

**AN ANALYSIS OF STUDENTS DIFFICULTIES ON INDONESIAN-
ENGLISH TRANSLATION AT THE FOURTH SEMESTER OF ENGLISH
DEPARTMENT IAIN LANGSA**

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Submitted

By:

Lutfia Nadira

104201805

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By

Lutfia Nadira
1042018005
English Education Department

Approved by :

Main Supervisor,



Rully Adha, MS

NIP. 19840830200901 1 006

Co Supervisor,



Dessy Kurniasy, M.Hum

NIDN.0112128204

STATEMENT OF CERTIFICATION

**AN ANALYSIS OF STUDENTS DIFFICULTIES ON INDONESIAN
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By:

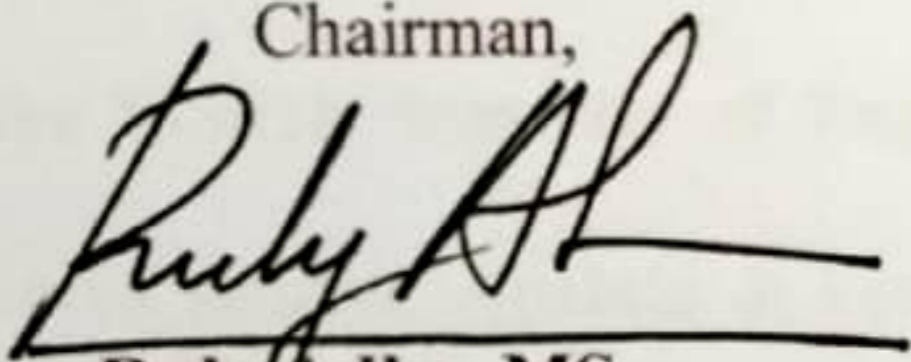
Lutfia Nadira
NIM. 1042018005

Has been defended in *Sidang Munaqasyah* by the board of Examiners and has been accepted as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd) in English Department of Tarbiyah and Teachers Training Faculty on:

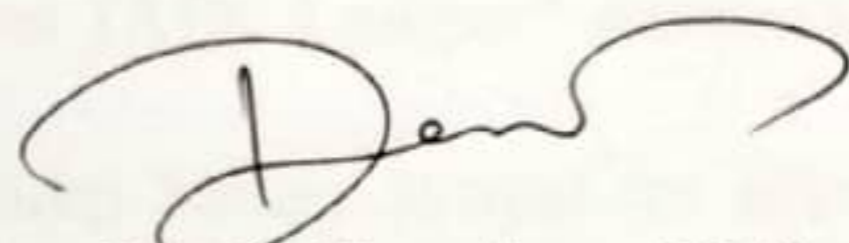
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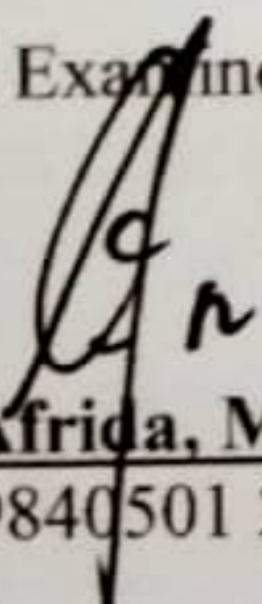
Chairman,


Ruly Adha, MS
NIP. 19840830 200901 1 006

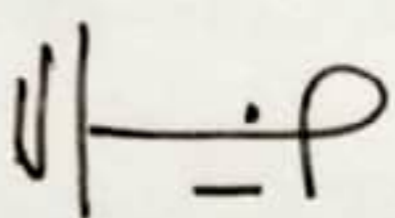
Secretary,


Dessy Kurniasy, M.Hum
NIDN. 0112128204

Examiner I,



Nina Afrida, M.Pd
NIP.19840501 201101 2 015

Examiner II,


Shafrida Wati, MA
NIDN. 2004098402

Certified by :

**The Dean of Tarbiyah and Teachers Training Faculty
State Institute for Islamic Studies Langsa**


Dr. Zainal Abidin, S.Pd.I, MA
NIP. 19750603 200801 1 009

SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertandatangan di bawah ini:

Nama : Lutfia Nadira

Tempat/ Tgl. Lahir : Langsa, 02 April 2000

NIM : 1042018005

Fakultas/ Prodi : FTIK/ Tadris Bahasa Inggris (TBI)

**Alamat : Desa Sungai Pauh, Kec. Langsa Barat, Kab. Langsa
Kota.**

Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **"An Analysis of Students Difficulties on Indonesia- English Translation at the Fourth Semester of English Department IAIN Langsa"** merupakan hasil karya sendiri. Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Langsa, 25 Juli 2022
Yang membuat Pernyataan


METERAI
TEMPEL
B06B4AJX808638298

Lutfia Nadira
NIM. 1042018005

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I hope that this thesis could provide valuable informations for readers and would also appreciate valuable suggestions from readers related to this thesis. May God bless us forever.

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Lutfia Nádira

TABLE OF CONTENT

ACKNOWLEDGMENT	iv
TABLE OF CONTENT	vi
ABSTRACT	viii
CHAPTER I INTRODUCTION	
A. Background of Study.....	1
B. Research Question.....	3
C. Purpose of Study	4
D. Significances of Study.....	4
CHAPTER II LITERATURE REVIEW	
A. Definition of Translation	5
B. Kinds of Translation	7
C. Process of Translation	9
D. Methods of Translation	10
E. Error of Translation	15
F. Previous of Study	16
CHAPTER III RESEARCH METHOD	
A. The Research Design.....	21
B. Research Setting.....	21
C. Source of Data	21
D. The Technique of Colecting Data	23
E. Technique of Data Analysis	24
CHAPTER IV FINDING AND DISCUSSION	
A. The Results of Documentation	26

B. The Results of Questionnaire 40
C. Discussion 45

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....50
B. Suggestion50

BIBLIOGHRAPHY.....51

ABSTRACT

Lutfia Nadira, 2022. An Analysis Of Students Difficulties on Indonesia-Translation At The Fourth Semester Of English Department IAIN Langsa

Supervisor (1). Ruly Adha, MS **(2)** Dessy Kurniasy, M.Hum.

The purposes of this study were to find the students' difficulties in translated Indonesian-English texts and to find out the efforts in overcoming difficulties in translated Indonesian-English texts. The type of research used in this study was qualitative. The subject of the research was 15 students of English Department, IAIN Langsa. The instruments used were documentation and questionnaire. Documentation was a test given by a lecturer to students and a questionnaire consisted of 8 questions with an open type of questionnaire. The results of this research were the students' difficulties in translating Indonesia-English texts were ability that in mastering grammar and also lack of mastering vocabulary, and that the efforts in solving difficulties in translating Indonesia-English texts were using the translation method, using media tools such as dictionaries, tenses books, increasing vocabulary by reading English books and asking questions with lecturers or friends and others.

Keywords: *Difficulty, Translations, Student*

CHAPTER I

INTRODUCTION

A. Background of Study

English is currently used everywhere, as one of the international languages. this language is a subject in every educational institution. Nowadays, majors in education or English literature are mushrooming at various universities. Especially in Indonesia, English is studied mainly for communication tools with languages.

Not all students who study English understand quickly and easily, because in terms of linguistic structure, the way of pronouncing it is clearly different. Therefore, in learning English, translation is needed to simplify and to understand the meaning of the language. Translating is a means of understanding a foreign language. The translation activity it self has been studied for a long time from elementary school to university level. There are various types of difficulties faced by students in translating a language, especially English.

Translation is process of conversing a foreign sentence into a desired language or vice versa. In carrying out translating activities, translating is very helpful for understanding communication. In the translation there are many methods or techniques in interpreting a sentence. Meanwhile, according to Muhammad Hasyim, Translation is a meaning interaction activity according to the

message from the first speaker, who is usually said to be the sender of the interlocutor, thus making effective.¹

When translating sentences from Indonesian to English, in terms of structure, the language is different. Skills in translating Indonesian to English are needed because translation is not a process to interpret the meaning of the Source Language into the Target Language only. The ability to translate is the main capital to spread knowledge, ideas and customs to develop insight and broaden understanding and collaboration between.²

Fourth semester students have taken the subject of translation. Although they basically speak English, they can find difficulties in translating. Because we can know that to be a good and correct translator one of them must be able to master the language. In this case what is meant by interference is mixing up the use of foreign languages language vocabulary in informal communication. According to Kamarudin³ in the Journal of Siti Jannatussholihah& Sulis Triyono, he explained that interference is unintentional influence from one language to another other. However, interference can be caused by language factors and non-language factors. The language factor is an internal factor in understanding the factors of the language component. Non-linguistic factors are factors that come from outside the language component such as, language attitude,

¹Hasyim Muhammad, Buku Ajar Teori Terjemahan, (Makassar: Universitas Hasanuddin, 2015), 6.

²Sambayu Harry, Metaphorical Translation Strategies of Bahasa Indonesia Into English on Contemporary Indonesian Poetry Translated by Harry Aveling, Jurnal Pionir LPPM Universitas Asahan, 05 (Jan), 2019, 37.

³Triyono, S.J. (2019). The Impact of Technology Term to Language Interference: The Use of English Language Term in Students' Daily Conversation. International Journal of Linguistics, Literature and Translation (IJLLT). 62.

from outside the language component such as, language attitude, psychological motivation, infrastructure and speaker environment and talking partner.

Nowadays, Translation is important because most of the world sides are using English as their communication tools. Even, there are many of softwares of translation which are available, the skill of translation is needed. Remember that English has a complex structure than Indonesian. We cannot translate words or sentences as we like. People who are doing translation cannot do as what they like because there are some rules in translation. Students, especially who are majoring English are supposed to have a good translation skill, so they have to master the source language and the target language as well. A good translation should be accurate, clear and natural so it does not sound strange . Therefore, to get a good translation, a translator should master both source and target language, in this case, Indonesian and English. At English Education IAIN Langsa, there is a translation subject which is given in the fourth and fifth semester. To be a good translator is not easy. There are many things that we should know in translating, such as vocabulary, grammar structure, tenses and meaning. So, in this research, the researcher would like to conduct a research entitled “An Analysis of Students Difficulties on Indonesia- English Translation at the Fourth Semester of English Department IAIN Langsa.”

B. Research of Question

The researcher formulated research questions as follows:

1. What were the students difficulties in translating Indonesian-English texts?

2. What were the efforts in solving the difficulties in translating Indonesia-English texts?

C. Purpose of Study

The purposes of study were as follows:

1. To find out the students' difficulties in translating Indonesia-English texts.
2. To find out the efforts in solving the difficulties in translating Indonesia-English texts.

D. Significance of the Study

Theoretically, the researcher hopes that this thesis provides a valuable contribution to the readers. The researcher hopes that this thesis provides additional knowledge for readers who want to know about the study of translation. Practically, this thesis can be used as a guidance for readers who want to know about the process and the procedure of translating and also this thesis is useful for other researchers who want to make a research about translation.

CHAPTER II

LITERATURE REVIEW

A. Definition of Translation

The translation is the process of substituting a text in one language for a text in another. Any theory of translation must be based on a theory of language, a general linguistic theory.⁴ Language as we know is a means of communication between humans. When they want to convey something, humans use language to express their desires. It's a means of communication between people in a community. There are many languages and cultures in the world. One of them is English, which is now known as an international language, the English language is mostly used as a communication bridge for various people around the world and it is currently used everywhere, as one of the international languages, this language is a subject in every educational institution.

The function of English is as a medium so that students can improve their ability in science, technology, art, and culture. Translation studies is an established discipline that deals with the study of translation theory, practice, and phenomena. The translation is a form of communication and interaction between languages.

Brisset argued in J.C. Catford that translation is two-way communication (dual action communication) that necessarily requires two separate codes, the source language, and the target language. Communication is the linguistic transfer

⁴Catford J. C., *A Linguistic Theory of Translation*, (New York: Oxford University Press, 1965), 1.

of textual material from the source language to the target language. We can conclude from some of these understandings that translation is a strategy of translating each language into another and exchanging other language information. Translation is the substitute of source language (SL) with approximate textual material in another language (TL), and it is always done in one area, from the source language to the source language.⁵

According to Nida, translating is the representation of the natural and closest equivalent of the language message source (SL) into the target language (TL), which is the first to relate. The first is concerned with meaning, while the second is concerned with style. Translation entails reproducing the nearest natural equivalence in the receptor language the source language message, first in terms of meaning and then in terms of syntax in terms of design.⁶

According to Newmark Translation is the substitute of source language (SL) with approximate textual material in another language (TL), and it is always done in one area, from the source language to the source language⁷. The translation is an activity of transferring messages from the source language into the target language. It has a great role in human social life. The goal of the translation is to make the reader of the target language understand the message that the source language gives. In social life, there are some texts or instructions which use a foreign language, for example the instruction on how to operate the

⁵ Catford J.C., *A Linguistic Theory of Translation*, (New York: Oxford University Press, 1965), 20.

⁶ Hartono Rudi, *Pengantar Ilmu Menerjemah*, (Semarang: Cipta Prima Nusantara, 2017), 7.

⁷ Newmark Peter, *A Textbook of Translation*, (New York: Prentice-Hall International, 1988), 5.

machine or the children's story, they still use a foreign language. Some people sometimes cannot understand the instruction that is used in a foreign language. To understand the message, they need a translation. The conclusion is that translation is the process of interpreting a language into the target language whose function is to understand the meaning of each other's languages. This process is carried out to exchange information in communication.

B. Kinds of Translation

According to Hawkes, Susan Bassnett stated the first step in investigating translation processes must be to accept that, while translation is at the center of linguistic activity, it belongs more properly to semiotics, the science that studies sign systems or structures, sign processes, and sign functions.⁸

Beyond the notion stressed by the narrowly linguistic approach, that translation involves the transfer of 'meaning' contained in one set of language signs into another set of language signs through competent use of the dictionary and grammar, the process involves a whole set of extra-linguistic criteria also.

In practice, some types of translation have distinct characteristics and forms. Some translations are discovered due to differences and similarities in the source structures, different types of text that will be translated, and different translation purposes.

First, Brislin aims to classify translation into four types based on Casagrande's formulation, the type of translation based on the objective aspect:

⁸Bassnett, Susan, *Translation Studies*, (London and New York: Routledge, 2002), 22.

1. Pragmatic translation is an accurate translation of the text, so the message from the source language must also be correctly explained. Technical documents, such as machine repair manuals, are typically translated using this method.
2. Aesthetic-poetic translation is a transformation that emphasizes the source's aesthetic concept, which include emotions, feelings, and feelings. This translation style is commonly used translate literary works such as poetry, plays, and novels.
3. Ethnographic translation prioritizes specific norms, so the translator must be familiar with the cultures of the source and target languages.
4. Linguistic translation is a translation that prioritizes the source language's equivalent meaning and grammar into the target language. Language in computer programs is an example of linguistic translation.

Second, Roman Jakobson distinguishes between three translations in his article 'On Linguistic Aspects of Translation'⁹. This Kinds of translation based on the language involved:

1. Intralingual translation, also referred to as rewording (an interpretation of verbal signs utilizing other signs in the same language). This translation translates into a language by communicating meaning with another text in the same language. For example, a less familiar Indonesian text is retranslated with a broader vocabulary (also known as rewording) (an interpretation of verbal signs using other signs in the same language). This

⁹Bassnett, Susan, *Translation Studies*, (London and New York: Routledge, 2002), 23.

translation translates into a language by communicating meaning with another text in the same language. For example, a less familiar Indonesian text is retranslated using a broader vocabulary.

2. Interlingual translation or appropriate translation (an interpretation of verbal signs employing some other language). This translation translates the entire text into another language, including both meaning and form. Intralingual translation is synonymous with translation in general. Translation from English to Indonesian, for example, translation from Javanese to Indonesian, and so on.
3. Intersemiotic translation or transmutation (the interpretation of verbal signs using nonverbal sign systems' signs). Intersemiotic translation is the transfer of language from verbal to nonverbal (written) form. This translation is common in subtitled movies. The actors in the film, for example, speak English, while the subtitles are in Indonesian. This is a verbal-to-nonverbal language translation.

Based on the explanation above, it can be said that translation is not only applied to different languages but can also be applied to the same language.

C. Process of Translation

Translation theory existed before the twentieth century. There are numerous theorists each with their take on the translation. Translation, according to most theorists, is the method of transferring meaning from the source language to the recipient language. The interpretation conveyed from SL to TL must be reasonable and readable. The translation is important for effective communication

because it serves as a link between two different languages. When interpreting Indonesian sentences into English, pay attention to the rules. Because writing is not the same as speaking. In translation, a phrase may be grammatically incorrect but acceptable, or grammatically correct but unacceptable. This demonstrates that there are still errors in the translation. There are guidelines for producing translations.

In translating a language into the target language, several principles must be adhered to by the translator according to Etienne Dolet in Susan Bassnett's¹⁰:

1. The translator must perfectly understand the sense and material of the original author, although he should feel free to clarify obscurities.
2. The translator should have a perfect knowledge of both SL and TL, so as not to lessen the majesty of the language.
3. The translator should avoid word-for-word renderings.
4. The translator should avoid Latinate and unusual forms.
5. The translator should assemble and liaise words eloquently to avoid clumsiness.

D. Methods of Translation

The result of translating a text is largely determined by the method of translation adopted by the translator because the intent, purpose, and the will of the translator will affect the results of the text translation overall. There are two opinions regarding the translation.

¹⁰Bassnett, Susan, *Translation Studies*, (London and New York: Routledge, 2002), 60-61.

First, Nababan¹¹ classifies translation into three main kinds namely:

a. Word to word translation

In this way, the translator translate the source language text into target language text by only looking at dictionary. Consequently, they often make wrong choice of words and their translation sound strange and unnatural for the readers. The format of word in sentence translation identical with the format of word in original sentence.

b. Free Translation

Free translation is often not tied on searching equivalent of word sentence, but the searching of equivalent tends to occur at the level paragraph disource. Translators should be able to get the message in the source language at the level of the paragraph or disource as a whole and then transfer it and express it in the target language. It is difficult to do, especially by inexperienced translators. If there is any free translation, the translation like that generally limited at the level of phrases, clauses, or sentences. Idiomatic expressions and proverbs are often translated freely.

c. Literal translation

Literal translation is located between the word to word translation and free translation. Literal translation may be at first conducted like word to word translation, but then the translators adapt the format of word in the target

¹¹Nababan, M.R. *Teori Menerjemah Bahasa Inggris*, (Yogyakarta: Pustaka Pelajar, 2003), 30.

sentence. This type of translation usually applied if the structure of source language sentence is different from the structure of the target language.

Second, Newmark states that the translation method is very related to the whole text while the translation procedure is more used to translate sentences or the smallest unit of language. The types of translation are as follows:

1. Word -for-word translation

Because this interpretation is very appropriate for such a word level, the word order is very well maintained. The translator only looks for meanings from the source language (Source Language) in the target language while doing so (Target Language). The word order in a translated sentence is the same as in the source language sentence. Every word or one after the other based on the common meaning out of context is translated literally, whereas words based on culture are translated truly. This translation method is commonly used by translators during the pre-translation process, specifically when the translator is difficulty translating the text or when the translator needs to first understand the source language. This method of translation is commonly used at the source as well.

2. Literal translation

Literal translation (literal translation), also known as Linear translation, is a type of translation that falls between word-for-word translation and independent translation. During the procedure, The translator discovers the grammatical construction of the source language translation. (SL) that is comparable to or near to the target language (TL). This method of translation is incorrect because it is

taken out of context. Translators typically begin by translating the source text word for word, but then adapt the wording to fit the grammar.

3. Faithful translation

When attempting to recreate the contextual meaning of a text, the translator employs the faithful translation method. The original within the constraints of the target text's grammatical structure. During the translation process, the words that cultural content was used contextually in such a way that maintained the message's authenticity, but there are still different grammar was ignored, and word choice was rigid. Because this method of translation abides by the purpose and intent of the source text, the translation can feel stiff and foreign at times. By using the translation method, the translator is very determined to keep the aspect format (in legal texts), form aspects (in poetry texts), metaphors (in translating literary texts), and terms (in informatics texts), so that the entire reader retains fidelity to form in the target language, even if the translation result is unusual or unknown.

4. Semantic translation

Traditional research is not as advanced as semantic translation research. The faithful translation is more rigid and does not find a middle ground with the target language, while loyal seems to be more adaptable with the target language. Semantic translation, in conjunction with faithful translation, must take into account the visual elements of the source language text while compromising meaning within reasonable limits.

5. Adaptation Translation

This adaptation method is known as the most independent translation method (the most liberated form of translation) and the closest to the target language. The term adaptation is acceptable if the adaptation does not sacrifice the source text's theme, character, or storyline. The adaptation translation method is commonly used in the translation of poetry and plays. Cultural translation of the source language target and source texts occur during the translation process and are then adjusted to in the target text.

6. Free translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so called 'intralingual translation', often prolix and pretentious, and not translation at all.

7. Idiomatic translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

8. Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.¹²

¹² Newmark Peter, *A Textbook of Translation*, (New York: Prentice-Hall International, 1988), 45-47.

E. Mistakes and Errors of Translation

In the process of translation, translators must always find difficulties, both in terms of meaning, grammar, sentence structure, and so on. Therefore. According to Soemarno in Rudi Hartono, a translator will face a variety of difficulties, including those related to meaning, such as lexical meaning, grammatical meaning, contextual or situational meaning, textual meaning, and socio-cultural meaning. Some meanings are simple to translate (can be translated), while others are difficult, if not impossible to translate (untranslatable).¹³

So, we can understand and it will also be explained that according to Schumann and Stension in Rudi Hartono¹⁴ translation errors can be classified into three types.

- 1) Errors caused by flaws in SL and TL grammatical acquisition.
- 2) Mistakes in learning and teaching situations are investigated.
- 3) Errors caused by ability or performance issues.

Meanwhile, In translation, there are also found problems in linguistics but are divided into two categories, namely grammatical and lexical categories. The following is an explanation of the grammatical category of linguistic problems, According to Moentaha, Rudi Hartono¹⁵ explains many translation problems involving grammatical categories, such as singular and plural nouns, aspects, and

¹³ Hartono Rudi, *Pengantar Ilmu Menerjemah*, (Semarang: Cipta Prima Nusantara, 2017), 61.

¹⁴ Hartono Rudi, *Pengantar Ilmu Menerjemah*, (Semarang: Cipta Prima Nusantara, 2017), 62.

¹⁵ Hartono Rudi, *Pengantar Ilmu Menerjemah*, (Semarang: Cipta Prima Nusantara, 2017), 63-67.

genus (gender). Translation problems with multiple meanings, difference and non-differential, and semantic fields are included in the lexical category.

F. Previous of Study

Herti Hidha Astria, a student of the English Education Study Program State Islamic University of Alauddin Makassar conducted a research entitled "Analysis of Translation Methods Used by Semester VI Students of the English Department of UIN Alauddin Makassar". In this study, the researcher focused on seeing how students translate text from the source language to the target language, for example from English to Indonesian. Methods in this context were how they translated. The researcher focused on the methods students used in translation activities. PBI students referred to people who studied at UIN Alauddin Makassar and took English education as their major. The researcher used a qualitative descriptive method to explain the problem-solving the subject of this research was students of the sixth semester at the English Education Department of UIN Alauddin which consisted of 2 classes and 86 people. The researcher chose 10 students of PBI 3-4. In terms of having 10 students recommended by the lecturer, the researcher used random sampling.¹⁶

From the result, the researcher found that most students used some methods because it made them easy to translate and they were easy to understand the method. Therefore they could develop the sentence without considering the rules from the culture of the source language. Based on the analysis of the student's

¹⁶ Herti Hidha Astria, *An Analysis of Translation Method Used by Students at the sixth semester of English Education Department UIN Alauddi*, (Makassar: UIN Alauddin, 2017), 18.

interviews and the test, the researcher got the data that most of the students used some methods in the translation process. They were the Free translation method, Word by word translation method, Literal translation method, and Communicative translation method. The students admitted using a method in the translation process helped the students to translate from the source language to the target language. Besides that, from the interview, the researcher got the student's difficulty in the translation process. The students admitted the difficulties in the translation process were because they lack vocabulary, are confused in choosing a word, confused in using grammar, and lack translation methods. It is compatible with some related finding.

Maiya Lucito as an English student at the State Islamic University of Ar-Raniry Darussalam-Banda Aceh, conducted a research entitled "Analysis of Student Difficulties and Strategies Used in the English Translation Process (Case Study at the Department of English Education UIN Ar-Raniry)" The researcher used qualitative descriptive method to know the kinds of methods and strategies used by students in English translation process. In the qualitative descriptive method, the researcher described the methods and strategies used by students in English translation process based on the result of the students' translation.¹⁷

The result of students' translation was based on the document. The document was then analyzed based on Newmark's and Baker's theories. Finally, she investigated the methods and strategies used in the translation process of the

¹⁷Lucito Maiya, *The Analysis of Students' Difficulties and Strategies Used In English Translation Process (A Case Study at Department of English Language Education UIN Ar-Raniry)*, (Banda Aceh: UIN Ar-Raniry. 2018), 25.

fourth semester of English Language Education at Ar-Raniry State Islamic University. In this study, the data of this research were collected by using test and interview. Based on the result of the interview, 9 participants thought that the test was difficult and 1 participant thought that the test was a bit easy. 10 participants were interviewed and they claimed that the process of translating the religious story was difficult. This was along with Newmark's theory which stated that one of the difficulties faced by participants is religious culture. Moreover, based on Baker's theory about the strategies translation process, two strategies were mostly used by the participants. It could be seen that the most strategy used by 10 participants was translation by a more general word and translation by paraphrasing using the related word.

The last research paper was a research entitled "The Analysis of Student Ability in Translating Pronoun at English Education Department UIN SulthanThaha Saifuddin Jambi" conducted by Bella Utary¹⁸ This was a qualitative research. The researcher employed tests and documentation to collect data, and data analysis in this research was descriptive analysis with organizing data into categorizing, explaining into units, synthesizing, arranging into patterns, sorting the important ones, and drawing conclusion to be comprehended by the researcher or the reader. The result of the study showed that the abilities of students in translating pronouns in argumentative text from English into Indonesia were as follow;The researcher found that there were 77% students in the English education

¹⁸Utary Bella. *The Analysis of Student Ability in Translating Pronoun at English Education Department UIN SulthanThaha Saifuddin Jambi*(Jambi: UIN Sultan Thaha Saifuddin Jambi, 2019). 31.

department UIN SulthanThaha Saifuddin Jambi, who could translate pronoun words in argumentative text from English into Indonesia. The researcher found that from 40 words of pronouns, the students could translate 31 words of pronoun. It meant that there were 17 students who had Accuracy ability in translating pronoun words. The second ability was readability. There were 4 students who did not mention the pronoun in the target text. The last ability is acceptability. There was a student who did not mention the pronoun in the target text. Sometimes the students also did not familiar with the argumentative text, because argumentative text is a text that contain a lot of the opinion of the writer which aim to the reader to permit the opinion and the conclusion conveyed by the writer. The researcher concluded that the abilities of the regular sixth-semester students at English Education study program of State Islamic University SulthanThaha Saifuddin Jambi 2019/2020, in translating pronouns in argumentative text from English into Indonesian were Accuracy, readability, and acceptability.

In this research, the researcher examined the translation problems faced by students. This research was different from the first and third research but this research was similar to the second research conducted by Maiya Lucito at UIN Ar-Raniry. In this research, the researcher used the word "student difficulties" as the research objective. Both researchers used the same word to denote an object. The purpose was similar, namely to find the translation problems that students faced when they performed Indonesian-English translations.

On the other hand, the difference between them was in the object that will be analyzed. The first research focused on analyzing the methods used by students in

translating Indonesian-English texts. In addition, the third research used argumentative text from English to Indonesian as the media to be analyzed.

CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting this research, the researcher used descriptive qualitative research. According to Creswell, qualitative research methods consist of data analysis steps and the methods used to present the data, interpret it, validate it and demonstrate the potential results of learning. Furthermore, since the structure of the qualitative drafting of the project can vary considerably from one study to another, the section on methods should also include written commentary on the nature of the final product. Therefore, the researcher applies a qualitative descriptive by showing the narrative not the numbers, and do the data the information is more objective and easier to understand. Therefore, the researcher would like to analyze the difficulties that most students make when translating Indonesian into English¹⁹.

B. Research Setting

This research was conducted at IAIN Langsa which is located in Meurandeh, Langsa, Aceh Province. This research was conducted on 6 July until 13 July, 2022.

C. Source of Data

Suharsimi Arikunto defines data as the result of researcher records in the context of facts and data.²⁰ The degree of data divides the type of data into two categories namely primary data and secondary data.

¹⁹Creswell, *Research Design*, (California: Sage publications, 2018), 255-256.

²⁰Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2011), 100.

In this thesis, the researcher had primary and secondary data. The primary data were data taken from documentation and questionnaire. Documentation was taken from the translation test given by the translation lecturer. While for the questionnaire, the researcher gave a questionnaire with 8 questions which were distributed to 15 students.

Secondary data taken by researcher came from all reference books of translation written by experts. The research took 15 students as the participants based on the consideration that the students had already taken the subject of translation at the fourth semester students in English Education Department, IAIN Langsa.

D. Technique of collecting data

In this research, the research used documentation and questionnaire in collecting data.

1. Documentation

The documentation technique is the collection of research data via a series of documents (data obtained) in the form of written or recorded documents²¹. Archivists, journals, essays, memorial services, collections of personal letters, newspaper articles, and so on are all examples of written documents. Meantime, recorded documents can take the form of film, videotape, microfilm, photographs, and so on.²²The documentation that the researcher took was a translation test

²¹Rahmadi. *Pengantar Metodologi Penelitian*, (Banjarmasin: Antasari Press. 2011).86.

²²Rahmadi. *Pengantar Metodologi Penelitian*.(Banjarmasin: Antasari Press. 2011).84.

given by the translation lecturer. The students had to translate the text into English. The text was a descriptive text in Indonesian entitled '*Candi Borobudur*'.

2. Questionnaire

The questionnaire method (question list) is a data collection technique that consists of a list that is arranged systematically for respondents to fill out. The questionnaire is made up of several parts, including instructions for completion, information about the participant's personality (name, address, gender, occupation, age, and so on), and a list of questions compiled methodically. There are several types of questionnaires that are generally used in research, including:

- a. Closed questionnaire is a list of questions with answers related to research, and the participant is not given the option to provide answers other than those provided.
- b. Open questionnaire contains questions without any alternative answers obtained by the researcher. Participants are free continue providing answers to questions presented here.
- c. Semi-open questionnaire includes questions with many alternative answers provided by the researcher, but the survey method also provide the its own answers if none of the answer options match the respondent's opinion or condition.²³

The questionnaire made by the researcher consisted of 8 questions, this questionnaire was distributed to 15 fourth semester students. This type of

²³Rahmadi. *Pengantar Metodologi Penelitian*, (Banjarmasin: Antasari Press. 2011).85.

questionnaire was an open questionnaire which meant that students were given the freedom to answer the questions by using their own reasons.

E. Technique of Data Analysis

According to Miles and Huberman in Umar Sidiq and MiftahulChoiri book²⁴, there are three series of activities performed in the analysis data, which are as follows:

1. Reducing data entails summarizing, selecting the main points, focusing on what is important, looking for themes and patterns, and discarding what is unnecessary. Thus, the reduced data will provide a clearer picture, making it easier for research to collect additional data and look for it when necessary. The researcher at this stage sorted out the main points and then discarded the points that were not needed so that the reduced data gave clear results and made the research easier.
2. Data Presentation Following the reduction of the data, the steps The data will now be displayed. Data presentation is important in qualitative research. can take the form of a short description Diagrams, category relationships, and the like With It will be easier if the data is displayed. plan to comprehend what occurred following work based on previous work comprehended it. The researcher presented the data in the form of a brief description of the points that were previously sorted to be displayed.
3. Conclusion Illustration/ Verification. The third phase of data analysis, According to Miles and Huberman, qualitative means drawing conclusions

²⁴Sidiq Umar. *Metodologi Penelitian Kualitatif*. (Ponorogo: CV. Nata Karya. 2019). 78-84.

and verifying them. Conclusion in qualitative research might well be able to answer problem formulation from the start, but it is also possible that it will not, because, as previously stated, difficulty and problem definition in qualitative research is still time limited and will develop after the research was in field. The researcher draw conclusions and answered the problem formulation of the problems listed at the beginning of the study. The researcher explained and concluded the difficulties and solutions made by the students.

CHAPTER IV

FINDING AND DISCUSSION

A. The Result of Documentation

In this research, the researcher got the results of the documentation, namely the test given by the translation lecturer to 15 students. The students had to translate the text entitled *Candi Borobudur* into English. The results were as follows:

Students	The Result of Students Translation
S1 (DF)	Borobudur is one of historical building in indonesia. This building is concidered as the largest Buddhist in the world because for its size (15129 m ²) and height (34.5m). This building places in Magelang Central Java. Not only it became a well know tourism destination to a lot travelers around the world. Borobudur temple is also included in UNESCO list of world heritage sites. Temple Borobudur have six square floors and three circular floors which arranged sequentially and make it be a layer that looks like ladder that you have to climb one by one to reach the top of the place from the temple.In the middle of thefloor you will find small gapwith some several stairs connecting to each floors that you can use as a passage to go to the top. On eachlevel of the floors, there area lot ofrelief panels and buddha statues scattered around it. Based on the data there are 2,672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 buddha statues, each seated inside a hole of stupa . It is said that, if you place your hand into the stupa through one of its hole and you can touch the buddha statue, you will be able to make one of your dream come true.

S2 (SMA)	<p>Borobudur is one of the historical buildings in Indonesia. It is considered the largest Buddhist temple in the world due to its size (15129 m²) and height (34.5m). This building is located in Magelang, Central Java. Not only being a famous tourist destination for many tourists around the world, Borobudur Temple is also included in the list of UNESCO world heritage sites.</p> <p>Borobudur Temple consists of six square floors and three circular floors which arranged sequentially and make it a layer that looks like a ladder that you have to climb one by one to reach the very top of the temple. In the middle of each floor, you will find a small gap with several stairs connecting each floor that you can use as a passage to go to the top. On each floor level, there are a lot of relief panels and Buddha statues scattered around it. Based on the data, there are 2,672 panels and 504 statues in total. There is a dome located at the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a full holes stupa. It is said that, if you put your hand into the stupa through one of its holes and you can touch the Buddha statue inside, you will be able to make one of your dreams come true.</p>
S3 (FR)	<p>Borobudur is one of the historical buildings in Indonesia. It is considered the largest Buddhist temple in the world due to its size (15129 m²) and height (34.5m). This building is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur temple is also included in UNESCO list of world heritage site.</p> <p>Borobudur Temple consists of six square floors and three circular floors which arranged sequentially and make it a layer that looks like a ladder that you have to climb one by one to reach the very top of the temple. In the middle of each floor, you will find a small stairwell with couples of stairseach floor that you can use asas a passage to go to the top. On each floor level, there are a lot of relief panels and Buddha statues spread around it. Based on the data, there are 2,672 panels and 504 statues in total. There is a dome located at the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated stupa. It is said that, if you put your hand into the stupa through one of its holes and you can touch the Buddha statue inside, you will be able to make one of your dreams come true.</p>
S4 (TF)	<p>Borobudur is one of the historical buildings in Indonesia. It is considered the largest Buddhist temple in the world due to its size (15129 m²) and height (34.5m). This building is located in Magelang, Central Java. Not only being a famous tourist destination for many tourists around the world, Borobudur</p>

	<p>temple is also included in UNESCO list of world heritage sites.</p> <p>Borobudur Temple consists of six square floors and three circular floors which arranged sequentially and make it a layer that looks like a ladder that you have to climb one by one to reach the very top of the temple. In the middle of each floor, you will find a small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of relief panels and Buddha statues spread around it. Based on the data, there are 2,672 panels and 504 statues in total. There is a dome located at the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated stupa. It is said that, if you put your hand into the stupa through one of its hole and you can touch the Buddha statue inside, you will be able to make one of your dreams come true.</p>
S5 (CRA)	<p>Borobudur is one of the historic buildings in Indonesia. It is considered the world's largest Buddhist temple for its size (15129 m²) and height (34.5m). This building is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of traveler around the world, Borobudur temple is also included in UNESCO list of world heritage sites.</p> <p>Borobudur Temple consists of six square floors and three circular floors which arranged accordingly and make it to be a layer that looks like a ladder that you have to climb one by one to reach the top of the temple. In the middle of each floor, you will find a small stairwell with couples of stairs each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of relief panels and Buddha statues scattered around it. Based on the data, there are 2,672 panels and 504 statues in total. There is a dome located at the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a full of holes stupa. It is said that, if you place your hand into the stupa through one of its holes and you can touch the Buddha statue, you will be able to make one of your dreams come true.</p>
S6 (PA)	<p>Borobudur is one of the historic buildings in Indonesia. It is considered to be the world largest Buddhist temple for its size (15129 m²) and height (34.5m). It is located in Magelang, Central Java. Not only being a famoustourist destination to a lot of travelers around the world, Borobudur temple is also included in UNESCO list of world heritage site.</p> <p>Borobudur Temple consists of six square floors and three circular floors which arranged sequentially and make it a layer that looks like a ladder that you have to climb one by one to reach the top of the temple. In the middle of each floor, you will find a small stairwell with couples of stairs connecting each floor that you can</p>

	<p>use as a passage to go to the top. On each floor level, there are lot of relief panels and Buddha statues spread around it. Based on the data, there are 2,672 panels and 504 statues in total. There is a dome located at the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated stupa. It is said that, if you put your hand into the stupa through one of its holes and you can touch the Buddha statue, you will be able to make one of your dreams come true.</p>
S7 (DS)	<p>Borobudur is one of the historic buildings in Indonesia. It is considered the largest Buddhist temple in the world and its size (15129 m²) and height (34.5m). This building is located in Magelang, Central Java. Not only it became a well know tourism destination to a lot travelers around the world, Borobudur temple is also included in UNESCO list of world heritage site.</p> <p>Borobudur Temple consists of six square floors and three circular floors which arranged accordingly and make it a layer that looks like a ladder that you have to climb one by one to reach the top of the temple. In the middle of each floor, you will find a small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each floor level, there are a lot of relief panels and Buddha statues scattered around it. Based on the data, there are 2,672 panels and 504 statues in total. There is a dome located at the top center of the temple and is surrounded by 72 Buddha statues, each of seated inside a perforated stupa. It is said that, if you place your hand into the stupa through one of its holes and you can touch the Buddha statue, you will be able to make one of your dreams come true.</p>
S8 (AN)	<p>Borobudur is one of historic building in Indonesia. This is building was reputed the biggest Buddhist in the world because the measure (15129 m²) and the high (34,5 m). It is located in Magelang, Central Java. It is not to be a tour objective famous to so many tourist in whole world. Borobudur temple also include UNESCO list of world heritage site .</p> <p>Borobudur Temple consist of the six square floors and three circular floors which arranged accordingly and make it a layer that looks like a ladder that you have to climb one by one to reach the top of the temple. In the middle of each floors, you will find a little space with some small stairs connecting each floors that you can use as a passage to go to the top. On each level of the floor, there are lot of relief panels and Buddha statues in total spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located at the top center of the temple and it is, surrounded by 72 buddha statues, each seated inside a perforated stupa. It is said that, if you place your hand in stupa through one of its holes and</p>

	you can touch the Buddha statue, you will make one of your dream comes true.
S9 (MT)	<p>Borobudur is one of the buildings of historie Indonesia. This building reputed as religion temple Buddha in the world because the size (15129 m²) and the high (34,5 m). This building located at Magelang, Jawa Tengah. Not only be a purpose a tour famous for many tourist in the world whole, temple Borobudur also include in UNESCO list of world heritage site.</p> <p>Temple Borobudur consist of six floors square floors and three floors round compiled sequentially and make it be layers that look like stairs that you have to climb one by one to reach the top of the temple. In section middle of the floor, you will find small stair-like layers with some child ladders connecting each floors that you can use as a passage to go to the top. For every floors be found many relief panels and Buddha spread around it. Based on data, there are 2.672 panels and 504 sculpture in a totally. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated stupa. It is said that, if you place your hand into the stupa through one of its holes and you can touch the Buddha statue, you will be able to make one of your dreams come true.</p>
S10 (AR)	<p>Borobudur is one of the buildings of history in Indonesia. It is considered as candi Buddha religion biggest in the world because of the size (15129 m²) and the height (34,5 m). It is located at Magelang, Jawa Tengah. Not only it became a well known tourism destination to a lot of travelers around of the world, candi Borobudur also included in UNESCO list world heritage site.</p> <p>Candi Borobudur consist of six square floors and three circular floors which arranged accordingly and make it to be a layer that looks like a ladder that you have to climb one by one to reach the top of the Candi. In the middle of each floor, you will find a small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each floor level, there are a lot of relief panels and buddha status spread around it. Based on the data, there are 2.672 panels and 504 status in total. There is a dome located on the top center of the candi and surrounded by 72 Buddha status, each seated inside a perforated in a stupa. It is said that, if you place your hand into the stupa through one of it is holes and you can touch the buddha statue. You will be able to make one of your dream come true.</p>
S11 (NK)	<p>Borobudur is one of the buildings of history in Indonesia. It is considered the largest Buddhist temple in the world due to it size (15129 m²) and height (34,5 m). It is located in Magelang, Central</p>

	<p>Java. Not only it became a well know tourism destination to a lot travelers destination to a lot of travelers around the world. Borobudur temple is also included in UNESCO list of world heritage sites.</p> <p>Borobudur temple consist of six square floors and three circular floors which arranged sequentially and make it to be stair- like layersthat you have to climb one by one to reach the top of the temple. In the middle of each floor, you will find a smallstairwell with couples of stairs connecting each floor that you can use a as a passage to go to the top to the top. On each level of the floor, there are a lot of relief panels and buddha statues spread around it. Based on the data, there are 2.672 panels and 504statuein total. There is a dome located at the top center of the temple and is surrounded by 72 Buddha statues, each of seated inside a perforatestupa. It is said that, if you place your hand into the stupa through one of its holes and you can touch the Buddha statue, you will be able to make one of your dream come true.</p>
S12 (SR)	<p>Borobudur is one of the historical building in Indonesia. This building is reputed the largest Buddhist temple in the world du the size is (15129 m) and height (34,5 m). It is located in Magelang, Central Java. Not only being such as the famous touristdestination around the world. Borobudur temple also included in UNESCO list of heritage site.</p> <p>Borobudur temple consist of six square floors and three circular floors that are arranged accordingly and make it like it to be stair- like layers you have to climb one by one to reach the top of the temple. In the middle of each floor, you will find a small stairwell with couples of stairs connecting every floor you can use as a passage to go to the top. On every floor level, there are lot of relief panels and Buddha statues spread around it. Based on data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and it is surrounded by 72 buddha statues, each seated inside a perforated stupa. It says that if you place your hand into the stupa through one of the hole and you can touch the Buddha statue, you will to able to make one of your dream come true.</p>
S13 (TP)	<p>Borobudur is one of the historical buildings in Indonesia. This buildings is considered the largest Buddhist temple in the world because size (15129 m persegi) and height (34,5 m). It is located in Magelang, Central Java. Not only became a well known tourism destination to a lot of travelers around the world. Borobudur temple also included in UNESCO list of the world heritage site.</p> <p>Borobudur temple consist of six square floors and three circular floors which arranged in sequence and make it into layers that</p>

	<p>look like stairs that you have to climb on by one to reach top of the temple. In the middle of each floor, you will find a small gap with several stairs connecting each floor that you can use as a passage to go to the top. On each floor level, there are a lot of relief panels and Buddha statues scattered around it. Based on data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and surrounded by 72 Buddha statues. Each seated inside a perforated stupa. It is said that, if you place your hand into the stupa through one of holes and you can touch the budhha statue, you will be able to make one of your dream come true.</p>
P14 (SRT)	<p>Borobudur is one of the historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m²) and height (34,5 m). This building is located in Magelang, Central Java. Not only it became a well know tourism destination to a lot travelers around the world. Borobudur temple is also included in the list of UNESCO world heritage site.</p> <p>Borobudur temple consist of six square floors and three circular floors which arranged accordingly and it to be stair- like layers that you have to climb one by one to reach the top of the temple. In the middle of each floor, you will find a small stairwell with couples of stairsconnectingeach floor that you can use asas a passage to go to the top. On each level of the floor, there are a lot of relief panels and Buddha statues spread around it. Based on the data, there are 2,672 panels and 504 statues in total. There is a dome located at the top center of the temple and is surrounded by 72 Buddha statues, each of which sits in a stupa full of holes. It is said that, if you put your hand into the stupa through one of its holes and you can touch the Buddha statue, you will be able to make one of your dreams come true.</p>
S15 (WF)	<p>Borobudur is one of the historical buildings in Indonesia. It is considerate to be the world's largest Buddhist temple for its size (15129 m²) and height (34,5 m). It is located in Magelang, Central Java. Not only it became a well know tourism destination to a lot travelers around the world. Borobudur temple is also included in UNESCO list of world heritage site.</p> <p>Borobudur temple consist of six square floors and three circular floors which arranged accordingly and make it it to be stair- like layers that you have to climb one by one to reach the top of the temple. In the middle of each floor, you will find a small stairwell with couples of stairsconnecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of relief panels and Buddha statues spread around it. Based on the data, there are 2,672 panels and 504 statues in total. There is a dome</p>

	located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a stupa full of holes . It is said that, if you place your hand into the stupa through one of its holes and you can touch the Buddha statue inside , you will be able to make one of your dreams come true.
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Based on the results of documentation above the researcher had found some errors as follows:

1. The student number 1 made an error in sentence 'This building places in Magelang Central Java'. The correct sentence should be 'It is located in Magelang, Central Java.' Then, the error made by Student number 1 was 'Temple Borobudur'. The position of 'Temple' was not correct, so the correct word is 'Borobudur Temple'. Furthermore, the word 'sequentially' was translated incorrectly. This word is more precisely translated to 'accordingly'. The next mistake was in the sentence 'it be a layer that looks like ladder' which was the exact translation 'make it to be stair-like layers'. Then, the next error sentence was 'you will find small gap with some several stairs'. The correct sentence should be 'you will find small stairwell with couples of stairs'. The next error was in the word 'scattered'. The correct translated vocabulary should be 'spread.' The last error made by student number 1 was 'a hole of *stupa*'. The correct phrase should be 'a perforated *stupa*'.
2. The student number 2 made an error phrase in 'the largest Buddhist temple in the world due to'. The correct phrase should be 'to be the world's largest Buddhist temple'. Then, the next error was 'This

building is located in Magelang Central Java'. The correct sentence should be 'It is located in Magelang, Central Java.' The next mistake was in the phrase 'being a famous tourist destination for many tourists'. The correct phrase should be 'Not only it became a well known tourism destination to a lot of travelers around the world'. The next error was in the phrase 'the list of'. The correct phrase should be 'list of world heritage'. Then, the next error was in the word 'sequentially'. This word is more precisely translated to 'accordingly'. The next mistake was in the sentence 'it be a layer that looks like ladder' which was the exact translation 'make it to be stair-like layers'. The next error was in the word 'Very'. The correct word should be 'the top of the place'. Students number 2 made an error in 'gap with several stairs'. The correct phrase should be 'small stairwell with couples of stairs'. Furthermore, the next error was in the phrase 'On each floor level'. The correct phrase should be 'In the middle of the floor'. The next error was in the word 'scattered'. The correct vocabulary should be 'spread.' The next error made by student number 2 was 'fulls holes *stupa*'. The correct phrase should be 'a perforated *stupa*.' The last error in the word made by student number 2 was 'inside'. The word inside was not needed in the text.

3. The students number 3 made some errors in the phrase 'the largest Buddhist temple in the world due to'. The correct phrase should be 'to be the world's largest Buddhist temple'. Then, the next error was in the

word 'sequentially' This word was more precisely translated to 'accordingly'. The next mistake was in the sentence 'make it a layer that looks like a ladder' which was the exact translation 'make it to be stair-like layers'. The next error was in the word 'Very' The correct word should be 'the top of the place'. The last error in the phrase made by student number 3 was 'On each floor level' The correct phrase should be 'In the middle of the floor'.

4. The students number 4 made an error in the sentence 'the largest Buddhist temple in the world due to' The correct sentence should be 'to be the world's largest Buddhist temple'. The next mistake was in the phrase 'This building' The correct phrase should be 'It is located'. The error phrase made by student number 4 was 'being a famous tourist destination for many tourists' The correct phrase should be 'Not only it became a well known tourism destination to a lot of travelers around the world'. The next error was in the word 'sequentially'. This word is more precisely translated to 'accordingly'. The next mistake was in the sentence 'and make it a layer that looks like a ladder' which was the exact translation 'make it to be stair-like layers'. The next error was in the word 'Very' The correct word should be 'the top of the place'. The last error word made by student number 4 was 'put' the correct word should be 'place'.
5. Students number 5 made an error in the sentence 'This building' The correct sentence should be 'It is located'. The next mistake was in the

sentence 'a layer that looks like a ladder' which was the exact translation 'make it to be stair-like layers'. The next error was in the word 'scattered'. The correct vocabulary should be 'spread.' The last error sentence made by student number 5 was in the phrase 'full of holes of'. The correct phrase should be 'a perforated *stupa*'.

6. Students number 6 made an error in the sentence 'being a famous tourist' The correct phrase should be 'Not only it became a well known tourism destination to a lot of travelers around the world'. The last error word made by student number 6 was 'put'. The correct word should be 'place'.
7. Students number 7 made an error in the word 'historic'. The correct word should be 'Historical'. The next error was in the phrase 'This building'. The correct phrase should be 'It is located'. The next error was in the sentence 'It is considered the largest Buddhist temple in the world'. The correct sentence should be 'to be the world's largest Buddhist temple'. The next mistake was in the sentence 'a layer that looks like a ladder that' which was the exact translation 'make it to be stair-like layers'. The next error sentence was 'On each floor level'. The correct sentence should be 'In the middle of the floor'. The last error word made by student number 7 was 'scattered'. The correct translated vocabulary should be 'spread.'
8. The students number 8 made an error was in sentence 'is building was reputed the biggest Buddhist in the world because the measure' The

correct sentence should be 'to be the world's largest Buddhist temple'.

The next error made by student number 8 was in 'It is not to be a tour objective famous to so many tourist in whole world'. The correct sentence should be 'Not only it became a well known tourism destination to a lot of travelers around the world'. Then, the next error was in the phrase in 'a layer that looks like a ladder'. The correct phrase should be 'make it to be stair-like layers'. The last error made by student number 8 was in 'little space with some small stairs'. The correct phrase should be 'a small stairwell with couples of stairs'.

9. The students number 9 made an error in 'of the buildings of historie'. The correct sentence should be 'Borobudur is one of historical buildings in Indonesia'. Next, the error was in 'This building reputed as religion temple Buddha in the world because the size'. The correct sentence should be 'to be the world's largest Buddhist temple for its size'. Then, the error was in 'the high'. The correct phrase should be 'and height'. After that, the error was in 'This building'. The correct phrase should be 'It is located'. Next, the incorrect word was 'Jawa Tengah'. The correct translation should be 'Central Java'. After that, the error was in 'a purpose a tour famous for many tourist in the world whole'. The phrase sentence should be 'Not only it became a well known tourism destination to a lot of travelers around the world'. The next error was in 'Temple Borobudur'. The correct phrase should be 'Borobudur Temple'. Then, the error was in 'round compiled

sequentially'. The correct phrase should be 'three circular floors which arranged accordingly'. The next error was in the phrase 'be layers that look like stairs' which was the exact translation 'make it to be stair-like layers'. The error phrase made by student was in 'some child ladders'. The correct phrase should be 'couples of stairs'. Next, the error made by student was in 'For every floors be found many'. The correct phrase should be 'On each level of the floor'. Last, the error word by student number 9 was 'sculpture'. The correct word made should be 'statues'.

10. The students number 10 made an error in 'candi'. The correct word should be 'temple'. Next, the wrong phrase student made was in 'religion biggest in the world because of the size'. The correct phrase should be 'to be the world's largest Buddhist temple'. Then, the same error word was 'candi'. The correct word should be 'Temple'. Last, the error student number 10 made was in 'layer that looks like a ladder'. The correct phrase should be 'make it to be stair-like layers'.
11. The students number 11 made an error in 'the largest Buddhist temple in the world due'. The correct phrase should be 'to be the world's largest Buddhist temple'. Last, the error word student number 11 made was in 'sequentially'. The correct word should be 'accordingly'.
12. The students number 12 made an error in 'This building is reputed the largest Buddhist temple in the world du the'. The correct sentence should be 'It is considered the world's largest Buddhist temple'. The next error was in the phrase 'being such as the famous tourist

destination'. The correct phrase should be 'became a well known tourism destination'. Then, the error was in 'that are'. The correct phrase should be 'which arranged'. The error was in the word 'every'. The correct word should be 'each'. The last error student number 12 made was in word 'says'. The correct word should be 'said'.

13. The students number 13 made an error in 'in sequence'. The correct word should be 'accordingly'. Then, the next errors was in phrase 'into layers that look like stairs'. The correct phrases should be 'make it to be stair-like layers'. Next, the error was in 'gap with several stairs'. The correct phrase should be 'small stairwell with couples of stairs'. Last, the student number 13 made an error in word 'scattered'. The correct word should be 'spread'.
14. The students number 14 made an error in 'This building is located in Magelang, Central Java'. The correct sentence should be 'It is located in Magelang, Central Java.' The next error was in the phrase 'in the list of'. The correct phrase should be 'list of the world heritage site'. Then, the next error was in phrase 'which sits in a stupa full of holes.' The correct phrase should be 'each seated inside a perforated *stupa*'. The last student number 14 made an error in the word 'put'. The correct word should be 'Place'.
15. The students number 15 made some errors in 'a stupa full of holes'. The correct phrase should be 'a perforated *stupa*'. The student number

15 made an error in word 'inside'. The word inside was not needed in the text.

B. The Findings from Questionnaire

The researcher made a questionnaire consisting of 8 questions. The type of questionnaire is open questionnaire. The questionnaire was given to 15 students. The results of the questionnaire were as follows:

1. Have you ever translated the story from Indonesia into English?

From the question number 1, students number 1 to 15 answered that they had translated sentences or writings from Indonesian to English. Student number 11 answered that he had translated writing while undergoing training. While the other 14 students answered that they had done translating activities in the current translation course class.

2. What do you think about the test? Is it difficult or easy?

From the question number 2, 8 students, namely students number 1, 2, 3, 5, 7, 10, 11 and 14 answered that test was very difficult. A total of 5 students, namely students number 8, 9, 12, 13 and 15 thought that the test had a medium level of difficulty, which was not too difficult but also not too easy. Only students number 4 and 6 answered that this test was easy to translated.

3. What kinds of difficulties do you get from the text?

From the question number 3, Student number 1 answered that this test was difficult because the translated meaning was not familiar.

Students number 2, 3 and 7 had the same answer, they explained their difficulties in the words section. According to them, the vocabulary they had was limited, so they adapted to adjust the meaning they translated. Students number 10, 11 and 14 answered that the difficulty they encountered in translating was adjusting the vocabulary that matched the original sentence and then aligning it with the grammar in each sentence. These two things made them consider this test difficult. While, student number 5 explained the difficulties in the grammar section that were applied to sentences translated into English. Student number 5 felt that the grammar he mastered had not been fully applied to the sentences he translated. Students number 8, 9 and 15 had the same answer regarding the difficulties they faced, namely in the part of aligning the appropriated meaning of the origin language to the target language. The lack of various vocabulary also made them difficult in translating the text. Then student number 12 answered that the difficulties he faced were in the grammar and vocabulary. Grammar and vocabulary that were inadequate made him difficult when doing this translation activity. Next, student number 13 answered the difficulties she faced in the section on adjusting the meaning of the original language into the target language. Students number 4 and 6 had the same answer, that the text was not too difficult.

4. What translation methods do you use in translating?

From the question number 4, 5 students namely students number 5, 8, 10, 11 and 12 answered that they used the same method, namely the

Literal method. A total of 3 students namely students number 3, 6, and 15 explained that they used the word-to-word translation method. The remaining 7 students, namely students number 1, 2, 4, 7, 9, 13 and 14 explained that they did not use translation methods because they did not really understand the types of translation methods.

5. From this entire text, are there any difficult words or sentences when translating texts? Explain why the words are difficult? Explain the reason!

From the questionnaire number 5, students number 4, 6 and 9 did not get difficult words or sentences, but student number 9 in the previous question answered that in translating he had difficulty in meaning. Student number 10 found difficulties in the word tourist. The student explained that he was confused about translating with the appropriate word. Then students number 1 and 15 had difficulty but not on specific words or sentences. They have the same difficulty in developing vocabulary. Students number 2, 5, 7 and 14 also explained that they did not have words or sentences in this text but they found it difficult to adjust tenses such as past tense, present tense or others in the text. Student number 8 explained the difficulties the student faces in the sentence '*Bangunan ini dianggap sebagai candi agama Buddha terbesar di dunia karena ukurannya*', '*Tidak hanya menjadi sebuah tujuan wisata terkenal bagi banyak wisatawan di seluruh dunia*', '*lapisan yang terlihat seperti tangga dancelah kecil dengan beberapa anak tangga*'. The student explained his difficulties in translating and adapting the language of words to become a sentence.

Student number 13 explained that the difficulties he faced were only in a few words, namely '*menjadi lapisan yang terlihat seperti tangga*', '*celah kecil dengan beberapa anak tangga*' and '*tersebar*.' The same as that faced by student number 8, namely compiling one word and adjusting it into one sentence. While the rest, namely numbers 11, 12 and 3 answered that their difficulties were not familiar and lack of sufficient vocabulary so that they used a dictionary as a tool to translate the text.

6. Do you use any methods in translating texts? And do you think the method you have chosen will make it easier for you?

From the question number 6, 8 students answered that they used the method in translating the text and the method used to made them easier for them to do the translation. The students were 5, 8, 10, 11 and 12 who used the literal method because they think the literal method was more flexible and easy to apply in translating mixed and matched words. A total of 3 students namely students number 3, 6, and 15 explained that they used the word-to-word translation method. The method of word to word made them easier translating word by word and explained in words they were good at. The remaining 6 students namely students number 1, 2, 4, 7, 9, 13 and 14 said that they did not use the translation method because they did not really understood the material types of translation and translated sentence and also per word and adapted to appropriate grammar.

7. What kind of media tools did you use when you translated this text?

From the question number 7, students number 1, 3, 4, 5, 6, 8, 9, 12 and 13 used the same media tool, namely a dictionary and they were also assisted with tenses books and dictionary applications. Students number 2, 7, 10, 11, 14 and 15 translated manually without a dictionary and only assisted by a vocabulary translator application. As for those who translated manually, they translated word by word and then the words were assembled into one sentence.

8. Explain what solution did you use to make it easier to translate this text?

From the question number 8, students number 3, 6, 7, 9, 13 and 15 provided a solution, namely increasing reading and increasing various vocabulary, because in translating it required a lot of suitable vocabulary to be combined and matched with another sentence. The sentences are appropriate and easily accessible later. Students number 4 and 12 explained that in translating they must study diligently not only in theory but in practice. It must be done often. Students number 2, 4, 11 and 14 gave an explanation of the solution, namely trying to practice translating text often, ranging from short sentences to short stories. According to them, translating would sharpen their ability. Students number 8 and 5 stated that in addition to increasing vocabulary, it was important to study grammar because an English sentence that had been translated would be difficult to understand if it was not grammatically correct. Then, students number 1 and number 10 provided solutions besides learning grammar and

improving vocabulary, namely trying to study with friends and the lecturer concerned, because according to them, if they did not understand, they would be confused, so it didn't hurt to asked someone who understood better.

C. Discussion

From all the data that has been collected, the researcher found that some of them had difficulty translating words or sentences that have a noun phrase and also faced when a word had more than one adjective. Students number 1, 2, 4, 5, 7, 9 and 14 had the same error in the phrase 'This building is' which should be 'It is located in' to 'This building is'. The next error was in the noun phrase section made by students number 1, 2, 3, 4, 5, 7, 8, 9, 10, and 13. This showed that they could not arrange noun phrases, for examples '*membuatnya menjadi lapisan yang terlihat seperti tangga*' was to translated into 'it be a layer that looks like ladder' or make it a layer that looks like a ladder' or 'into layers that look like stairs'. Students number 2 and 14 made the same mistake in the sentence 'list' where placing the sentence made the sentence ineffective. Furthermore, students number 2, 4, 6, 8, 9, and 12 made an error in the noun phrase section, which proves that the student could not structure the noun phrase. Students number 1, 2, 3, 4, 11 and 13 made a mistake in the word 'sequentially' which means almost the same as the exact word 'Accordingly' but in terms of accuracy it is more suitable with the word 'Accordingly' to interpret it. Student number 13 made the same mistake with the word 'In sequence' and student number 9 with the word 'round compiled sequentially'. Students number 1 and 9 made a mistake in the word '*Candi*

'*Candi Borobudur*' should be interpreted as 'Borobudur temple' they translated to 'Temple Borobudur'. Students number 2, 3, 4, 7, 8, 9, 10 and 11 made mistakes in placing adjectives correctly, so that the translation was inaccurate and ineffective. The word 'to be the world's largest Buddhist temple' is added with some unnecessary words so that it becomes ineffective. Translating error was also made by student number 9 who did not translate the word '*Jawa Tengah*' to 'Central Java', it proved that student number 9 did not understand in translating the name of the area. Students number 1, 2, 8, 9 and 13 made an error in the structure of the noun phrase so that the phrase was incorrect, namely the phrase. 'small stairwell with couples of stairs' was translated into 'Some child ladders' or 'small gap with several stairs' or 'a little space with some small stairs'. In the word 'Spread', student numbers 1, 2, 5, 7 and 13 interpreted it as the word 'scattered' which meant the word 'scattered' was not appropriate to describe the location of the stupa around Borobudur Temple. In the word 'historical building' students number 8 and 9 made the error in translating the words 'historic' and 'historic building'. Students number 4, 6 and 14 made the same mistake by interpreting the word 'place' into 'put'. Students number 2, 3, 7 and 9 made mistakes in the noun part 'On each level of the floor' to 'On each floor level' or 'For every floors be found many'. Then student number 10 made a error on the word '*Candi*', it should be translated 'temple' but student number 10 kept used the word '*Candi*' in the text. Students number 1, 2, 5, 14 and 15 made a mistake in putting adjectives correctly. The phrase '*sebuah stupa yang penuh lubang*' was translated into 'a stupa full of holes' or 'a hole of stupa'. The term 'perforated' was more appropriate. Students number

number 2 and 15 added the word 'inside' which was not really needed in the text. Student number 12 changed the word 'each' into 'every' which was more accurate to use 'each'. Student number 12 used the word 'says' instead of the word 'said' because it showed information that explained the temple from ancient times. The last part, student number 9 used the word 'the high' to described the building, it should be 'height'.

For the efforts they made to overcome the difficulties they faced in translated, student number 1 in the questionnaire explained *'Meningkatkan kosa kata dan memperdalam grammar memang penting, tapi solusi yang saya lakukan untuk mengatasi kesulitan dalam kegiatan menerjemahkan ialah dengan bertanya kepada teman dan juga dosen. Kita bisa belajar sendiri, namun bertanya dengan teman yang lebih mampu dari kita itu merupakan salah satu solusi agar keahlian kita meningkat. Jangan lupa bertanya kepada dosen bila tidak paham'* Student number 1 overcame the difficulties by learning grammar, asking expert lecturers and studying with friends is important to improve translation skills. Student number 2 gave an answered to the question regarding the solution, namely *'memperbanyak latihan menerjemahkan kalimat, bisa dimulai dengan kosa kata yang pendek kemudian biasakan yang kalimat yang panjang'*. It is described here explaining that student number 2 overcomes these difficulties by increasing the practice of translating sentences starting with vocabulary which is then continued with long sentences until they are used to it. Student number 3 explained that the solution she did was 'Read more books in English to increase vocabulary' The solution described by student number 3 is reading a lot to increased vocabulary.

Students number 4 and 12 gave almost the same solution, namely *'perbanyak catatan kosa kata dan jangan lupa pelajari teori atau tata bahasa terjemahan agar kemampuan menerjemahkan meningkat'*. Of course, writing the words you wanted to memorize help us in the words that needed attention. Next, a solution that students number 2, 11 and 14 explained was *latihan menerjemahkan itu harus sering di praktikkan baik itu dalam pembelajaran ataupun untuk mengasah kemampuan dan wawasan. Teori dan praktek harus dilakukan dalam bersamaan agar teori yang diterima dapat di terapkan*. If we got a lesson, it must be accompanied by practice so that as described by the students number 2, 11 and 14 the ability to translate would increase. The solution of student number 10 was *dalam menerjemah, memang kita dituntut untuk sesuai dengan grammar dan kosa kata yang sesuai. Akan tetapi coba lakukan penerjemahan tanpa perlu terpaku dengan grammar, coba sesuaikan dengan kosa kata yang kita punya. Tentunya setelah kita terbiasa kita wajib untuk menambah kosa kata lainnya*. This solution was good to try so that in carried out translation activities we didnt use grammar too much and tried to adapt to the vocabulary we master, but didn't forget to always add new vocabulary. Furthermore, the efforts made by students number 8 and 5 in facing difficulties in translating were *'this is my way but i'm not sure that people can see this easy, The solution was that first you translated one word with that you had to match it so that you could connect with it you had to increase your vocabulary'*. It was a solution according to their own way of translation, especially improving the word was very important. The solution from student number 6 solutions given was *'Expanding English reading or watching videos or*

films in English to increase vocabulary'. By watching many English conversation videos and also often listening to English songs, we could improve our ability in speaking and memorizing vocabulary. Student number 7 explained 'The solution is to learn and repeat, increase knowing and memorizing vocabulary.' The repetition method was also very helpful in improving the ability to remember the required words. Student number 9 said that, the effort made by translating words and then arranging them according to sentences did not take a long time, but she could suffice to the best of her ability. Student number 13 and 15 said *pelajari lebih banyak kosa kata dan tata bahasa menurut saya, dan juga beberapa metode penerjemah. Agar bukan hanya kosa kata saja yang bertambah tapi skill untuk menerjemah kian membaik.* We needed to know, to improve vocabulary and to understand grammar and to learn translation methods and theories which were very helpful to become good translators in the future.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, the researcher made the following conclusions:

1. The students difficulties in translating Indonesia-English texts were inability in mastering grammar and also lack of mastering vocabulary.
2. The efforts in solving diffulties in translating Indonesia-English texts were using the translation method, using media tools such as dictionaries, tenses books, increasing vocabulary by reading English books and asking questions with lecturers or friends and others.

B. Suggestion

The researchers provided some suggestions as follows :

1. The students should increase the number of vocabulary in English, either by reading books or watching shows in English. The students should also improve their ability in composing sentences that were grammatically correct
2. The lecturers,especially translation lecturers, should have various methods in teaching translation. The lecturer should also provide solution for students who had difficulties in learning translation.

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APPENDICES

[Documentation]

Instruction : Please translate into English!

Candi Borobudur

Borobudur adalah salah satu bangunan bersejarah di Indonesia. Bangunan ini dianggap sebagai candi agama Buddha terbesar di dunia karena ukurannya (15129 m²) dan tingginya (34.5m). Bangunan ini terletak di Magelang, Jawa Tengah. Tidak hanya menjadi sebuah tujuan wisata terkenal bagi banyak wisatawan di seluruh dunia, candi Borobudur juga termasuk kedalam daftar situs warisan dunia UNESCO.

Candi Borobudur terdiri dari enam lantai persegi dan tiga lantai bundar yang disusun secara berurutan dan membuatnya menjadi lapisan yang terlihat seperti tangga yang harus kamu naiki satu persatu untuk mencapai bagian paling atas dari candi itu. Pada bagian tengah setiap lantai, kamu akan menemukan celah kecil dengan beberapa anak tangga yang menghubungkan setiap lantai yang bisa kamu gunakan sebagai jalan untuk menuju ke atas. Pada setiap tingkatan lantai, terdapat banyak panel *relief* dan patung Buddha tersebar disekitarnya. Berdasarkan data, ada 2.672 panel dan 504 patung secara keseluruhan. Ada sebuah kubah yang terletak di bagian atas tengah dari candi itu dan dikelilingi oleh 72 patung Buddha, yang masing-masingnya duduk di dalam sebuah *stupa* yang penuh lubang. Dikatakan bahwa, jika kamu meletakkan tanganmu kedalam stupa melalui salah satu lubangnya dan kamu bisa menyentuh patung Buddha yang ada di dalamnya, kamu akan bisa membuat salah satu mimpimu menjadi kenyataan.

Borobudur Temple

Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m²) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site.

Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of *relief* panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated *stupa*. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true.

APPENDIX 1

Name :

NIM :

Unit/Semester :

QUESTIONNAIRE

- 1) Have you ever translated the story from Indonesia into English? (Pernahkah Anda menerjemahkan cerita dari Indonesia ke dalam bahasa Inggris?)

Answer:

.....

- 2) What do you think about the test? Is it difficult or easy? (Apa pendapat Anda tentang tes? Apakah sulit atau mudah? jelaskan letak kesulitan atau kemudahannya!)

Answer:

.....

- 3) What kinds of difficulties do you get from the text? (Jelaskan kesulitan apa yang kamu dapatkan dari teks tersebut?)

Answer:

.....

- 4) What translation methods do you use in translating? (Metode penerjemahan apa yang Anda gunakan dalam menerjemahkan?)

Answer:

.....

5) From this entire text, are there any difficult words or sentences when translating texts? Explain why the words are difficult? Explain the reason! (Dari keseluruhan teks ini, apakah ada kata atau kalimat yang sulit diterjemahkan? Jelaskan alasannya!)

Answer:

.....

6) Do you use any methods in translating texts? And do you think the method you have chosen will make it easier for you? (Apakah Anda menggunakan metode dalam menerjemahkan teks? Dan apakah menurut Anda metode yang Anda pilih akan memudahkan Anda?)

Answer:

.....

7) What kind of media tools did you use when you translated this text? (Apa jenis alat media yang Anda gunakan ketika Anda menerjemahkan teks ini?)

Answer:

.....

8) Explain what solution did you use to make it easier to translate this text? (Jelaskan Solusi apa yang anda gunakan untuk mempermudah dalam menerjemahkan teks ini?)

Answer:

.....

AUTOBIOGRAPHY

1. Name : Lutfia Nadira
2. Place/Date of Birth : Langsa
3. Sex : Female
4. Religion : Islam
5. Marital Status : Single
6. Occupation : Student
7. NIM : 104201005
8. Adress : Desa Sungai Pauh
9. Educational Background :

No.	Jenjang Pendidikan	Nama Instansi
1.	TK	Tk Aisyah Bustanul Alfa (2005-2006)
2.	SD	SDN 1 MatangSelimeng (2006-2012)
3.	SMP	SMPN 9 Langsa (2012-2015)
4.	SMA	SMAN 3 Langsa (2015-2018)
5.	Universitas	IAIN Langsa (2018-2022)

10. Fathers Name : M. Nasir

11. Mothers Name : Leni Marlina