The Multifaceted Dimensions of English Linguistics, Literature and Education

Proceedings of International Conference
on the 2nd English Linguistics, Literature and Education (ELITE)
10 -11 October 2014

Editors:
Santi Erliana
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English Education Study Program
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Layouter:
@Tazmaneiya

FOREWORD

The proceedings, *The Multifaceted Dimensions of English Linguistics, Literature and Education*, are the selected papers that were presented in the 2nd English Linguistics, Literature and Education (ELITE) International Conference in Indonesia conducted at the State Islamic College of Palangka Raya, Central Kalimantan, on 10 -11 October 2014. The title of the proceedings was taken from the theme of the International Conference.

The conference was organized by English Education Study Program of the State Islamic College of Palangka Raya in cooperation with the Association of Teachers of English Linguistics, Literature and Education (ELITE) in Indonesia. English Linguistics, Literature and Education is a discussion forum that researchers, practitioners (lecturers, teachers and instructors) and teachers can expose their ideas, researches and products on language teaching of English Linguistics, Literature and Education. One of the annual activities is international conference which is aimed at testing out ideas and perspectives of all researchers, practitioners (lecturers, teachers, instructors) with intellectual bearings that can be different one another and to share a similar frames of reference. This conference is objected to bring together a broader spectrum of scholars to have an intellectual conversation.

With the compilation of the conference papers, it is expected that the proceedings will be beneficial for the practitioners (lecturers, teachers and instructors) participating in the conference. Also, it is hoped that this proceedings will be useful for those who are interested in the development of their knowledge in language teaching of English Linguistics, Literature and Education.

The appreciation is addressed to the organization of the conference and the publication of the proceedings. First, it is addressed to the Chairman of State Islamic College of Palangka Raya (Dr. Ibnu Elmi A.S. Pelu, SH., MH) as well as the President of ELITE (Dr. Hj. Like Raskova O., M.Ed). The gratitude is also addressed to the plenary speakers of the conference, Prof. Rodney H Jones (City University of Hongkong, Hongkong), Prof. Peter Mickan (Adelaide University, Australia), Prof. Joko Nurkamto, M. Pd (Sebelas Maret State University), and Handoyo Puji Widodo, S. Pd., Postgrad. Dipl. Appl. Ling,. MA (University of Adelaide, South Australia). Finally, the deepest thanks go to the members of the organizing committee, and all lecturers and students of English Education Study Program of the State Islamic College of Palangka Raya who gave their attention and time for the success of the international conference.

Palangka Raya, 26 December 2014

Editors

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AN ANALYSIS ON STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH SENTENCES INTO INDONESIAN

Nurlaila
STAIN Malikussaleh Lhokseumawe, Indonesia
nurlaila_daud@ymail.com

Abstract: This study focused on the students' problems in translating English into Indonesian. It dealt with the aspects of lexical and grammatical meanings. This research was aimed at knowing the difficulties the students encountered in translating English sentences into Indonesian. The kind of approach used in this study was qualitative and the type of research was case study. The fourth semester students were chosen only 12 respondents since qualitative research need only small number of sample. The data were obtained by observing the students activities during the teaching learning process and mainly it was gathering through the learners' task of English-Indonesian translation on translation I subject. The data were analyzed using Miles and Huberman Model that followed four steps namely data collection, data reduction, data display and verification or conclusion drawing. It was found out that students encountered problems in the form of grammatical errors (morphological errors, syntactical errors, and addition), and the lexical errors. The lexical type of errors is the most prominent among the four types, and the syntactical error was the most prominent in the grammatical errors. It was suggested to have a well-organized class and a well-prepared on the problems of lexicon and of grammar could be supported in the classes of reading comprehension and English vocabulary, then the problems of morphology, syntax, and function words were conducted in the class of English syntax. The teaching should be oriented on guiding the students on using the language rather than studying about the language. More research of the same type can be carried out by other English lecturers at other universities to get various cases to solve the problems of translation from English into Indonesian encountered from Indonesian Students.

Keywords: *students' difficulties, translation, lexical and grammatical errors*

INTRODUCTION

Translation seems to be one of some interesting subjects for the students to learn because through this subject, they can understand the English correctly. The university students, especially the ones from STAIN Malikussaleh have specific subject on Translation namely Translation I and Translation II. In that subject, the students are expected to be able to transfer meaning from the source text namely English to the target text that is Indonesian and also from Indonesian into English in good, correct and acceptable translation. It is the most important tool to use and to practice before they are involved in a real job as teacher or translator with English as the target language.

There are many factors that can hindrance students to master English translation. Many

students said that they have some vocabularies but they did not know the way to give best meaning based on context. They feel confused to choose one meaning that is suitable to be put in specific way to get meaningful information from the sentences being translated. Based on those facts, the main problem of this research is the fourth semester students of STAIN Malikussaleh Lhokseumawe were difficult to translate the English into Indonesian well. It could be identified that most of them usually translate the text word by word without knowing the grammar in the text being translated and also some of the students have lack of vocabulary and tend to translate the sentences lexically.

This study was aimed at knowing the kinds of problem faced by the fourth semester students in translating English sentences into Indonesian. The focused of this research is on the result of translation done by the students in sentences form from English into Indonesian. It is hoped that the result of this research can be used as a reference for other researchers who wants to conduct similar research in other institution especially in translation subject and hopefully this finding can also be beneficial for both lecturers and the students in many ways such as in designing, managing or running the translation class especially in the fourth semester students of English Department of STAIN Malikussaleh Lhokseumawe. Moreover, in the students' side, this study could help them to get rich from the same problem in translation subject since the lecturers had known the way to solve it.

From the facts explained above, it was needed to get the answer to solve the problem by conducting a case study which focuses on translation subject at university level, entitled "An Analysis on Students' Difficulties in Translating English Sentences into Indonesian (A Case Study).

THEORETICAL FRAMEWORK
Definition of Translation

There are some definitions of translation given by some experts. Different linguists would have different ways in giving the meaning to the term although they shown the same thing. In this article, it is needed to quote some of them.

According to Owen (1998: 5) translation is the transfer of meaning of a text (which may be a word or a book) from one language to another for a new readership. In addition, Venutti (2000:333) defined the term translation as a dual act of communication requires not only a single code but two different codes, the source language and the target languages. Moreorer, Bell (1991:13) gave his argument on translation as the process or result of converting information from one language or language variety into another which is aimed at reproducing as accurately as possible all grammatical and lexical features of the 'source language' original by finding equivalents in the target language". Furthermore, Nida and Taber in Choliluddin (2009:3) stated that translation consists of reproducing the receptor language to the closest natural equivalent of the source language message, first in term of meaning and secondly in term of style.

Based on those definitions given by some linguists above, it can be concluded that translation is a process of transferring meaning from one language into another by considering meaning equivalence from source text into target text. The result of transferring should show similar semantic and pragmatic aspects for having good understanding. In this case, a translator has to master the target language text, the source language text, the content to be translated, and the techniques of translating.

Types of Translation

There are some kinds of translation given by some experts; each kind has their own characteristics and forms. Jakobson in Basnet (2002:23) divided the translation into three kinds; they are intralingual (rewording), interlingual (translation proper), and intersemiotic translation (transmutation). According to him, intralingual translation is an interpretation of a verbal signs by means of other signs in the same language,

such as dialect, register within one of the same language. Then interlingual translation is a type of translation between two languages in which include the reproduction of target language message with the closest natural equivalent meaning of the source language text. Then, inter-semiotic translation is an interpretation between sign systems in which verbal signs are transferred into nonverbal systems. This research was focused on interlingual translation that was an interpretation from English into Indonesian.

Based on the explannation above, it can be concluded that there are some kinds of translation and each kind has its own characteristics and forms.

Problems in Translation

Translation is not an easy task. It needs a serious attention and concentration. It can be said that the core of translation is a transfer of message. Hatim and Munday (2004:6) said that " Translation is process of transferring a written text from SL to TL". The translator should be careful in replacing the meaning from one language into another. The translator is not only be able to change meaning that is relevant to target context but also he must be able to know the culture of the target language. Cultural differences can cause big problem for a translator to connect to the reader for having good understanding to the reader.

In reality, the process of substituting the text-that is translating faced many problems. This stems from the fact that languages are used differently by their own speakers to express themselves in oral and written form. There are some problems that are faced by the translators in translating the sentences for example. Especially in expressing proverb, idioms, nominal or adjectival phrases, and the onomatopoeia of animal sounds differently between English and Indonesian. But this also suggests that speakers use their language differently with regards to such grammatical and discourse aspects as word choice, word collocation, sentence patterns, discourse patterns, and discourse rules.

Previous Study

Rini (2007) conducted a research on the difficulties in translating texts for beginner translator student at English Department, Faculty of Letters, Petra Christian University. The result of the research showed that there were various difficulties and mistakes can occur. Students still have difficulties in understanding the text and in restructuring it into good Indonesian language. They still need to do a lot of exercises in transferring the meaning of the words, group of words or sentences.

Měchura (2005) has done the research on Czech-English translation difficulties arising from differences in word order deals with Czech-English translation difficulties that result from differences in word order between the syntax of the two languages. A functional framework is used to interpret the implications of the syntactical differences. Both English and Czech have a tendency to present given information at the beginning of a clause and new information at the end, but the flexibility of Czech word order makes it possible to observe this principle more consistently than English syntax makes possible. The result showed in significant mismatches in word order between Czech clauses and their English translation equivalents. For reasons of length and simplicity, this work focused on declarative clauses. There were some other relevant researches conducted by other researchers that is not possible to be mentioned here, but this research showed the differences in term of research subject and the scope of research.

RESEARCH METHODOLOGY

This research was a part of qualitative approach and the type is case study. In doing a case study, it is needed to start with a case or problem faced by learner in learning to be solved. According to Suryabarata (2006:80) case study is a result of deep research of certain social unit which the complete picture and more organized

on the certain unit. Moreover, Patton (1991:23) said that case study particularly useful when one needs to understand a problem or situation deeply and he or she can identify cases with real information which can be learned from phenomenon examples in question form. Thus, it can be said that case study is the study about case or problem and situation that difficult faced by students when learning.

The research was conducted at the fourth semester students of STAIN Malikussaleh Lhokseumawe academic year 2014-2015 who takes translation 1. This class was chosen since the problem was found there. The data needed was collected from twelve students. The considerations of choosing the subjects were based on their level of achievement in the translation subject. They were four respondents taken from each level of ability namely higher, middle and lower.

The techniques of data collection used were observation and documentation. Observation is technique of collecting the data by observing the activities in teaching-learning process in classroom. Marshall in Sugiono (2006:254) stated that " through observation, the researcher learns about behavior and the meaning attached to those behaviors". Observation was done directly as the teaching learning process of translation class and documentation was taken from the result of students' task that was done individually in class. The researcher is the key instrument of this study. Lincoln and Guba in Sugiono (2006:60) said that the instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is initial and continuing mainstay. They had been used extensively in earlier stages of inquiry. Another instrument that was used is observation checklist. It was needed to help the researcher in remembering the class situation and to record the students' activities.

This research also used documentation as one of the data collection technique. Hornby (2000:132) in Oxford dictionary stated that documentation is the documents or authentic things that used as an evidence or proof. While Bogdan in Sugiyono said that document is used broadly refers to any first person narrative produce by an individual which describes his or her own actions, experience, and beliefs. In this case, document meant the result of students' translation of English sentences into Indonesian taken from the students' task in class. The data were analyzed using Miles and Huberman model. Miles and Huberman in Sugiono said "activity of analyzing the data for qualitative is done by interactive and continue until finished. Activity in analyzing data there are data reduction, data display and conclusion/verification.

In reducing phase, it involves the process of abstraction, selecting and focusing the raw data obtained in the data collection. In data abstracting, the data were sharpener, sorted and focused and trancribed into the written texts. In data selecting, the data collected are examined thoroughly and irrelevant data were discarded and the relevant data were organized in such a way so that the final conclusion can be drawn. In displaying phase, those data were used to describe what happening in teaching learning about in translating English into Indonesian in form of sentences. By displaying the data, it would be easy to understand what has happened and known what the researcher did. Finally conclusion was the last step of analyzing the data. The conclusion was drawn to answer the problem and objective of the research.

Analysis the Result of Observation

The analysis of the teaching and learning process was done by referring to the information obtained from observation checklist. The information was about the student's behavior and their attitude in translation class. The focused of observation was on the students' problem in transferring information from one language (English) into another language (Indonesia) in sentences form.

Table 1. Result of Observation of the Problem Faced by Students in Translating English Sentences into Indonesian

No	Parts Being Observed	Done	Not Done
Whilst-Teaching Activities	1. The lecturer explained the material and all students listened the explanation.	√	
	2. The lecturer asked the students difficulties in understanding the material especially in translation English sentences		√
	3. All students had understood the teacher's explanation.	√	
	4. The lecturer asked the students to translate English sentences into Indonesian.		
	5. The lecturer gave occasion to the students to think and analyze the sentences given individually.	√	
	6. The students opened dictionaries and asked friend sometimes.	√	
	7. Some Students asked to the lecturer a difficult word even though they had told to answer themselves firstly.	√	
	8. Some students looked at their friends work	√	
	9. Some students asked question related to tenses	√	
	10. Some students seem confused to translate those sentences given.	√	
	11. Most of the students could do the translation in short time.		√

From the table, it could be seen that the lecturer explained the material by giving some sentences and discussed together with the students the best answer and explained why it should be answered so. Then, the lecturer asked the students difficulties in understanding the material, then the teacher gave the examples of context clue which the students could practice in decreasing their problems in translating sentences from English into Indonesian. After that the lecturer asked the students to translate English sentences into Indonesian individually. The students were given enough times to think and analyze the sentences given. The students were not allowed to open dictionary to find the meaning and they also not forbidden to ask for friend. Some Students asked the lecturer a difficult word; the lecturer pleased the student to try their best answer firstly.

From the class situation, it could be seen that most of the students were not confident to present their own translation; they were not sure what they had translated. The feeling of unsureness could be caused by their lack of vocabulary mastery and ability to guess meaning based on context. Guessing meaning based on context could be done if the students got problem in understanding the word especially an unfamiliar word. Some of them afraid of making mistakes especially on constructing good sentences or good grammar, this facts could be detected since some students seems to ask for friend about the grammar like the tenses form. Some of the students gave no answer to the specific number without writing anything. The result of students answers were became the documentation to be analyze to find out students difficulties in translating problem from SL (English) into TL (Indonesia)

Analysis of the Result of Documentation

There were ten sentences contain in the document taken from the students' result of translation, each of the sentence was divided

into some errors categories namely grammatical errors (morphological, syntactical, omission and addition) and lexical errors. The parts of errors could be in term of subjects, predicate, objects or complement. Some sentences were complex sentences which were long ones, it was still written fully to show the parts of error in whole sentence. The subject of the research was taken only nine students, thus the analysis only focused on those mistakes or errors made by them in transferring information from source language into target one. The students' result of translations was put in the Indonesian translation columns. If the translation was exactly the same, it was not written twice. When there was a bit differences between one students' translation and other, it was shown in brackets or slashes, if it was thought that those slight differences change the meaning of the information given in SL. Some words were deliberately printed in bold to show the parts of errors had been translated. Column of comments were filled with type of errors done by students. Not all students' translation was presented in this article due to the limited number of pages should be done. The following table is shown some samples of errors made by the students.

Table 2. Samples of Errors Made by the Students

No	English Version	Indonesian Version/Students' Translation	Comments
1.	We watch as the **cat came quietly** through the grass toward the bird. When it was just **a few feet** from the victim, it gathered it legs under itself, and pounced.	-Kita melihat <u>kucing itu yang hitam berjalan</u> diatas rumput kearah burung. Ketika kucing itu baru saja menangkap **kaki si burung**, pada saat itu kucing menarik kakinya burung dan menerkamnya. -Kita **melihat seperti kucing** yang datang diam-diam melalui rumput **terhadap burung**, ketika beberapa langkah dari korbannya. **Dia berkumpul dibawah kakinya sendiri.** -Kami melihat ketika kucing datang secara diam-diam melalui <u>rumput yang ada burung</u>. Ketika kucing itu hanya beberapa langkah lagi dari korban, **kucing menangkap kaki burung.**	Grammatical and lexical errors, and addition.
2	The snack slithered through the grass	-Ular itu **menjalar** melalui rumput -Ular **menyelinap** di sela-sela rumput -Ular **merayap** melalui rumput. -Ular itu **melata** melalui rumput. -Ular **mendesis** melalui rumput.	Lexical error

3	Unlike her gregarious sister, Jane is a shy, unsociable person who doesn't like to go to the parties or to make new friends.	-*Tidak seperti kelompok kakaknya*, Jane adalah seorang pemalu, orang yang mudah bersosial, tidak suka pergi ke pesta atau *membuat pertemanan baru*. -**Dia tidak menyukai saudara perempuannya yang kasar.** _Jane adalah seorang yang pemalu,_ orang yang tidak suka bergaul yang tidak suka untuk pergi ke pesta atau mencari kawan baru. -Tidak seperti kakaknya **yang lasak,** Jane seorang yang pemalu, seorang yang tidak bersosial yang tidak suka ke pesta atau menemukan teman baru.	Lexical error, addition, morphological error, Syntactical error.
4	After the accident, the ship went down so fast that we weren't able to salvage any of our personal belongings	-Setelah kejadian itu, **kapal berangkat** sangat cepat kita tidak mampu menyelamatkan harta sedikitpun dari barang pribadi kita. -Setelah kecelakaan, **kapal jatuh** dengan sangat cepat sehingga kami tidak mampu untuk menyelamatkan *termasuk barang-barang kami*. -Setelah kejadian itu, **kapal berangkat** sangat cepat-cepat kita tidak mampu menyelamatkan harta. -Setelah kecelakaan, **kapal pergi** sangat cepat yang mana kami **tidak bisa menyelamatkan diri.** -Setelah kecelakaan, **kapal kembali** dengan cepat hingga kami tidak bisa menyelamatkan kepunyaan kami.	Lexical, syntactical, addition

To be able to analyze the students' difficulties in transferring information from SL into TL, it was needed to have knowledge on type errors in translation because most of students' difficulties were in lexical and grammatical point of view. Thornbury in Hernandez (2011:266), classified errors into three different types; they are lexicon, grammar, and discourse. Lexical errors are defined as mistakes at the word level, and they include, for example, choosing the wrong word for the meaning the students want to express (*I made my homework* instead of *I did my homework*). Grammar errors involve writing faulty structures which may include wrong verbal tenses, incorrect verbal forms, and syntax problems, among others. On the other hand, discourse errors are those "which relate to the way sentences are organized and linked in order to make whole texts"). Discourse errors are considered important to be tackled, but in this study, this kind of error is not suitable to be discussed.

Based on the data in the table above, it could be seen that there were some difficulties faced by the students in translating English sentences into Indonesian. It was shown by the errors that were found in the result of their translation that some seems unique in *Bahasa Indonesia*. There were two major difficulties found, namely: lexical and grammatical errors problems. Grammatical errors include syntactical, morphological and addition errors. To make us easy to identify types of errors in the table above, it was given special marks. The lexical error was written in bold type, grammatical error was underlined, addition error was italics, morphological error was bold and italics, and last one was syntactical error was italics and underlined.

FINDINGS AND DISCUSSIONS

From the table of the result of students' translation above it could be analyzed that there were three kinds of problems encountered in the result of translation; they were: lexical and grammatical errors, and addition.

Table 3: Students' Difficulties in Translation and Suggested Translation

No	English Words	Lexical/ Grammatical Errors	Suggested translation
1	Watch	Melihat	memperhatikan
2	Feet	Kaki burung	Langkah
3	Gathered it legs	-Menangkap kaki burung -Berkumpul dibawah kakinya	Kedua kakinya merapat
4	Toward the bird	Terhadap burung	Ke arah burung
5	Slithered	- menjalar -menyelinap -merayap -melata -mendesis	Berjalan

In translating the first sentence "We watch as the cat came quietly through the grass toward the bird. When it was just a few feet from the victim, it gathered it legs under itself, and pounced". The first problem of transferring into good Indonesian was in subject form. Most of students translated with *kita*, while the best translation was *kami* since the speaker include in the process. The second problem was in translating verb "watch", most result of translation was *melihat*. To my mind, that was not suitable to that context since the action need long times. Thus, it was better to say *memperhatikan* rather than *melihat*. The phrase "as the cat came quietly...", article "the" was mostly translated with *itu* while no matter with it. The phrase mentioned was mostly translated with *seperti kucing yang datang diam-diam* rather than translated *yang datang secara perlahan*. In this case, it was not easy for students to identify

"as" in context and "as" in general term. Lexical problem mostly found in students' translation. Some students were translated with *kucing hitam* while there no matter with color in the SL. So, wrong addition was occurred in transferring to TL context. Prepositional phrase "through the grass" was mostly translated by *"diatas rumput"* rather than *"diantara rerumputan"*.

Similarly, prepositional phrase "toward the bird" also had difficulty in choosing the best words in Indonesian. Some of students translated with *terhadap burung* because in dictionary toward was translated with *terhadap* in Indonesian. It would be understandable if it was translated with *kearah burung*. So, Lexical problem again occurred in their translation. In translating the next sentence of subordinate clause "when it was a few feet from victim...", most of the students were able to direct the pronoun "it" to "cat" but the translation in the main clause namely "it gathered it legs under itself, and pounced", most of students failed to translate pronoun "it" there. Most of students translated with *kaki burung*, while there were no related at all with bird's feet in this way. Again besides grammatical found here, lexical error also occurred; namely: feet that refers to miles or *beberapa langkah* (Indonesian) was translated with real feet (kaki). The content then became meaningless. To my mind, the good translation of the sentence is *"Kami memperhatikan seekor kucing yang datang dengan perlahan diantara rerumputan kearah burung. Ketika kucing berada beberapa langkah dengan burung, ia merapatkan kedua kakinya (memasang kuda-kuda) dan menerkam."*

The next sentence that was analyzed is "the snake slithered through the grass" mostly students were failed to find specific terms in Indonesian, so that the translation of lexical verb slithered that mostly difficult to be translated in good Indonesian. Although snake does not have feet, it is better to translate the term with *berjalan* rather than *merayap, melata, mendesis, menjalar,* and *menyelinap*. Let's discussed the term *merayap* for example, to the best of my knowledge, that term was not suitable to be put

in this context since it would produce different meaning of the original text. There was special animal suitable for this term but not for snake. It seems that the students found difficulties in finding equivalent term for it. The sentence could be translated in Indonesian is: *Ular berjalan diantara rerumputan*. The term *slithered* in English were best use rather than *walked* since the snake has no feet but in Indonesian best word was *berjalan* rather than *merayap, melata, menjalar, or menyelinap*. Again, most of the students made lexical errors especially on finding good equivalent to TL. There were some other sentences had analyzed but not all could be shown in this paper.

CONCLUSION AND RECOMMENDATION

There were some problems faced by the Students in Translating English sentences into Indonesian. Firstly, Students were lack of vocabularies; this problem caused them disabling when translating English sentences into Indonesian correctly. Secondly, the students still confused to connect one meaning into another to produce grammatical sentences from English into Indonesian. Thirdly, they have big problems in choosing one of the best meanings from dictionary to be put into sentence context being translated. They tend to translate literally or word by word translation so that the result would be ungrammatical and meaningless.

Based on that conclusion, it was suggested to the students and lecturers. The suggestion was directed to the students since the problems faced by them and to the lecturer since he/she was the ones who conduct the teaching learning process. In order to improve the students' learning quality in translating English sentences into Indonesian, they might study hard especially on the way of connecting the specific meaning to the context being translated, so the students need to learn more on context clues namely a clue that was given from words before and words after the sentences. Besides that, they must increase their motivation from their own, not only from outside themselves such as from lecturer, friends and also parents.

To the lecturer of translation class, that was one of them the researcher herself, to have a well-organized and well-prepared class on the problems of lexicon and grammar that could be supported by the class of Vocabulary I and II and Grammar classes. Then the problems of morphology, syntax, and function words are conducted in the classes of morphology and syntax class. The teaching should be oriented on the using the language rather than studying about the language.

More research of the same type can be carried out by other English lecturers at other semester or universities to get various cases to solve the problems of translation from English into Indonesian encountered by the Indonesian Students.

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