

Qualitative Analysis of Problems Faced by Indonesian Students in Translation Subject

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Abstract. The purpose of this study was to investigate problems faced by Indonesian students in learning German translation subject. This study uses a qualitative approach with the aim of discovering the problems experienced by students in-depth during the translation course. Data collection techniques used were interviews and observation. The research respondents were students majoring in German language education who were programming courses in translation. After the data is collected, the data is analyzed descriptively qualitatively. Data that has been analyzed are then verified again by conducting Focus Group Discussion (FGD) to several students. The purpose of this FGD is to check the data collected. Finding shows that there are several difficulties or problems faced by students during their translation courses, both related to the lack of vocabulary, the lack of mastery of source language culture, and the low understanding of translation material. However, the most fundamental problem is the lack of mastery of the source language culture

Keywords: Translation Subject, Indonesian Learners, German Translation, German

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INTRODUCTION

Translation is one of the research topics that have been widely studied by previous researchers (Mažeikienė, 2019; Navidinia et al., 2019; David et al., 2019; Tao et al., 2020; Lertola, 2019). What the study examined was also different, some studies focused on examining translation methods, various difficulties in translating, and teaching strategies of translation courses. The similarity of the research is that all research talks about how to produce a good translation. Rafiq & Yasim (2019), Bonyadi (2020), Ahmed (2019) explained that to produce more effective and communicative translations, translators need to learn the basic theories of translation as a guide and basis in translating a text.

Translation is not just about changing the language of a text into another language, but there are several aspects that need to be considered in doing the translation. A translator must be able to understand and obey the principles and rules of translation. The essence of the principles and rules in this case is that an interpreter must be able to convey the meaning of a translated text honestly, without any reduction or addition of meaning. A translator must also be able to make wise decisions when facing problems when carrying out translation activities so as to produce good and accurate translations. Therefore, a translator should have legality that can be recognized, so that not everyone can translate a text.

There are several competencies that must be possessed by an interpreter namely linguistic competence, textual competence, Subject Specific Competence, and Cultural Competence. González-Davies (2020) and Carrasco (2019) explained that the linguistic competence must be possessed by an interpreter because the core of the activities carried out by the translator is transferring the text from one language to another so that the linguistic abilities possessed by the translator greatly affect the quality of the translation results. Halimi (2019) and Flores (2019) explained another competency that must be possessed by an interpreter, namely Textual Competence. They think that translators must be able to recognize various types of texts and be able to translate various types of texts with certain techniques that are appropriate to the character of the text

Dewi (2019) added that a translator must also understand the material of the text to be translated. Translators must at least understand and comprehend the field of science of the translated text. This competence is called Subject Specific Competence. Olalla-Soller (2019; 2019) explains that a translator must understand the culture of both languages, the source language and the target language to find the equivalent terms more easily. It is undeniable that one of the problems faced by translators is the difficulty of finding equivalent terms from the source language to the target language. Based on some of the previous explanations, it can be concluded that a translator must not only understand the target language, but must also have several other competencies that will support the quality of the translation results.

Based on the importance of understanding the theory of translation and translation competencies, then a foreign language learner, especially in tertiary

institutions, needs to study translation courses. This also happened in the department of German language education at Makassar State University where students had to learn the basic theory of translation. The *Übersetzung* (translation) course in this department focuses more on translating from German to Indonesian. This course is given in the fourth, fifth and sixth semester, when students have completed all basic German language skills courses. This means that to take a translator course, students must first have adequate basic German language skills. However, based on observations there are still many students who have difficulty in translating one or several German sentences into Indonesian. This is what then encourages the writer to do research on problems in learning the translation course for Indonesian students learning German.

RESEARCH METHOD

This study uses a qualitative approach with the aim of discovering the problems experienced by students in-depth during the translation course. Data collection techniques used were interviews and observation. The researcher made observations for 1 semester related to the implementation of the translation course, besides that the researcher also interviewed students directly to find out their responses related to the learning of the translation course. The research respondents were students majoring in German language education who were programming courses in translation. After the data is collected, the data is analyzed descriptively qualitatively. Data that has been analyzed are then verified again by conducting Focus Group Discussion (FGD) to several students. The purpose of this FGD is to check the data collected.

RESULT AND DISCUSSION

The results showed that there were several problems faced by students in learning the translation course. One of them is the low mastery of source language culture (German). Translating sentences or phrases that are closely related to culture, which are somewhat difficult to translate literally and can only be translated with the free translation method so that the message is conveyed. According to students there are many words in German that have no equivalent in Indonesian due to cultural differences between German and Indonesian. This makes it difficult for students to translate text from the source language into the target language. This is in line with the findings of several previous studies (Yang et al., 2017; Sun, 2020; Shi & Wang, 2019). The research explains that language is a cultural subsystem. Studying and translating the text of a language cannot be separated from the socio-cultural context of each source and target language. Therefore, cross-cultural understanding becomes very important in the process of translating a text. Socio-cultural competence teaches how a language system is understood in the perspective of the pattern of thought and language habits of each speaker of the language (Albir & Olalla-Soler, 2016; Olalla-Soler, 2019).

Cross-cultural German-Indonesian text translation is very significant, because these two languages have different socio-cultural backgrounds. Through cross-culture,

translators can explore and appreciate the socio-cultural context that underlies the birth of the text to be translated, so that the results of the translator become more accurate and contextual. Translation is increasingly informative and effective, if supported by an adequate understanding of the socio-cultural context. Between German and Indonesian cultures there are many different socio-cultural backgrounds. Cultural differences, if not well understood, cause ineffective learning and translation of German texts into Indonesian or vice versa. Famous German and Indonesian culture is very important to understand and serve as a basis or approach in learning four language skills, including translation. Because knowing and understanding the culture of a nation enables translators to understand the characteristics of the text to be translated.

Cross-cultural knowledge is a very important thing in the teaching of translation courses because translating German texts requires extra linguistic knowledge. Extra linguistic knowledge in question is knowledge about the culture that lives and develops in the speakers of the source language (Kamaruddin et al., 2017). Every word of a language has a primary or primary meaning that is independent of context. A word gets secondary meaning according to the context of the situation. In general, the relationship of meaning can only be determined after each word is in the context of usage. Therefore, it is necessary to understand how the context of the use of words in a text. Cross-cultural understanding functions to interpret and interpret a word or phrase that is closely related to the culture of the source or target language. Cultural knowledge can be learned through the learning process. With cross-cultural understanding of translation, it is expected to grow across cultures. Professional translation will seek to have cross-cultural sensitivity. Therefore, translators of German texts into Indonesian or vice versa are required to have cross-cultural competence.

The second problem faced by students in learning translation courses is the low understanding of translation material. According to them the German texts provided by the lecturers have so far not been related to the discipline of language or education. So they are not familiar with the vocabulary in the text. This is in line with some previous studies that, a translator should understand enough about the material to be translated. This will certainly affect the quality of translation results (Husin & Hatmiati, 2018; Mansur, 2018).

To overcome the problem in learning how to translate the eyes there are several alternatives that can be done such as increasing the practice in translating German texts into Indonesian or vice versa. The exercises for translating German texts into Indonesian should be given to students who are programming translation courses. Providing training in translating German texts into Indonesian is expected to open students 'horizons of thought, broadening students' knowledge about cultural differences between Germany and Indonesia. However, the exercise must also be accompanied by perseverance, patience, and accuracy from both students as learners on the translation course. The most important thing possessed by a translator besides translation theory is practice, talent, and experience. Translation theory offers an

opportunity to improve the ability to understand existing phenomena. However, without adequate and effective practice and without good experience, translation theory will not help much. Therefore, learning to translate should be able to master these aspects.

CONCLUSION

There are several difficulties or problems faced by students during their translation courses, both related to the lack of vocabulary, the lack of mastery of source language culture, and the low understanding of translation material. However, the most fundamental problem is the lack of mastery of the source language culture. This makes it difficult for students to understand the meaning of the text they want to translate, because although students understand the meaning of the vocabulary, but do not understand the meaning of the context of the text in general, students will also remain confused in interpreting the text.

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