originally in one language into an equivalent text in a different language retaining, as far as possible, the content of the message and the formal features and functional roles of the original text

From the definition above, the researcher conclude that translation has three major points. Firstly, translation is performed on two languages, one serves as a source language and the other serves as target

language. Secondly, translation should focus on the transfer of meaning or intentions of the source language, and thirdly, the intention of the source language should be expressed in a natural target language expression. In other word, a translation should read as what is shall in the target language; and it should not be heavily influenced by the source language construction. In fact, many other definitions are given by different translation experts. However, the writer felt that of those quoted above Kelly's definition covers all the others.

2. The types of translation

Kolers (2003:21) divides translation into three distinctive types, namely: a. full vs partial translation; b. total vs restricted translation; and c. ranked translation.

a. Full versus Partial Translation

In a full translation every part of the Source Language (SL) text was replaced by Target Language (TL) text material, while in a partial translation, some parts of the SL text are left untranslated.

b. Total translation versus Restricted translation

In a total translation SL grammar and lexis are replaced by equivalent TL grammar and lexis. Restricted translation at the grammatical a lexical levels meant, respectively, the replacement of SL grammar by equivalent TL grammar with no replacement of lexis and that of lexis by equivalent TL lexis with no replacement of grammar.

c. Ranked Translation

The ranked translation could be in the form of : word to word, group to group, sentence to sentence, paragraph to paragraph, and discourse to discourse.

Theodore (2009:20-24) categorizes translation into four types, namely:

a. perfect translation; b. adequate translation, c. composite translation; and d. scientific and technical translation.

a. Perfect Translation

This type of translation covered all purely informative statements commonly used by advertiser or encountered by traveler. One example of this is the announcement from the air stewardess before the passengers leave the aircraft upon landing

b. Adequate Translation

This is for more entertainment, for example when a pop novel is translated, the translator may add or omit words or even the whole sentences to make it more attractive to the target readers. He or she could freely paraphrase the original meaning whenever it suits him/her to do so, because he/she is well aware that what the readers want is nothing else than just the story.

c. Composite Translation

This composite translation includes the translation of prose into prose, poetry into prose, poetry into poetry. are, the genre of the SL and TL should be equivalent.

d. Scientific and Technical Translation

The scientific and technical translation aims at attaining the accuracy, clarity, and precision of the concepts.

C. The Process of Translation

Translation is in fact a result of a rendering process in which a number of internal and external factors are interwoven, including psychological and physical condition of the translator during which they are undertaking translation. To this process, some experts gave their remarks, three of them are given in the following :

The first concept is developed by Suryawinata (1989:14). He describes translation process in four stages, as could be seen in the following diagram.

Translation process

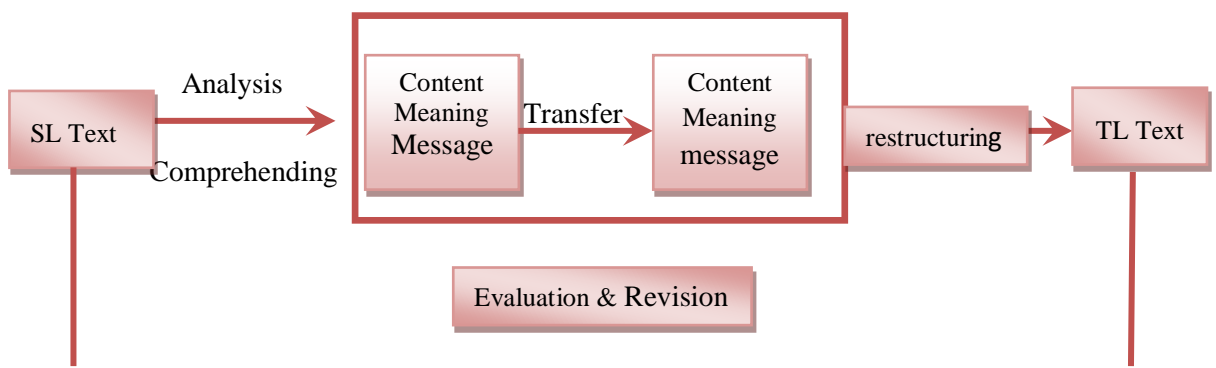


Figure 2.1 Translation Process

- a. *Analysis*: the translator analyzed the source text to know its content, messages and meaning. The analysis is focused on grammatical relationship and meaning of word or group of words. The translator had to acquire some knowledge on the subject matter within the translation job so as to be able to follow the meaning of the text.
- b. *Transfer*: the translator transfers the SL into TL with the equivalent content, meaning, and message.
- c. *Restructuring*: the translator restructured the TL text to get a better result
- d. *Evaluation and revision*: the translator revised the TL text by comparing it with the SL text to ensure a proper rendering.

The second concept are from Nida and Taber, as the elaboration their definition of translation, described the process of translation in three stages, as could be seen in figure below :

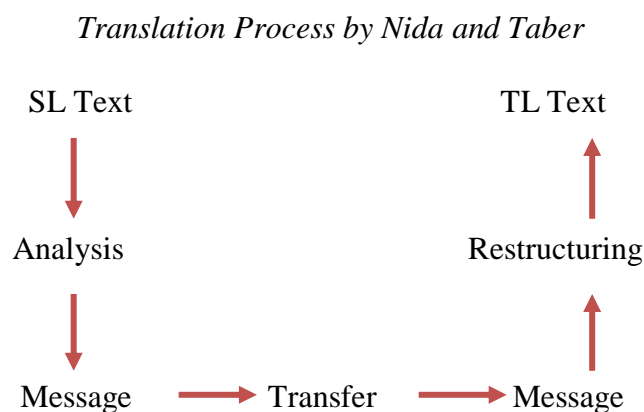


Figure 2.2 Translation Process Nida and Taber

Source: Nida and Taber (1974:12)

During the analysis stage, the translator's task in the process of

translation is to analyze the surface structure of the source language text in term of grammatical relationship and meaning of word or combination of words. During the transferring stage, messages or intentions of the source language text are transferred into the target language. In restructuring stage, the source language text's messages are restructured into an acceptable target language construction. In different term, Rose (1981:3) claimed the last stage as are translation actually took place. She called it as reformulating stage of the text.

D. The Concept of Bilingual Text

1. The Deffinition of Bilingual Text

Thiery (2001:23) states that bilingual language is having, speaking, spoken or written in two languages. In the text also there are bilingual concept. It is two different linguistic at roughly and different social and cultural level. According to this definition the subject in the text is either rejected by the linguistic environment or accepted as a part of it. Are, the concept of cultural and social level emerges, which would be used in the following parts of the paper.

2. Types of Bilingual Text

Beekman (2007:38) states bilingual text translation have several types.They are :

- a. Pragmatic bilingual translation is the translation of a message with an interest in accuracy of the information meant to be communicated in the target language form.

- b. Dynamic bilingual translation tried to transfer the messages or ideas into a target language and to evoke in the target language readers the responses that are substantially equivalent to those experienced by the source text readers.
- c. Semantic translation emphasized the “loyalty” to the original text. It is more semantic and syntactic oriented and therefore, also author-centered.
- d. Communicative translation emphasized the loyalty to the “readers” and more reader-centered. The two concepts are not to be contrasted with literal word-for-word translation which is criticized in the concept of formal translation and literal translation.

E. The Bilingual Translation’s Problem

Beekman (2007:41) also discusses about main problem in translating bilingual language . They are :

1. Vocabulary

As the most difficult thing in translation, vocabulary had many explanation about. Included the kinds and importance. Vocabulary is one of the crucial elements of language.”Through vocabulary people communicated ideas, emotions and desires, as Wallace (1989 : 9) states that the students who is not good control of language, including vocabulary with both breathe and depth could not communicate ideas with great accuracy, clarity, and precision.

Kinds of vocabulary according to Wikipedia the free encyclopedia:

1) Reading vocabulary

A literate person's reading vocabulary is all the words people recognized when reading. This is generally the largest type of vocabulary simply because it included the other three, though in some cases, notably Chinese characters, as in Chinese and Japanese, where the pronunciation is not transparent, some words may be part of the oral vocabulary but not the written. There are three reading vocabulary the students may encounter when they are reading:

- a. General vocabulary: referring to the words that comprized the major portion of one's vocabulary usage in everyday communication, such as "house", "table", and "chair".
- b. Specialized vocabulary: referring to the words with multiple meanings that changed from one content to another, such as "mass", "root", and "raise".
- c. Technical vocabulary: referring to the words that are essential to the understanding of a specific content area. These words only relate to one content area and the understanding of its concepts, such as "gene" (science), "embargo" (social studies) and "exponents" (mathematics).

2) Listening vocabulary

A person's listening vocabulary is all the words people recognized when listening to speech. This vocabulary was aided in size by context and tone of voice.

3) Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

4) Speaking vocabulary

A person's speaking vocabulary is all the words people used in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.

Harmer (1991:159) simplifies the classifications of vocabulary by putting it into two types only, namely active and passive vocabulary. To Harmer, active vocabulary referred to words that students have learned and with which they are expected to be able to use in communication, while passive vocabulary refers to words which students would recognize when they meet them but which they will probably not be able to use. In other words :

- 1) Receptive / passive vocabulary – it is defined as the set of all words that are understood at reading or listening but not used in the spoken or written expressions.

2) Productive / active vocabulary – it is the set of all words that are not only understood, but also used meaningfully when creating new sentence.

Based on the description above, the writer concludes that vocabulary affects all four skills; listening, speaking, reading and writing.

F. Conceptual Framework

The conceptual framework of this research give in the following diagram below:

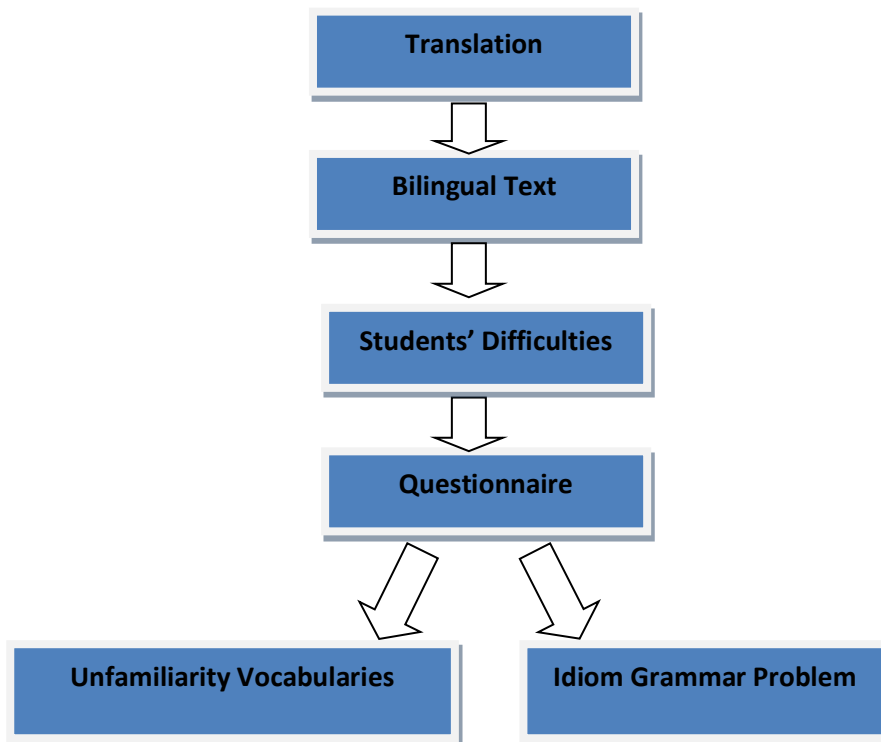


Figure 2.3 conceptual framework

The conceptual framework above told about the research that conducted a *translation process*. Translation process always used by the students in learning process, especially for the English Students that be the object of the research. Translation process was very important for knowing the meaning of a sentence from the source language. The researcher concluded that their learning activity always had big relation to the translation process. The transfer language form from Source language into Target Language or from Target language into Source Language.

In this research, the researcher used and focused on two language in text, English and Indonesian. So, it is called as *Bilingual text*. English and Indonesian. In this research, the researcher used a questionnaire as a instrument to know about the difficulties when translating bilingual text. The questionnaire involved two kind of texts. English and Indonesian. The researcher provided two texts in order to the students translated the English text into Indonesian or Indonesian into English.

The text consisted of many vocabularies, from easy or simple vocabulary until difficult or strange vocabulary or the word as a term. The text provided many grammar or syntax rule and pattern to exam the knowledge of the students. Then the students to be asked to translate and then from this process, the students answered the questionnaire. It is relevant to know about the difficulties when the students did the translation process. Each of statement in questionnaire represented the the problem or the questionnaire that is faced by the students in V B class.

The goal of this research was to overcome the student's difficulties in translating bilingual text through describing three items with the value of percentage of the difficulties from each of items. With knowing the difficulties from students directly, the process of translation could be effective because they knew their weakness in translation process and they would repair it then add their knowledge and skill in translation process.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher applied descriptive method that involved questionnaire as instrument. The qualitative data are collected first and the result derived from qualitative analysis supported by quantitative analysis with further discussion and explanation analysis then took conclusion as the result of the research. It is used to explore, identify, and describe the difficulties in translating bilingual text faced by the fifth semester of English Department at Muhammadiyah University of Makassar.

B. Population and Sample

1. Population

The population of this research was the students of fifth semester of English Department at Muhammadiyah University of Makassar at translation class.

No	Name Class	Total Students
1	CLASS V.A	28
2	CLASS V.B	30
3	CLASS V.C	25
4	CLASS V.D	27
5	CLASS V.E	23
6	CLASS V.F	24
7	CLASS V.G	29
8	CLASS V.H	26
9	CLASS V.I	29
10	CLASS V.J	28
Total Population		271 Students

Tabel 3.1 Population

2. Samples

In determining the sample, the researcher used purposive sampling technique. The sample was all the active students at class VB consist of 30 students. 24 females and 6 males. The researcher chose this class because it had the most total of students so it would present more answers variation than the other class and the students in this class was very cooperative and gave big enthusiasm so that it was easy to do by the researcher.

C. Research Instrument

The researcher use questionnaire as instrument. Translation sentence and A questionnaire is a form that be prepare and distribute to secure respond to certain questions. It is a device for securing answers to questions by using a form which the respond filled by them self. It is a systematic compilation of questions that are submit to a sampling of population from which information is desire. Questionnaire relied on written information supply directly by people in respond to questions. The function of the questionnaire is to gather information from widely scatter sources. It is mostly use in case where one can not readily see personally all of the people from whom sample desire respond. It is also use where there are no particular reason to see them personality. The researcher use questionare in order to get data deeply.

In this research, the researcher use opened questionnaire type. This type is assume most fit with the research problem the question that call for short check respond were known as restrict or close form type. For example, the researcher provide for marking a yes or no, a short response or checking an

item from a list of respond. Are the respond is not free to write of his own, he is to select from the selected from the supply respond. On the other hand, the questionnaire that researcher use in this research is open end questionnaire, the respond is free to respond in their own words. With the essay question form that researcher select the type of questionnaire according to students need of the study.

D. Procedure of Data Collection

In collected data, the researcher did the steps as follows:

1. The researcher made descriptive text and list of questions as the instrument that answered by the sample in questionnaire form.
2. Then The researcher elaborated the questionnaire consisted of 5 questions in Indonesian involved the texts to know the capability of students knowledge in Bilingual text.
3. Before answering the questionnaire, the students should read the text that researcher gave and translated them. It represented many difficulties items : Unfamiliarity vocabularies, and grammar. Each of paragraph measured the skill of students when translating the texts.
4. The researcher distributed the questionnaire employ to find out the difficulties in translating bilingual text faced by the fifth semester of English Department Students at Muhammadiyah University of Makassar.
5. The researcher gave questionnaire to the students to respond each of questions freely answer as they felt when translating.

E. Technique of Data Analysis

In analyzing the data, the researcher used calculating the percentage of the students' score to take data and supported the findings of the data. The formula is :

$$P = \frac{F}{n} \times 100$$

Notation : P : Rate Percentage

F : Frequency of the score

n : The total number of students

(Sudjana, in Supriadi, 2015:28).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of findings of the research and discussion. The findings of the research presented the result of the difficulties that faced by the fifth semester of English Department Students at Muhammadiyah University of Makassar in translating Bilingual text and the discussion contained of the description and interpretation of research findings.

A. Findings

This part discussed the result of Translation and questionnaire that gave for the students which was based on the research question of the research. These research question was: What are the difficulties faced by the fifth semester of English Department Students at Muhammadiyah University of Makassar in translating Bilingual text??. So, to know the answer from the research question, the researcher translation text and questionnaire that involved the texts (English in to Indonesian text).

The Score Percentage of Students' in translating Bilingual text

Students' Score in Translating Bilingual Text Into Criteria And Percentage

As Follows:

No	Classification	Score	Frequency	Percentage (%)
1.	Excellent	9,6-10	0	0

2.	Very Good	8,6-9,5	4	13,33
3.	Good	7,6-8,5	10	33,34
4.	Fairly Good	6.6-7,5	9	30,00
5.	Fair	5,6-6,5	3	10,00
6.	Poor	3,6-5,5	4	13,33
7.	Very Poor	0-3,5	0	0
Total			30	100%

Table 4.1 Percentage Score

The table above shows that there are 0 (0%) students get excellent score 4 Students (13,33%) got very good score, 10 students (33,34%) got good score, 9 students (30,00%) got Fairly good score, 3 students (10,00%) got fair score, 4 students (13,33%) got poor score, 0 (0%) get poor score. It means that none of the fifth semester English Department Students at Muhammadiyah University of Makassar get excellent and Very Poor score.

The highest students' score Translating Bilingual Text in term of language use is 8,0 and lowest score is 4,5. The table shows that there are 4 students get 89-95 score, 10 students got 76-85 score, 9 students got 66-75 score, 3 students got 56-65 and 4 students get 36-55. The mean score of the students' in Translating

Bilingual Text in term of language use is 70,22. It mean that the students easy in Translating Bilingual Text.

To know the the difficulties that students faced as the problems in translating bilingual text of English Department Students at Muhammadiyah University of Makassar, the researcher did the research in the class VB by giving questionnaire, the researcher got the data as stated below:

1. Translating English text to Indonesian

The researcher gave of the text English in to Indonesian. The text was English. The students answered the indonesian question with using Indonesian. So, the students translated the text in order to know the meaning of the text. From the questionnaire data that researcher got there were 2 main difficulties that students faced in translating Englis text into Indonesian. They were: a) Unfamiliarity vocabulary. b) Grammar problem.

No	Kinds Of Difficulty	Frequency	Percentage
1.	Vocabulary	18	60%
2.	Grammar	12	40%
Total of Sample		30	100%

Table 4.2 Table Score

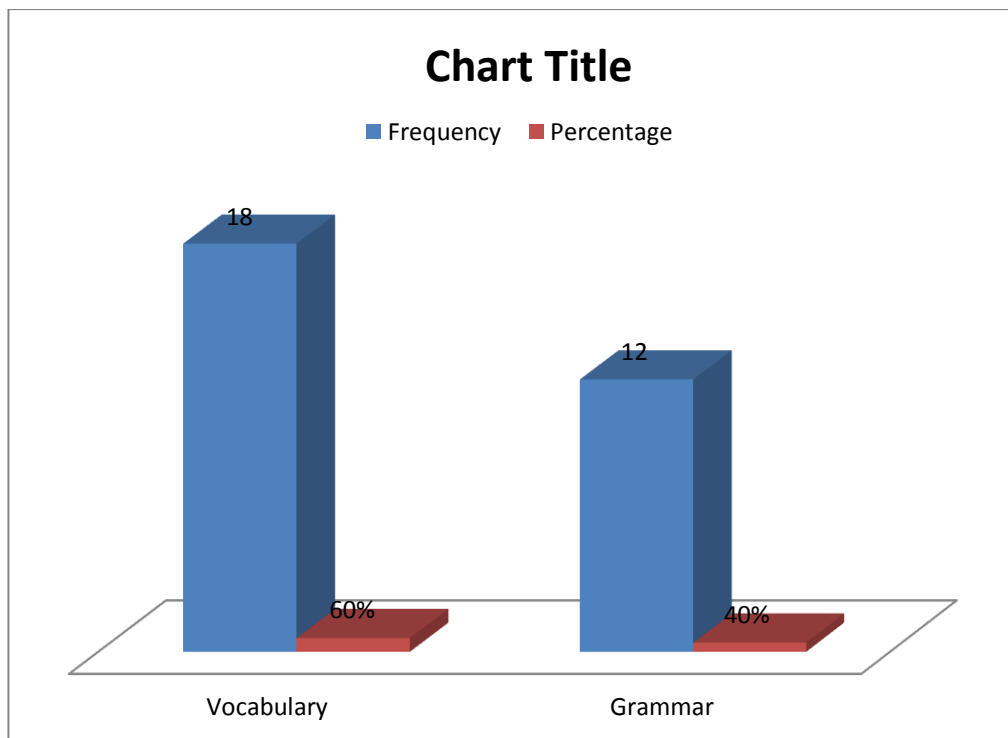


Table 4.2 Diagram score

a) Unfamiliarity vocabulary.

The table above showed the result was 60% from 30 students (18 students) got difficulties in translating was caused of unfamiliarity vocabularies (lacking of vocabularies). Based on the 2 out of 18 students were answered, many new word and the high level language and the sentences that have same translation and meaning but have the different word. Many words they felt as strange for them. They got big problem if did not look up dictionary. Even, they felt difficulties to recognize the term words.

b. Grammar Problem

The table above showed the result was 40% from the 30 students (12 students) got difficulties in grammar problem. Based on the 3 out of 9 students were answered, The difficulties that students was faced is to continued the sentences, so have appropriate meaning. The difficulties that students faced when they were faced conjunction. And there were grammar that unfamiliarity in the text. especially in tense case, the students felt difficulties in grammar like using of past sentences and felt confused when transferring the content from English into Indonesian. It could be seen from the students' way when answering the question.

B. Discussion

Based on the finding above, there were two difficulties faced by the students in the VB class that the explanation would be divided in two translation process.

The difficulties in translating English text into Indonesian

Firstly, The researcher explained about the difficulties in translating English into Indonesian based on findings above that consisted of 2 difficulttis, they were : Unfamiliarty vocabularies and grammar problem.

A. Unfamiliarity vocabularies.

The first item as a big difficulty was unfamiliarity vocabularies. It was a biggest number, about 60% from 30 students. It meant that more than half students in class VB felt this difficulty. They just knew about a few of vocabularies. Many words was strange for them and unknown. The more problem was the students just knew about the daily vocabularies or simple words that always they used and heard in their life.

It was a big problem caused of words played important role in translation. From vocabulary, the students knew about the word and the meaning of the text. But, it was difficult thing when they got some unfamiliarity vocabularies, so it effected to the result of translation. When students felt lack of vocabulary, it made another problem for the students in class VB. They felt difficult to know the meaning of the text and did not get the instruction of the questionnaire. So, for the students, it was difficult to know what the main idea of the text.

The part as a big difficulty for students when they just knew about limit or few vocabulary was a term. They felt unfamiliarity with the word especially in term. It was proved by many answer of students that wrote the most difficult paragraph was second paragraph with many terms on the text. It meant the knowledge of the term for the students was just limit. It may caused of the lacked of reading some texts that consisted of many new terms.

Vocabulary is very important part in translation. How the students' skill in mastering the vocabulary influenced the result of

translation. To overcome the problems of new or unfamiliar words and various meaning of the words, the students as the translator should find the right word meaning. The researcher suggested some tips.

1. The students read the dictionary definitions for the word.
2. They check the sentence where you find the word.
3. They decide which definition best fits the word in the sentence.

The tips above could be one effective method when translating. Even the students knew nothing about the meaning of the words, they could presume the meaning of word.

B. Grammar problem

The second difficulty in translating English text into Indonesian was grammar problem. As people knew, grammar was base pattern in making sentence. The grammar pattern arranged the pattern of sentence. So, when people tried to transfer one language into another language, grammar was the first thing that should be noticed. The research showed about 30% of students felt the grammar difficulty. It was caused of there were many rules in grammar. It made the sentences too complicated to translate. They felt grammar was difficult thing in translating. Especially was tense problem. It was caused by the students lacking of the skill and knowledge in tense. So when writing the tenses or translated it, the students wrote wrong formation in English tense. The biggest mistake when translating the past sentence and also passive voice. The other effect

that was caused by the complexity of the grammar was the students spent long time to translate because many of students had low skill in recognizing and translating the grammar and knew nothing about it. So many mistake that they did. The students was very confused to face it. Where as, some errors when translating sentences was caused of grammar could change the meaning of target language significantly.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the result of the data analysis in the previous chapter, the researcher concluded that:

There were 2 difficulties that faced by students in VB class in translating bilingual text of English Department Students at Muhammadiyah University of Makassar. Unfamiliariry vocabulary, this problem appear because the students vocabulary was very limited. It was proved by the result of questionnaire which showed 60% from 30 students (18 students) got difficulties in translating because of unfamiliarity vocabularies (lacking of vocabularies), that mean the students difficult in translating bilingual text. Grammar problem, this problem appear because based on the result of the questionnaire there were 12 of 30 students lack knowledge about using tenses, so it made them faced difficulties in translating bilingual text.

B. Suggestion

Based on the result of the Data Analysis and Conclusion, the researcher suggest at fifth semester of English Department Students at Muhammadiyah University of Makassar in translating bilingual text

The students still lack in vocabulary and confused to use tenses, so teacher should have an interesting method in teaching English in particular Translation to help the students to improve their ability in translating bilingual text. And To improve the students ability, the tlecture should know the students difficulties faced in translating bilingual text.

For the further research, this thesis has interpreted some problem that students faced in writing especially in translating bilingual text, hopefully can help the further research as a comparison or completely, for a little suggest the further research should give fun method, so it can help the students to solve their problem easily.

BIBLIOGRAPHY

- Azmi. 2012. *Students' difficulties in bilingual translation of specialized terminologis (A Descriptive Research.* ".Thesis S1. English Education Faculty of Languages UNY Yogyakarta.
- Beekman. 2007. *Bilingual Translation Process*. London : Prentice Hall
- Harmer, Jeremy. 1991. *The Practice of Language Teaching*. London: Courir International.
- Kelly. 2002. *The Using of Textbook in Translating Class to Transfer the Containing of the Different Words*. London: Prentice-Hall, L.td.
- Kollers. 2003. *Translation and Translating, Theory and Practice*. London : Longman Group, L.td.
- Kovsky.2006. *Principle and Practice in Translating Bilingual Text*. London: Prentice-Hall, L.td.
- Mendoza. 2010. *The Problem of Translation in Cross-Cultural Reaearch on Emotion Concept*. International Journal for Dialogue Science.
- Munday. 2009. *Translating the Foreign: The Invisibility of Translation in Introducing Translation Studies*. London and New York : Routledge.
- Nakhallah. 2009. "*Difficulties and Problems Facing English Students in the Bilingual Translation*" thesis. Ujung Pandang Fakultas Tarbiyah IAIN Alauddin Makassar.
- Nahardi. 2006. "*Students' Problem in Translating English Text*". Thesis S1. English Education Faculty of Languages UNM Makassar.
- Rose. 1981. *The Combining Translation*. New York: The University of Chicago.
- Sudjana, in Supriadi, 2015 : 28 "*Metode Statistika*". Bandung: PT. Gramedia.
- Setiarini. 2010. "*The Difficulties in Translating Bilingual language specialized English from Indonesian*". Thesis S1. English Education Faculty of Languages UNM Makassar.

Suryawinata. 1989. *Terjemahan : Pengantar Teori dan Praktek*. Jakarta : Depdikbud, Dirjen Dikti, PPLPTK.

Theodore. 2007. *Translation Problem*. London : Prentice Hall

Thiery. 2001. *The Deffinition of Translation: a Research Review Theory and Research In Social Education*. International Journal.

Wallace. 1989. *Teaching Vocabulary*. London: Heineman Education Books.

A
P
P
E
N
D
I
C
E
S

APPENDICES I

DESCRIPTIVE TEXT

Cat

Cat or Felis (called in Latin), are carnivorous or meat-eaters. The word “cat” is said to represent an animal that has been domesticated. However, cats actually can be a tiger, lion, and cheetah which are a kind of wild animal.

A home cat which is quite familiar, is a mammal that has four legs, a tail, two pointy ears, and bushy hair. The feet have the sharp claws. You must be careful when holding the leg of a cat, because the claws are so powerful and can hurt both your hands and body.

Cat’s tail is used as a tool to communicate and to maintain the body balance. Two pointy cat ears have very good hearing. Cats even have a hearing performance two times than dogs and seven times better than human. The bushy hair is an attraction because some colors are striking and beautiful.

Kucing

Kucing atau disebut dengan Felis dalam bahasa latin, merupakan hewan karnivora atau pemakan daging. Kata kucing adalah kata yang merepresentasikan seekor hewan yang telah jinak. Kendati demikian, kucing bisa berupa Harimau, Singa, dan Cheetah yang notabene adalah hewan buas.

Seekor kucing rumahan yang biasa kita kenal, adalah hewan mamalia yang mempunyai empat kaki, satu ekor, dua telinga yang runcing, dan rambut lebat. Kaki kucing mempunyai cakar yang tajam. Anda harus berhati-hati apabila memegang kaki seekor kucing, karena cakarannya begitu dahsyat dan bisa melukai tangan serta tubuh Anda.

Ekor kucing berfungsi sebagai alat untuk berkomunikasi dan menjaga keseimbangan tubuh. Dua telinga kucing yang runcing mempunyai fungsi pendengaran yang sangat baik. Kucing bahkan mempunyai pendengaran dua kali lebih baik daripada anjing. Rambut kucing yang lebat merupakan daya tarik karena warnanya yang mencolok dan indah.

APPENDICES II
QUESTIONNAIRE

1. What difficulties did you experience when translating the first paragraph of the text?

Answer:

2. Why is it difficult for you to translate the first paragraph?

Answer:

3. In what paragraph do you have great difficulty in translating each sentence?

Answer:

4. In general, any difficulties you face in translating the content of the whole text?

Answer:

5. What difficulties do you experience when translating the second paragraph?

Answer:

APPENDICES III

Table Score

No	Kinds Of Difficulty	Frequency	Percentage
1.	Vocabulary	18	60%
2.	Grammar	12	40%
Total of sample		30	100%

APPENDICES IV

The Score of Students' in translating Bilingual text

NO	NAMA	Criteria	Classification
1	A	8.8	Very good
2	B	8.8	Very good
3	C	8.8	Very good
4	D	8.8	Very good
5	E	8.4	Good
6	F	8.2	Good
7	G	8.0	Good
8	H	8.0	Good
9	I	7.8	Good
10	J	7.8	Good
11	K	7.6	Good
12	L	7.6	Good
13	M	7.6	Good
14	N	7.6	Good
15	O	7.4	Fairly good
16	P	7.4	Fairly good
17	Q	7.4	Fairly good
18	R	7.2	Fairly good
19	S	7.2	Fairly good
20	T	7.0	Fairly good
21	U	7.0	Fairly good
22	P	7.0	Fairly good
23	X	6.8	Fairly good
24	Y	6.4	Fair
25	Z	6.0	Fair
26	A	6.0	Fair
27	B	5.4	Poor
28	C	5.0	Poor
29	D	5.0	Poor
30	E	4.6	Poor
Total		2.166	

APPENDICES V

Mean Score the Students' in translating Bilingual text

$$P = \frac{F}{n} \times 100$$

Criteria	Mean Score $P = \frac{F}{n} \times 100$
translating Bilingual	$p = \frac{2,166}{30} = 7,22$
Total	$p = \frac{2,166}{30} = 7,22$

APPENDICES VI

Attendance List of the fifth semester of English Department Students at Muhammadiyah University of Makassar.

NO	NAMA	Observation	Text
1	A	✓	✓
2	B	✓	✓
3	C	✓	✓
4	D	✓	✓
5	E	✓	✓
6	F	✓	✓
7	G	✓	✓
8	H	✓	✓
9	I	✓	✓
10	J	✓	✓
11	K	✓	✓
12	L	✓	✓
13	M	✓	✓
14	N	✓	✓
15	O	✓	✓
16	P	✓	✓
17	Q	✓	✓
18	R	✓	✓
19	S	✓	✓
20	T	✓	✓
21	U	✓	✓
22	P	✓	✓
23	X	✓	✓
24	Y	✓	✓
25	Z	✓	✓
26	A	✓	✓
27	B	✓	✓
28	C	✓	✓
29	D	✓	✓
30	E	✓	✓

DOCUMENTATION









CURRICULUM VITAE



Eviani was born on May, 05st 1995 at Kaili, in Bantaeng regency. She was the second child from four sisters from the marriage her parents, Rapping and Sukmawati. She graduated her Elementary School in 2006 at SDN 3 Ulunggolaka, Kolaka regency. In the same year, she continued her study at SMP Negeri 1 Latambaga, Kolaka regency and graduated in 2009. Then she registered at SMA Negeri 1 Latambaga, Kolaka regency and graduated in 2012. Then she continued her study in the Strata Satu (S1) Programme of English Education Department, Faculty of Teachers Training and Education Makassar Muhammadiyah University in 2013. At the end of her study, she could finish her thesis with title *“The difficulties faced by the fifth semester of English Department Students at Muhammadiyah University of Makassar in translating Bilingual text.”*