

CHAPTER IV

FINDING AND DISCUSION

This chapter presents the findings and discussion. The findings are designed to answer the research problem about students' in translating English into Indonesia, this research has done at seventh students' of English Department of UIN Antasari Banjarmasin.

A. Findings

There is one statement of the problem that has to be answered in this research. It is what are the seventh semester students' problems in translating English into Indonesian. The data of this research are collected from data of students' translation, questionnaire, and interview related to students' problems in translating English into Indonesian at seven semester students' of English Department of UIN Antasari Banjarmasin. To understands their problems in translation, first, the researcher requested them to translate an abstract from "*Research Methods in Language and Education* (2017, Springer)". The following is the abstract translated by the students:

“This chapter introduces the developing field of linguistic ethnography. The work of scholars who are particularly influential in linguistic ethnography is discussed – in particular, Hymes, Gumperz, Goffman, and Erickson – and linked to the work of scholars currently working in this field, including Creese, Roberts, Rampton, and Lefstein and Snell. Drawing on contextual realities and mainly North American historical antecedents, it explains why linguistic ethnography is mainly a European endeavor and why it has emerged at this point in time. In particular, the chapter suggests that the formation of the linguistic ethnography

forum (LEF: www.lingethnog.net) is centrally important in providing a community of practice for researchers using ethnography and linguistic analysis in their work. The chapter also points to the increasing impact of interdisciplinarity on the development of linguistic ethnography. It argues that its democratic approach to participation and interpretation of local perspectives is often a good starting point around which interdisciplinary teams can cohere. In conclusion, the chapter suggests that the ability to work collaboratively with professional groups and like-minded researchers has been one of the main benefits of the development of the field and that it is this breadth and reach which hold the most promise for linguistic ethnography.”

To understand their problems, we need to first analyze the students translation patterns mostly found. There are seven sentences that will be elaborated here.

Sentence 1

“This chapter introduces the developing field of linguistic ethnography”.

Students’ translations:

1. Bab ini memperkenalkan kita tentang bidang etnografi linguistik. (9 students)
2. Bab ini menjelaskan tentang perkembangan di bidang etnografi linguistik. (4 students)
3. Bab ini memperkenalkan perkembangan dibidang etnografi linguistik/kebahasaan. (5 students)
4. Dalam bab ini memperkenalkan perkembangan bahasa enography. (8 students)
5. Bagian ini memperkenalkan pengembangan bidang etnografi linguistik. (4 students)

6. Bab ini memperkenalkan mengembangkan bidang linguistik etnografi. (4 students)
7. Chapter ini mengenalkan ruang lingkup yang sedang berkembang dari etnografi linguistik. (2 students)

In the translation of sentence above, students translate differently. For example; in translating of the word “this chapter introduces”, they use Indonesian words *dalam bab ini, memperkenalkan, bab ini menjelaskan tentang, chapter ini mengenalkan*. For the word “field”, they use Indonesian words *bidang, dibidang, and ruang lingkup*. For the word “ethnography linguistic”, they use Indonesian words *bahasa ethnography, etnografi linguistik, linguistik etnografi, and ethnography linguistic*.

Sentence 2

“The work of scholars who are particularly influential in linguistic ethnography is discussed – in particular, Hymes, Gumperz, Goffman, and Erickson – and linked to the work of scholars currently working in this field, including Creese, Roberts, Rampton, and Lefstein and Snell”.

Students’ translations:

1. Karya para ilmuwan khususnya Hymes, Gumperz, Goffman, dan Erickson yang sangat berpengaruh dalam etnografi dibahas dan dikaitkan dengan karya sarjana yang saat ini bekerja dibidang ini termasuk Creese, Robert, Rampton, Lefstein dan Snell. (14 students)
2. Tokoh yang sangat berpengaruh dibidang etnografi yang akan dibahas khususnya adalah Hymes, Gumperz, Goffman, dan Erickson-dan tokoh terkait yang berkerja

- dibidang ini termasuk Creese, Robert, Rafton, dan Lefstein dan Snell. (2 students)
3. Karya para ahli yang sangat berpengaruh dalam etnografi linguistik dibahas khususnya Hymes, Gumperz, Goffman, dan Erickson- dan terkait dengan karya para ahli yang sedang bekerja dibidang ini sekarang termasuk Creese, Robert, Rafton, dan Lefstein dan Snell. (4 students)
 4. Pekerjaan ulama yang dibahas dalam linguistik ethnography khususnya, Hymes, Gumperz, Goffman, dan Erickson- dan terkait dengan pekerjaan ulama saat ini yang bekerja dibidang ini, termasuk Creese, Robert, Rafton, dan Lefstein dan Snell. (2 student)
 5. Pekerjaan sarjana yang secara khusus berpengaruh pada etnografi linguistik khususnya, Hymes, Gumperz, Goffman, dan Erickson- dan terhubung pada pekerjaan para sarjana yang akhir-akhir ini bekerja dibidang ini, termasuk Creese, Roberts, Rafton, dan Lefstein dan Snell. (1 student)
 6. Karya ilmiah yang sangat berpengaruh pada linguistik etnografi di bahas- khususnya , Hymes, Gumperz, Goffman, dan Erickson- dan terkait dengan karya ilmiah saat ini bekerja dibidang ini, termasuk Creese, Roberts, Rafton, dan Lefstein dan Snell. (4 students)
 7. Pekerjaan ilmuan yang sangat berpengaruh dalam etnografi linguistik dibahas secara khusus disini, Hymes, Gumperz, Goffman, dan Erickson- dan terkait dengan pekerjaan yang saat ini bekerja dibidang ini, termasuk Creese, Roberts, Rafton, dan Lefstein dan Snell. (2 students)

8. Hasil kerja dari para sarjana yang berpengaruh terutama dalam etnografi linguistik telah didiskusikan samapai dirincikan, Hymes, Gumperz, Goffman, dan Erickson- dan berhubungan dengan hasil kerja dari para sarjana yang sekarang bekerja dalam ruang lingkup ini, termasuk Creese, Roberts, Rafton, dan Lefstein dan Snell. (1 student)
9. Karya para sarjana yang khususnya berpengaruh dalam ethnography linguistic khususnya bahasa dalam, Hymes, Gumperz, Goffman, dan Erickson- dan dihubungkan dengan karya para sarjana yang bekerja dalam bidang ini termasuk Creese, Roberts, Rampton, Lefstein, dan Snell. (2 students)
10. Karya para ahli sangat berpengaruh dalam pembahasan ilmu Linguistik etnografi khususnya, Hymes, Gumperz, Goffman, dan Erickson- dan berkaitan dengan karya para ahli yang saat ini bekerja dibidang ini termasuk, Creese, Roberts, Rampton, Lefstein, dan Snell. (4 students)

In the above translation, we can see that in translating of the word “work”, they use Indonesian words *karya*, *pekerjaan*, *hasil kerja*, and *karya ilmiah*. The word “scholars”, they use Indonesian words *ahli*, *ilmuan*, *sarjana*, *ulama*, and *tokoh*, and they are translating the word “particularly influential” by using Indonesian words; “*secarara khususnya berpengaruh*, and *sangat berpengaruh*.”

Sentence 3

“Drawing on contextual realities and mainly North American historical antecedents, it explains why linguistic ethnography is mainly a European endeavor and why it has emerged at this point in time”.

Students’ translations:

1. Berdasarkan realitas kontekstual dan utamanya adalah pendahulu sejarah Amerika Utara ini menjelaskan mengapa etnografi linguistik sebagian besar merupakan usaha Eropa dan mengapa hal ini muncul pada saat ini. (8 students)
2. Terlihat pada kontekstual realitas dan sejarah nenek moyang Amerika Utara menjelaskan mengapa linguistik etnography khususnya orang Eropa bekerja keras dan mengapahal itu muncul pertengahan abad ini. (7 students)
3. Menggambarkan pada kenyataan dan terutama pada sejarah Amerika Utara terdahulu, hal ini menjelaskan mengapa etnografi linguistik utamanya adalah usaha keras orang Eropa dan mengapa hal tersebut muncul saat ini. (11 students)
4. Menjelaskan mengapa etnografi linguistik adalah kebanyakan orang-orang Eropa berusaha keras dan mengapa muncul pada poin ini secara tepat. (3 students)
5. Digambarkan pada kontekstual nyata dan terutama sejarah leluhur Amerika Utara, ini menjelaskan mengapa ilmu linguistik etnografi terutama usaha orang Eropa dan hal yang muncul pada saat ini. (7 students)

In the translation of sentence above students translate differently. For example; in translating of the word “drawing on”, they use Indonesian words; *berdasarkan, terlihat, menggambarkan, menjelaskan, and digambarkan.*

Senntence 4

“In particular, the chapter suggests that the formation of the linguistic ethnography forum (LEF: www.lingethnog.net) is centrally important in providing a community of practice for researchers using ethnography and linguistic analysis in their work”.

Students’ translations:

1. Secara khusus, bab ini mengemukakan bahwa pembentukan forum etnografi linguistik (LEF: www.lingethnog.net) sangat penting dalam menyediakan sebuah komunitas praktik bagi para peneliti yang menggunakan analisis etnografi dan linguistik dalam pekerjaan mereka. (11 students)
2. Pada saat tertentu, bab ini menyarankan bahwa pembentukan forum linguistik etnography ini sangat penting dalam menyediakan masyarakat untuk berlatih atau melakukan penelitian menggunakan etnography dan analisis linguistik dalam tugas mereka. (4 students)
3. Khususnya, bab ini mengusulkan formasi linguistic ethnography dalam forum (LEF: www.lingethnog.net) sangat penting dalam menyediakan sebuah komunitas yang berlatih bagi para peneliti menggunakan analisis ethnography dan linguistic dalam pekerjaan mereka. (6 students)
4. Khususnya, bab menunjukan bahwa pembentukan forum linguistik etnografi (LEF: www.lingethnog.net) adalah hal yang penting dalam informasi

menyediakan komunitas praktis bagi para peneliti menggunakan etnografi dan analisis linguistik ini tugas mereka. (2 students)

5. Dirincikan, bab ini menunjukkan bahwa pembentukan forum etnografi linguistik (LEF: www.lingethnog.net) penting dalam menyediakan sebuah praktek komunitas untuk peneliti yang menggunakan analisis etnografi dan linguistik dalam pekerjaan mereka. (4 students)
6. Khususnya bagian ini menyarankan agar dibentuknya forum ilmu linguistik etnografi yang berpusat dalam kepentingan penyediaan komunitas pelatihan untuk penelitian menggunakan analisis linguistik dan etnografi dalam karya mereka. (7 students)
7. Khususnya, bab ini mengisyaratkan bahwa bentuk dari forum ethnography linguistic (LEF: www.lingethnog.net) sangat penting dalam menyediakan latihan komunitas untuk para peneliti menggunakan ethnograph dan analisis linguistik dalam pekerjaan mereka. (2 students)

In the translation of sentence above, the students used several different words. For example; in translating of the word “in particular”, they use Indonesian words; *secara khusus, khususnya, dirincikan, and pada saat tertentu*. For example; in translating of the word “suggest”, they use Indonesian words; *mengemukakan, menyarankan, mengusulkan, menunjukan, and mengisyaratkan*, and they are translating of the word “linked” use Indonesian words; *dihubungkan, dikaitkan*”.

Sentence 5

“The chapter also points to the increasing impact of interdisciplinarity on the development of linguistic ethnography”.

Students' translations:

1. Bab ini juga menunjukkan adanya peningkatan dampak interdisipliner terhadap perkembangan etnografi linguistik. (7 students)
2. Chapter ini juga ditujukan untuk meningkatkan dampak interdisciplinarity pada pengembangan linguistik ethnography. (7 students)
3. Bab ini juga menunjukkan adanya peningkatan dampak antar cabang ilmu pengetahuan terhadap perkembangan etnografi linguistik. (2 students)
4. Bab ini juga mengkhususkan untuk meningkatkan dampak dari kedisiplinan para pengembangan etnografi linguistik. (2 students)
5. Bab ini juga menunjukkan peningkatan dampak interdislinarity pada pengembangan linguistik. (3 students)
6. Bab ini juga menunjukkan adanya peningkatan dampak interdisipliner terhadap perkembangan etnografi linguistik. (4 students)
7. Bab ini juga menitikberatkan pada peningkatan pengaruh dari kedisiplinan diri dalam pengembangan etnografi linguistik. (8 students)
8. Bagian ini juga ditunjukan untuk meningkatkan kedisiplinan dari dalam pengembangan ilmu linguistik ethnografi. (3 students)
9. Bab ini juga menekankan kepada meningkatnya pengaruh dari kedisiplinan diri dalam pengembangan ethnography linguistik. (2 students)

In the translation of sentence above, the students translate differently. For example; in translating of the word “points to”, they use Indonesian *menunjukkan adanya, ditunjukkan untuk, mengkhususkan, menitik beratkan pada, and menekankan kepada*. For example; in translating of the word “increasing”, they use Indonesian words; *peningkatan, meningkatkan, meningkatnya*, and they are translating of the word interdisciplinarity use Indonesian words; *interdisiplinet, interdisciplinarity, kedisiplinan, cabang ilmu pengetahuan*.

Sentence 6

“It argues that its democratic approach to participation and interpretation of local perspectives is often a good starting point around which interdisciplinary teams can cohere”.

Students’ translations:

1. Peneliti berpendapat bahwa pendekatan demokratis terhadap partisipasi dan interpretasi perspektif lokal seringkali menjadi titik awal yang baik dimana tim interdisipliner dapat bersatu. (6 students)
2. Ini berpendapat bahwa pendekatan demokrasi terhadap partisipasi dan interpretasi perspektif lokal seringkali merupakan titik awal yang baik dimana istilah interdisipliner dapat berlanjut. (8 students)
3. Hal ini mengemukakan pendapat bahwa pendekatan demokratis terhadap partisipasi dan interpretasi perspektif/ pendengar lokal seringkali merupakan titik awal yang baik dimana tim interdisipliner dapat bersatu. (5 students)

4. Bab ini beranggapan pendekatan demokratis untuk keikutsertaan dan interpretasi perspektif lokal sering menjadi titik dasar yang mana kelompok kedisiplinan dapat bersatu. (4 students)
5. Berpendapat bahwa pendekatan yang demokratis untuk partisipasi dan interpretasi dari perspektif lokal sering merupakan titik awal yang baik dimana tim interdisipliner dapat singkatnya. (4 students)
6. Ini membuktikan bahwa pendekatan demokratis kepada partisipasi dan penafsiran dari pandangan setempat sering merupakan sebuah kisaran titik memulai yang baik yang mana kelompok kedisiplinan diri bisa melekat satu sama lain. (9 students)

In the translation of sentence above students translate differently. For example; in translating of the word “it argues”, they use Indonesian; *peneliti berpendapat, ini berpendapat bahwa, hal ini mengemukakan pendapat, bab ini beranggapan, berpendapat bahwa, and ini membuktikan bahwa*. In translating of the word “democratic approach”, they use Indonesian words; *pendekatan demokratis, pendekatan demokrasi, and pendekatan yang demokratis*. In translating of the word “participation and interpretation of local perspectives”, they use Indonesian; *partisipasi dan interpretasi perspektif lokal, partisipasi dan interpretasi perspektif/pendengar lokal, keikutsertaan dan interpretasi perspektif lokal, partisipasi dan interpretasi dari perspektif lokal, and partisipasi dan penafsiran dan pandangan setempat*. In translating of the word “starting point”, they use Indonesian words; *titik*

*awal, titik dasar, and titik memulai, and they use in translating of the word “cohere”, they use Indoneisan words; *bersatu, berlanjut, singkatnya, and melekat satu sama lain.**

Sentence 7

“In conclusion, the chapter suggests that the ability to work collaboratively with professional groups and like-minded researchers has been one of the main benefits of the development of the field and that it is this breadth and reach which hold the most promise for linguistic ethnography”.

Students’ translations:

1. Kesimpulannya, bab ini menunjukkan bahwa kemampuan untuk bekerja sama dengan kelompok profesional dan peneliti yang berfikiran sama telah menjadi salah satu manfaat utama pengembangan lapangan dan inilah keluasaan dan jangkauan yang paling menjanjikan untuk etnografi linguistik. (5 students)
2. Sebagai kesimpulan, bab ini menunjukkan bahwa kemampuan untuk bekerja sama dengan kelompok profesional dan peneliti yang berfikiran sama telah menjadi salah satu manfaat utama pengembangan lapangan dan inilah keluasan dan jangkauan yang paling menjanjikan untuk etnografi linguistik. (7 students)
3. Kesimpulannya, bab ini menunjukkan bahwa kemampuan untuk bekerja sama dengan kelompok profesional dan peneliti yang berfikiran serupa telah menjadi salah satu manfaat utama pengembangan lapangan dan luas dan jangkauan inilah yang paling menjanjikan etnografi linguistik. (8 students)

4. Pada akhirnya, bab ini menyarankan bahwa kemampuan untuk bekerja secara kolaboratif dengan tim yang profesional dan pikiran yang terhubung dari para peneliti menjadi salah satu keuntungan (manfaat) dari pengembangan bidang dan inilah luasnya dan jangkauan yang menahan paling banyak janji untuk etnografi linguistik. (3 students)
5. Kesimpulannya, bab ini mengusulkan bahwa kemampuan untuk bekerja sama dengan kelompok profesional dan para peneliti yang sepemikiran telah menjadi salah satu dari keuntungan utama dari pengembangan ruang lingkup, bahwa luas dan pencapaian yang mana memegang etnografi linguistik yang paling dijanjikan. (4 students)
6. Kesimpulannya, bab ini menyarankan bahwa kemampuan untuk bekerja sama dengan kelompok profesional dan peneliti yang berfikiran serupa telah menjadi salah satu manfaat utama pengembangan lapangan dan inilah keluasan dan jangkauan yang paling menjanjikan untuk etnografi linguistik. (9 students)

In the translation of sentence above, students use different choices of Indonesian words. For example; in translating of the word “in conclusion”, they use Indonesian words; *kesimpulannya*, *pada akhirnya*, and *sebagai kesimpulan*”. The word “suggest”, they use Indonesian words; *menunjukkan*, *menyarankan*, and *mengusulkan*. The word “like-minded researcher” using Indonesian words; *peneliti yang berfikiran sama*, *peneliti yang berfikiran serupa*, *pikiran yang terhubung dari para peneliti*, and *peneliti yang sepemikiran*, and they are translating of the word

“breadth and reach” using Indonesian words; *inilah keluasaan dan jangkauan, luas dan jangkauan inilah*, and *inilah keluasaan dan jangkauan*.

1. The Data of the Students’ Problem by using Questionnaire and Interview

This data about the problem in translating English into Indonesian by the students were obtained through questionnaires. The researcher used the scale of continuum, namely always, often, seldom, and never to know the intensity of the problems. There were 10 statements in the questionnaires that contains usual problems found in translations. Those problems are: (1) problems in adjusting sentence pattern that have been translated from English into Indonesian, (2) problems in translating and determining from English tenses into Indonesian time calculation, (3) problems in translating phrase, (4) lack lack of vocabularies in translating, (5) problems in determining the correct or appropriate meaning at translating, (6) problems in understanding the meaning of source language (English), (7) problems in transliting idiom, (8) problems in translating texts beyond the scope of education. (Politic, Medecine, Ideology, Chemistry, etc.), (9), problems in simplifying English into Indonesian, and (10) problems in translating all texts. The problems above are adapted from (Halim & AR, 2015). Those problems and questionnaire results are displayed in the table below:

Table IV.1

No	Statements	Options (%)				Percentage (%) of 36 Respondents
		1	2	3	4	
1	I have problems in adjusting sentence pattern from English into Indonesian.	8.3 %	41.7%	47.2%	2.8%	100 %
2	I have problems in translating and determining from English tenses into Indonesian time calculation.	16,7%	41,7%	38,8%	2,8%	100 %
3	I have problems in translating phrase.	19.4%	38.9%	38.9%	2.8%	100 %
4	I am lack of	2.8%				100 %

	vocabularies in translating.		16.6%	44.4%	36.2%	
5	I have problems in determining the correct or appropriate meaning at translating	8.3%	27.7%	61.2%	22.8%	100 %
6	I have problems in understanding the meaning of source language (English)	11.1%	41.7%	47.2%	-	100 %
7	I have problems in transliting idiom	16.6%	58.4%	22.2%	2.8%	100 %
8	I have problems in transliting texts beyond the scope of education. (Politic, Medecine, Ideology, Chemistry, etc.)	25%	55.5%	19.5%	-	100 %

9	I have problems in simplifying English into Indonesian	5.5 %	36.2%	58.3%	-	100 %
10	I have problems in translating overall	2.8%	66.7%	27.7%	2.8%	100 %

The following is the table elaboration

Table IV. 2

I have difficulties in adjusting sentence pattern from English into Indonesian

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Always	1	2.8%
	Often	17	47.2%
	Seldom	15	41.7%
	Never	3	8.3%
TOTAL		36	100%

The table above shows the variety answers among the respondents. 2.8% of the respondents stated always, 47.2% of the respondents stated often, and 41.7 % of the respondents stated seldom and 8.3% of the respondents stated never. The conclusion is that the majority (47.2%) of the students **often** “*mengalami kesulitan dalam menyesuaikan pola kalimat yang telah diterjemahkan dari bahasa Inggris kedalam bahasa Indonesia*”.

Table IV. 3

I have difficulties in translating and determining from English tenses into Indonesian time calculation

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
2	Always	1	2,8%
	Often	14	38,8%
	Seldom	15	41,7%
	Never	6	16,7%
TOTAL		36	100%

The table above shows the variety answers among the respondents. 2.8% of the respondents stated always, 38.8% of the respondents stated often, and 41.7 % of the respondents stated seldom and 16.7% of the respondents stated never. The conclusion is that the majority (41.7%) of the students **seldom** “*kesulitan saat*

menterjemah dan menentukan dari tenses bahasa Inggris kedalam perhitungan waktu bahasa Indonesia”.

Table IV. 4

I have difficulties in translating phrases

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
3	Always	1	2.8%
	Often	14	38.9%
	Seldom	14	38.9%
	Never	7	19.4%
TOTAL		36	100%

The table above shows the variety answers among the respondents. 2.8% of the respondents stated always, 38.9% of the respondents stated often, and 38.9 % of the respondents stated seldom and 19.5% of the respondents stated never. The conclusion is that the majority of the students **often and seldom** “*mengalami kesulitan dalam menterjemahkan frase (ungkapan-ungkapan)*”.

Table IV. 5
I am lack of vocabularies in translating

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
4	Always	1	44.4%
	Often	13	36.2%
	Seldom	16	16.6%
	Never	6	2.8%
TOTAL		36	100%

The table above shows the variety answers among the respondents. 44.4% of the respondents stated always, 36.2% of the respondents stated often, and 16.6% of the respondents stated seldom and 2.8% of the respondents stated never. The conclusion is that the majority (44.4%) of the students **always** “*kekurangan vocabulary/ kosakata saat menterjemahkan*”.

Table IV. 6
I have difficulties in determining the correct or appropriate meaning at translating

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
5	Always	1	22.8%
	Often	22	61.2%

	Seldom	10	27.7%
	Never	3	8.3%
TOTAL		36	100%

The table above shows the variety answers among the respondents. 22.8% of the respondents stated always, 61.2% of the respondents stated often, and 27.7 % of the respondents stated seldom and 8.3% of the respondents stated never. The conclusion is that the majority (61.2%) of the students **often** “*mengalami kesulitan dalam menentukan arti mana yang cocok/benar saat menterjemah*”.

Table IV. 7

I have difficulties in understanding the meaning of source language (English)

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
6	Always	-	-
	Often	17	47.2%
	Seldom	15	41.7%
	Never	4	11.1%
TOTAL		36	100%

The table above shows the variety answers among the respondents. 0% of the respondents stated always, 47.2% of the respondents stated often, and 41.7 % of the respondents stated seldom and 11.1% of the respondents stated never. The conclusion is that the majority (47.2%) of the students **often** “*mengalami kesulitan dalam memahami maksud bahasa sumber (bahasa Inggris)*”.

Table IV. 8

I have difficulties in translating idiom

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
7	Always	1	2.8%
	Often	8	22.2%
	Seldom	21	58.4%
	Never	6	16.6%
TOTAL		36	100%

The table above shows the variety answers among the respondents. 2.8% of the respondents stated always, 22.2% of the respondents stated often, and 58.4 % of the respondents stated seldom and 16.6% of the respondents stated never. The conclusion is that the majority (58.4) of the students **seldom** “*mengalami kesulitan saat menterjemahkan idiom (peribahasa bahasa Inggris)*”.

Table IV. 9

I have difficulties in translating texts beyond the scope of education. (Politic, Medecine, Ideology, Chemistry, etc.)

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
8	Always	-	-
	Often	7	19.5%
	Seldom	20	55.5%
	Never	9	25%
TOTAL		36	100%

The table above shows the variety answers among the respondents. 0% of the respondents stated always, 19.5% of the respondents stated often, and 55.5 % of the respondents stated seldom and 25% of the respondents stated never. The conclusion is that the majority (55.5%) of the students **seldom** “*mengalami kesulitan dalam menterjemahkan teks diluar dari ruang lingkup pendidikan (politik, kedokteran, ideologi, kimia, dll)*”.

Table IV. 10**I have difficulties in simplifying English into Indonesian**

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
9	Always	-	-
	Often	21	58.3%
	Seldom	13	36.2%
	Never	2	5.5%
TOTAL		36	100%

The table above shows the variety answers among the respondents. 0% of the respondents stated always, 58.3% of the respondents stated often, and 36.2% of the respondents stated seldom and 5.5% of the respondents stated never. The conclusion is that the majority (58.3%) of the students **often** “*mengalami kesulitan dalam menyederhanakan bahasa Inggris kedalam bahasa Indonesia*”.

Table IV. 11**I have difficulties in translating overall text**

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
10	Always	1	2.8%
	Often	10	27.7%

	Seldom	24	66.7%
	Never	1	2.8%
TOTAL		36	100%

The table above shows the variety answers among the respondents. 2.8% of the respondents stated always, 27.7% of the respondents stated often, and 66.7 % of the respondents stated seldom and 2.8% of the respondents stated never. The conclusion is that the majority (66.7%) of the students **seldom** “*mengalami kesulitan dalam menterjemahkan secara keseluruhan*”.

B. Discussions

Discussion is the explanation of data analysis based on the research problem of the study. The following are the discussion of students’ problems in translation derived from the analysis on their translations, interview results, and questionnaire results. The discussion is started with table containing english words, the students’ translation, analysis on the translation, problems, and the percentage of students translation.

a. Sentence 1: This chapter introduces the developing field of linguistic

Ethnography

English word	Students' translation	Analysis on the translation	Problems	Percentage
This chapter introduces	(1) Bab ini memperkenalkan	Accurate	-	53.3 %
	(2) Dalam bab ini, memperkenalkan	Subject is missing	Problems in adjusting sentence pattern from English into Indonesian	6.7 %
	(3) Bab ini menjelaskan tentang	"menjelaskan" is less appropriate	Do not know the proper meaning	20 %

	(4) Chapter ini mengenalkan	“Chapter” is not a translation, while “mengenalkan” is less formal	Do not know the meaning	6.7 %
--	-----------------------------	--	-------------------------	-------

More than half (53.3%) of students translated “this chapter introduces” correctly, which means more than half of the students have no problems in translating this. Some of them, however, made mistakes in the translation by missing the subject, choosing less appropriate, less formal, and less accurate words. This is because they have problems in adjusting sentence pattern from English into Indonesian (47.2% of the respondents admitted it in the questionnaires), do not know the proper meaning, and cannot distinguish between formal and informal Indonesian words. This is in accordance with the students’ statement in the interview. As mentioned by responden 9 saat menterjemahkan sangat kurang dalam menyusun kalimat dengan baik/ tersusun dengan baik.

English word	Students’ translation	Analysis on the translation	Problems	Percentage
Field	(1) Bidang	Less accurate	-	63.8 %
	(2) Dibidang	Accurate	-	13.8 %

	(3) Ruang lingkup	Less accurate	Lack of vocabularies in translating	22.4 %
--	-------------------	---------------	-------------------------------------	--------

Most of students translated “field” not correctly, which means they have problem in translating this sentence. Some of them improvise the translation into bidang, and ruang lingkup, which makes the sentence miss the subject. This is because they have problems lack of vocabularies in translating. (44.4% of the respondents admitted it in the questionnaires), and cannot find a proper translation in Indonesian sentence. This is in accordance with the students’ statement in the interview: As mentioned by responden 4 kosakata yang saya ketahui masih sedikit jadi ketika akan menterjemahkan suatu teks merasa kesulitan.

English word	Students’ translation	Analysis on the translation	Problems	Percentage
Ethnography linguistic	(1) Bahasa etnography	Wrong traslation	Problems in determining the correct or appropriate	13.3 %

			meaning at translating	
	(2) Etnografi linguistik	Wrong translation	Problems in determining the correct or appropriate meaning at translating	53.3 %
	(3) Linguistik etnografi	Accurate	-	30 %
	(4) Ethnography linguistic	Not a translation	Problems in understanding the meaning of source language	3.4 %

Most of students translated “Ethnography linguistic” not correctly, which means they have problem in translating this sentence. Some of them improvise the translation into *bahasa etnography*, *etnografi linguistik*, *linguistik etnografi*, and *ethnography linguistic*, which makes the sentence wrong translation. This is because they have problems in determining the correct or appropriate meaning at translating (61.2 %) and understanding the meaning of source language. (47.2% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned by responden 4 *kosakata yang saya ketahui masih sedikit jadi ketika akan menterjemahkan suatu teks merasa kesulitan*, and as mentioned by responden 5 *misalnya teks tersebut teks tentang politik, saya merasa tidak bisa menterjemahkan teks tersebut karena kosakata yang ada didalamnya sulit untuk diartikan*.

b. Sentence 2: **The work of scholars** who are **particularly influential** in linguistic ethnography is discussed – in particular, Hymes, Gumperz, Goffman, and Erickson – and linked to the work of scholars currently working in this field, including.

The following is the discussion of students’ problems in translating English into Indonesian at English Department of UIN Antasari Banjarmasin.

English word	Students’ translation	Analysis on the translation	Problems	Percentage
The work	(1) Karya	Accurate	-	69.4 %

	(2) Pekerjaan	Less accurate	have problems in determining the correct or appropriate meaning at translating	16.6 %
	(3) Hasil kerja	Inappropriate	have problems in determining the correct or appropriate meaning at translating	38.4 %
	(4) Karya ilmiah	Less accurate	have problems in determining the correct or	5.6 %

			appropriate meaning at translating	
--	--	--	------------------------------------	--

More than half (69.4%) of students translated “the work” correctly, which means more than half of the students have no problems in translating this. Some of them improvise the translation into karya, pekerjaan, hasil kerja, and karya ilmiah, however, made mistakes in the translation by choosing less accurate and inappropriate. This is because they have problems in have problems in determining the correct or appropriate meaning at translating (61.2 % of the respondents admitted it in the questionnaires) do not know the proper meaning. This is in accordance with the students’ statement in the interview. As mentioned by responden 10 saya merasa kesulitan saat menentukan arti yang tepat saat menterjemahkan.

English word	Students’ translation	Analysis on the translation	Problems	Percentage
Scholars	(1) Ahli	Appropriate	-	33.3 %
	(2) Ilmuan	Less accurate	Cannot find proper translation	30.5 %
	(3) Sarjana	Less accurate	Cannot find proper	19.4 %

			translation	
	(4) Ulama	Wrong	Cannot find proper translation	5.6 %
	(5) Tokoh	Inappropriate	Cannot find proper translation	11.2 %

Most of students translated “Scholars” correctly, but some of them have problem in translating this sentence. Some of them improvise the translation into ahli, ilmu, sarjana, ulama, and tokoh, which makes the sentence wrong meaning, less accurate and inappropriate. This is because they have problems cannot find proper translation (61.2% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned by responden 8 saya mengalami kesulitan dalam pemilihan kata saat menterjemahkan .

English word	Students’ translation	Analysis on the translation	Problems	Percentage
Particularly influential	(1) Khususnya berpengaruh	Less Appropriate	have problems in	22.3 %

			adjusting sentence pattern from English into Indonesian	
	(2) Sangat berpengaruh	Appropriate	have problems in adjusting sentence pattern from English into Indonesian	77.7%

Most of students translated “Particularly influential” correctly, but some of them have problem in translating this sentence. Some of them improvise the translation into khususnya berpengaruh, and sangat berpengaruh, which makes the sentence less appropriate and adjusting sentence pattern. This is because some of them have problem in adjusting sentence pattern from English into Indonesian (47.2% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned by responden 9 *saat*

menterjemahkan sangat kurang dalam menyusun kalimat dengan baik/ tersusun dengan baik.

- c. Sentence 3: **Drawing on** contextual realities and mainly North American historical antecedents, it explains why linguistic ethnography is mainly a European endeavor and why it has emerged at this point in time.

The following is the discussion of students' problems in translating English into Indonesian at English Department of UIN Antasari Banjarmasin.

English word	Students' translation	Analysis on the translation	Problems	Percentage
Drawing on	(1) Berdasarkan	Appropriate	Have problems in determining the correct or appropriate meaning at translating	22.2 %
	(2) Terlihat	Less Accurate	Have problems in	19.4 %

			determining the correct or appropriate meaning at translating	
	(3) Menggambarkan	Inappropriate (Lose of Subject)	Have problems in determining the correct or appropriate meaning at translating	30.6 %
	(4) Menjelaskan	Inappropriate (Lose of Subject)	Have problems in determining the correct or appropriate meaning at	8.4 %

			translating	
	(5) Digambarkan	Inappropriate (Lose of Subject)	difficulties in determining the correct or appropriate meaning at translating	19.4%

Most of students translated “Drawing on” not correctly, because they have problem in translating this sentence. Some of them improvise the translation into berdasarkan, terlihat, meggambar, menjelaskan, and digambarkan, which makes the sentence lose of the subject. This is because they have problem in determining the correct or appropriate meaning at translating (61.2% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned by responden 8 saya mengalami kesulitan dalam pemilihan kata saat menterjemahkan .

d. Sentence 4: **In particular**, the chapter **suggests** that the formation of the linguistic ethnography forum (LEF: www.lingethnog.net) is centrally important in

providing a community of practice for researchers using ethnography and linguistic analysis in their work.

The following is the discussion of students' problems in translating English into Indonesian at English Department of UIN Antasari Banjarmasin.

English word	Students' translation	Analysis on the translation	Problems	Percentage
In particular	(1) Khususnya	Appropriate	-	47.2 %
	(2) Dirincikan	Wrong	Problems in translating phrase.	11.1 %
	(3) Pada saat tertentu	Wrong	Problems in translating phrase.	11.1 %
	(4) Secara khusus	Less appropriate	Have problems in determining the correct or	30.6 %

			appropriate meaning at translating	
--	--	--	------------------------------------	--

Most of students translated “In Particular” correctly, but some of them have problem in translating this sentence. Some of them improvise the translation into *khususnya, dirincikan, pada saat tertentu, and secara khusus*, which makes the sentence wrong meaning and less appropriate. This is because some of them have problems in translating phrase (38.9%) and determining the correct or appropriate meaning at translating (61.2% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned by respondents 7 and 8 saya mengalami kesulitan dalam pemilihan kata saat menterjemahkan, dan menterjemahkan suatu frase.

English word	Students’ translation	Analysis on the translation	Problems	Percentage
Suggests	(1) Mengemukakan	Appropriate	have problem in determining the correct or	30.6 %

			appropriate meaning at translating	
	(2) Menyarankan	Less Accurate	have problem in determining the correct or appropriate meaning at translating	30.6 %
	(3) Mengusulkan	Less appropriate	have problem in determining the correct or appropriate meaning at translating	16.6 %
	(4) Menunjukkan	Appropriate	-	16.6 %

	(5) Mengisyaratkan	Less appropriate	have problem in determining the correct or appropriate meaning at translating	5.6 %
--	--------------------	------------------	---	-------

Most of students translated “Suggest” correctly, but some of them have problem in translating this sentence. Some of them improvise the translation into *mengemukakan*, *menyarankan*, *mengusulkan*, *menunjukkan*, and *mengisyaratkan* which makes the sentence less appropriate in adjusting sentence. This is because some of them have problem in determining the correct or appropriate meaning at translating (61.2% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned by responden 8 *saya mengalami kesulitan dalam pemilihan kata saat menterjemahkan* .

e. Sentence 5: The chapter also **points to the increasing impact of interdisciplinarity** on the development of linguistic ethnography.

The following is the discussion of students’ problems in translating English into Indonesian at English Department of UIN Antasari Banjarmasin.

English word	Students' translation	Analysis on the translation	Problems	Percentage
Points to	(1) Menunjukkan adanya	Appropriate	-	47.2 %
	(2) Ditunjukkan untuk	Inappropriate (Passive Voice)	Problems in understanding the meaning of source language (English)	19.4 %
	(3) Mengkhususkan	Inappropriate	Problems in understanding the meaning of source language (English)	5.6 %
	(4) Menitikberatkan pada	Less Accurate	Problems in understanding	22.2 %

			the meaning of source language (English)	
	(5) Menekankan kepada	Less Accurate	Problems in understanding the meaning of source language (English)	5.6 %

Most of students translated “Points to” correctly, but some of them have problem in translating this sentence. Some of them improvise the translation into *menunjukkan adanya, ditunjukan untuk, mengkhususkan, menitikberatkan, and menekankan pada*, which makes the sentence less accurate in understanding the meaning of source language. This is because some of them have problem in understanding the meaning of source language (English) (47.2% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned by responden responden 5 *misalnya teks tersebut teks tentang politik,*

saya merasa tidak bisa menterjemahkan teks tersebut karena kosakata yang ada didalamnya sulit untuk diartikan.

English word	Students' translation	Analysis on the translation	Problems	Percentage
Increasing impact	(1) Peningkatan dampak	Appropriate	-	47.2 %
	(2) Meningkatkan dampak	Inappropriate (Object is missing)	Problems in adjusting sentence pattern from English into Indonesian.	25 %
	(3) Peningkatan pengaruh	Less Accurate	Problems in adjusting sentence pattern from English into Indonesian.	22.2 %
	(4) Meningkatnya pengaruh	Inappropriate (Object is	Problems in adjusting	5.6 %

		missing)	sentence pattern from English into Indonesian.	
--	--	----------	---	--

Most of students translated “Increasing Impact” correctly, but some of them have problem in translating this sentence. Some of them improvise the translation into *peningkatan dampak*, *meningkatkan dampak*, *peningkatan pengaruh* and *meningkatnya pengaruh*, which makes the sentence miss the object. This is because some of them have problem in adjusting sentence pattern from English into Indonesian (47.2% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned 9 saat menterjemahkan sangat kurang dalam menyusun kalimat dengan baik/ tersusun dengan baik.

English word	Students’ translation	Analysis on the translation	Problems	Percentage
Interdisciplinarity	(1) Interdiscipliner	not accurate	Problems in understanding the meaning of source	30.5 %

			language (English)	
	(2) Interdislinarity	not accurate	in understanding the meaning of source language (English)	27.8 %
	(3) Kedisiplinan	not accurate	in understanding the meaning of source language (English)	36.1 %
	(4) Cabang ilmu pengetahuan	not accurate	in understanding the meaning of source language (English)	25.6 %

Most of students translated “Interdisciplinarity” not correctly, because they have problem in translating this sentence. Some of them improvise the translation into *interdiscipliner, interdisciplinarity, kedisiplinan, and cabang ilmu*, which makes the sentence not accurate in understanding the meaning of source language. This is because they have problem in understanding the meaning of source language (English) (47.2% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned responden 5 *misalnya teks tersebut teks tentang politik, saya merasa tidak bisa menterjemahkan teks tersebut karena kosakata yang ada didalamnya sulit untuk diartikan.*

- f. **It argues** that its **democratic approach** to **participation and interpretation** of local perspectives is often a good **starting point** around which interdisciplinary teams can **cohere**.

The following is the discussion of students’ problems in translating English into Indonesian at English Department of UIN Antasari Banjarmasin.

English word	Students’ translation	Analysis on the translation	Problems	Percentage
It argues	(1) Peneliti berpendapat	Wrong	Do not know pronoun	11.1 %

	(2) Ini berpendapat bahwa	Less Accurate	Cannot find proper translation	22.2 %
	(3) Hal ini mengemukakan pendapat	Less Accurate	Cannot find proper translation	13.7 %
	(4) Bab ini beranggapan	Less Appropriate, their is personification	-	11.2 %
	(5) Berpendapat bahwa	Subject is missing	Cannot find proper translation	11.2 %
	(6) Ini membuktikan bahwa	Inappropriate	Cannot find proper	30.5 %

			translation	
--	--	--	-------------	--

Most of students translated “It argues” not correctly, because they have problem in translating this sentence. Some of them improvise the translation into *peneliti berpendapat, ini berpendapat bahwa, hal ini mengemukakan pendapat, bab ini beranggapan, berpendapat bahwa, and ini membuktikan bahwa*, which makes the sentence miss the subject, inappropriate and less accurate in finding proper translation. This is because they have problem cannot find proper translation (61.2% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned 8 *saya mengalami kesulitan dalam pemilihan kata saat menterjemahkan* .

English word	Students’ translation	Analysis on the translation	Problems	Percentage
Democratic approach	(1) Pendekatan demokratis	Appropriate	-	66.6 %
	(2) Pendekatan demokrasi	Less appropriate	Problems in translating phrase.	22.2 %

	(3) Pendekatan yang demokratis	Less appropriate	Problems in translating phrase.	11.2 %
--	--------------------------------	------------------	---------------------------------	--------

Most of students translated “Democratic” correctly, but some of them have problem in translating this sentence. Some of them improvise the translation into *pendekata demokratis*, *pendekatan demokrasi*, and *pendekatan yang demokratis*, which makes the sentence less appropriate in translating phrase. This is because they have problem in translating phrase. (38.9% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned by responden 7 saya mengalami kesulitan saat menterjemahkan suatu frase.

English word	Students’ translation	Analysis on the translation	Problems	Percentage
Participation and interpretation of local perspectives	(1) Partisipasi dan interpretasi perspektif lokal	Appropriate	-	27.8 %

	(2) Partisipasi dan interpretasi perspektif/ pendengar lokal	Pendengar lokal is inaccurate appropriate	Have problems in simplifying English into Indonesian	13.8 %
	(3) Keikut sertaan dan interpretasi perspektif lokal	less appropriate	Have problems in simplifying English into Indonesian	11.2 %
	(4) Partisipasi dan interpretasi dari perspektif lokal	the use of “dari” makes it ambiguous less appropriate	Have problems in simplifying English into Indonesian	22.2 %
	(5) Partisipasi dan penafsiran dan pandangan	less formal	Have problems in simplifying	25 %

	setempat		English into Indonesian	
--	----------	--	-------------------------	--

Most of students translated “Participation and interpretation of local perspectives” correctly, but some of them have problem in translating this sentence. Some of them improvise the translation into *partisipasi dan interpretasi perspektif lokal, partisipasi dan interpretasi perspektif/ pendengar lokal, keikut sertaan dan interpetasi perspektif lokal, artisipasi dan interpretasi dari perspektif lokal, and partisipasi dan penafsiran dan pandangan setempat*, which makes the sentence less appropriate in simplifying English into Indonesian. This is because some of them have problem in simplifying English into Indonesian. (58.3% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned by responden 1 *saya sulit menyederhanakan kalimat yang terlalu panjang kemudian menyederhanakan kalimat tersebut*.

English word	Students’ translation	Analysis	Difficulty	Percentage
Starting point	(1) Titik awal	Appropriate		63.8 %
	(2) Titik dasar	Less Accurate	Problems in translating	11.2 %

			phrase.	
	(3) Titik memulai	Less Accurate	Problems in translating phrase.	25 %

Most of students translated “Starting point” correctly, but some of them have problem in translating this sentence. Some of them improvise the translation into *titik awal*, *titik dasar*, and *titik memulai*, which makes the sentence less accurate in translating phrase. This is because some of them have problem in translating phrase. (38.9% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned by responden 7 saya sulit menyederhanakan kalimat yang terlalu panjang kemudian menyederhanakan kalimat tersebut.

English word	Students’ translation	Analysis on the translation	Problems	Percentage
Cohere	(1) Bersatu	Less accurate	Cannot find proper translation	41.6 %
	(2) Berlanjut	Inappropriate	Cannot find proper	22.2 %

			translation	
	(3) Singkatnya	Wrong	Cannot find proper translation	11.2 %
	(4) Melekat satu sama lain	Inappropriate	Cannot find proper translation	25 %

Most of students translated “cohere” correctly, because they have problem in translating this sentence. Some of them improvise the translation into *bersatu*, *berlanjut*, *singkatnya*, and *melekat satu sama lain*, which makes the sentence inappropriate in finding proper translation. This is because they have problem cannot find proper translation. (61.2% of the respondents admitted it in the questionnaires). This is in accordance with the students’ statement in the interview: As mentioned by responden 8 saya mengalami kesulitan dalam pemilihan kata saat menterjemahkan.

g. **In conclusion**, the chapter suggests that the ability to work collaboratively with professional groups and **like-minded researchers** has been one of the main

benefits of the development of the field and that it is this breadth and reach which hold the most promise for linguistic ethnography.

English word	Students' translation	Analysis on the translation	Problems	Percentage
In conclusion	(1) Kesimpulannya	Appropriate	-	41.6%
	(2) Sebagai kesimpulan	Less common, less appropriate	Have problems in translating phrase	22.2%
	(3) Pada akhirnya	Inappropriate	Have problems in translating phrase	36.2%

Most of students translated “cohere” correctly, because they have problem in translating this sentence. Some of them improvise the translation into *kesimpulannya*, *sebagai kesimpulan*, and *pada akhirnya*, which makes the sentence less appropriate in translating phrase. This is because they have problem in translating phrase. (38.9% of the respondents admitted it in the questionnaires). This is in accordance with the

students' statement in the interview: As mentioned by responden 7 saya mengalami kesulitan saat menterjemahkan suatu frase.

English word	Students' translation	Analysis on the translation	Problems	Percentage
Like-minded researcher	(1) Peneliti yang berfikiran sama	Less accurate	problems in determining the correct or appropriate meaning at translating.	33.3 %
	(2) Peneliti yang berfikiran serupa	Inappropriate	problems in determining the correct or appropriate meaning at translating.	47.2 %
	(3) Pikiran yang terhubung dari	Inappropriate	problems in determining	8.3 %

	para peneliti		the correct or appropriate meaning at translating.	
	(4) Peneliti yang sepemikiran	Appropriate	problems in determining the correct or appropriate meaning at translating.	11.2 %

Most of students translated “Like-minded researcher” not correctly, because they have problem in translating this sentence. Some of them improvise the *translation into peneliti yang berfikiran sama, peneliti yang berfikiran serupa, pikiran yang terhubung dari para peneliti, and peneliti yang sepemikiran* , which makes the sentence inappropriate in determining appropriate meaning. This is because they have problem in determining the correct or appropriate meaning at translating (61.2% of the respondents admitted it in the questionnaires). This is in

accordance with the students' statement in the interview: As mentioned by responden 8 saya mengalami kesulitan dalam pemilihan kata saat menterjemahkan.

Based on the research findings, the writer found three problems faced by 7th semester students of English Department, these are; Less of Mastering English Vocabulary, Accuracy in Diction ad Less of understanding meaning generally both lexical and grammatically.

1. Less of Mastering English Vocabulary

English is one of the foreign languages studied by the people of Indonesia, starting at the elementary, secondary and even up to college level. Therefore, it is necessary to study the right language learning for non-English people. Foreign language learning including in this case the English language can be done in various ways and methods. Similarly with vocabulary learning.

Vocabulary is one of the elements of language that must be owned by the students and teachers of foreign languages including English. An adequate vocabulary of English vocabulary can support a person in communicating and writing in that language. Thus, it can be said that speaking and writing which are language proficiency must be supported by knowledge and mastery of rich, productive and actual vocabularies.

As stated by Newmark (1974) "Translation is an exercise which consist in the attempt to replace a written message in one language by the same message in another

language.” So in the translation, the role of vocabulary is very essential, because by mastering vocabularies the person will be easy in translation process and changing text or message in one language by the same text or message in another language.

The addition of a person's vocabulary is generally considered an important part of either the learning process of a language or the development of one's ability in a controlled language. For that we need the right method in the framework of learning English vocabulary so that the need for vocabulary in English language learning can be achieved.

2. Accuracy in Diction

Choosing the right word is essentially a routine work of the translator in his attempt to divert the message from the source language text into the text of the subject he is going to write. An experienced translator must always have trouble finding the right words, with appropriate weights and connotations.

Word choice is an important element in translation. Poor diction in translation may transfer different message to readers. Good diction is still a problem to translators even to the experienced ones. These difficulties include the determination of words with the equivalent quality and connotation, the naturalization, and term and phrase selection that have no equivalence in Indonesian. To overcome these constraints, translators are required to master in diction to produce natural translation.

According to Nida and Taber (1969 in Larson, 1984:33) translation process in three steps:

- a. Understanding the meaning/ message of SL text, through analyzing its words, phrases, and sentence structures or grammar used on the sentences;
- b. Transferring the analyzed messages in SL into the TL messages by finding out the equivalent meanings of the text/ This step is called an Internal Process; and
- c. Restructuring the equivalent meanings of SL to RL with accepted forms/sentence Patterns. The messages in RL must be the same with the messages in SL. Some adjustments of lexical or grammatical are done, transformation happens. Both steps (2-3) are called deep structure, everything still happens in one's mind. When the result is already fit between SL text and RL text, translation is written.

3. Less of Understanding Meaning both Lexical and Grammatically

According to Fardani (2010, p. 37) in the process of translation, meaning plays an important role. The meanings relate to the language function as a means of communication. It is closely influenced by the grammar, context, situation and society culture to where the meaning occurs.

It is conventionally believed that familiarity with the source and target languages, as well as the subject matter on the part of the translator is enough for a good translation. However, due to the findings in the field of text analysis, the role of text structure in translation now seems crucial. Therefore, the present paper sets out with an introduction on different types of translation followed by some historical reviews on text analysis, and will then describe different approaches to text analysis.