INFORMATICS ENGINEERING STUDENTS' DIFFICULTY IN TRANSLATING ENGINEERING TEXT

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Article History	Abstract
	This research is descriptive qualitative research with an embedded-case study research design. The purpose is to find out students' difficulty in translating informatics engineering text. To collect the data, this research used the descriptive method by content data analysis, FGD (focus group discussion), and questionnaire. The data were compiled in the English language and students would be asked to translate (Indonesian language) and fill a questionnaire in a google form. After collecting the data, it was validated by 2 raters through FGD. The findings of the study showed that students' difficulties in translating informatics engineering text were lack of vocabulary (60%), lack of understanding the grammar (13.3%), lack of understanding of context (13.3%), and lack of understanding of informatics engineering technical term (13.3%).

Introduction

Informatics Engineering students are advanced English language learners from high school. As an advanced English language learner, students already had basic English skills that allowed them to understand English text. This is because English is the language of instruction in the Informatics Engineering course. Therefore, it is important for students to understand the reading text, to obtain the information contained in it. Translation was the process of transferring from the source language into the target language. In that process, students need to have enough knowledge of vocabulary, understand context, and grammar from between source language and target language. The translation would be done to know the content or information in reading text, especially an English text. Some engineering students should know the content of text that they have read. The purpose of this research was to find out students' difficulty in translating engineering text. The benefit of this research, the researcher knew students' difficulty in translating engineering text and suggested some solutions for them. Then, for another researcher, they can do another research about media, strategy, or technique to translate engineering text.

Methodology

The researcher did this research from August to October 2022 by 15 students (informatics engineering) and has taken a purposive sampling technique. This research is categorized qualitative research with data collected by observable people (Bogdan and Taylor in Moleong, 2004:3). To collect the data, researchers used the descriptive method by content data analysis, FGD (focus group discussion), and questionnaire. The procedure of this research used reading text which was about informatics engineering. Then the text source (English language) asked students to translate it into (Indonesian language). After that, the translation result was analyzed

by two raters. Next, students were asked to fill in the questionnaire into a google form. Finally, the researcher drew the conclusion from the result. There was the research design below.
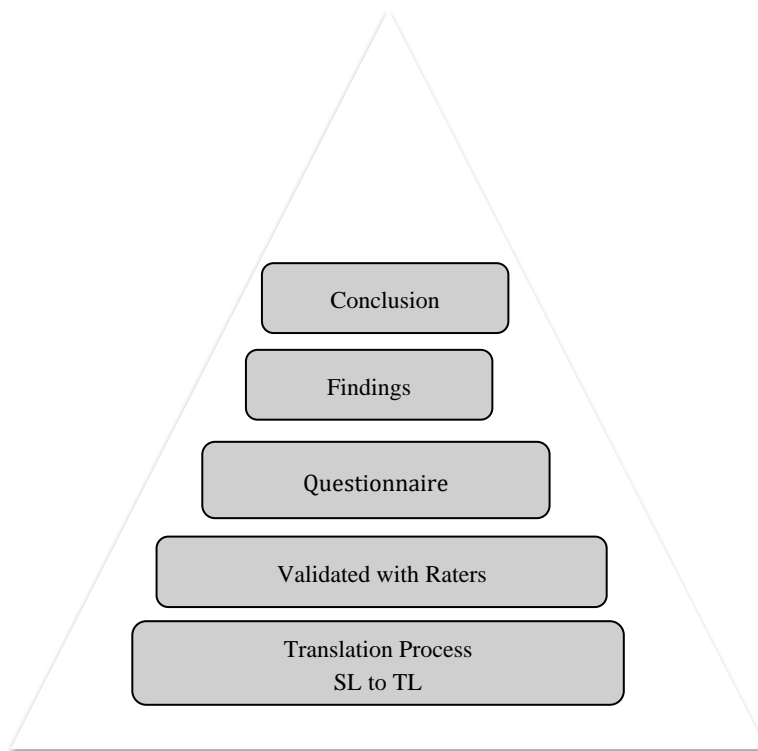

Figure 1. Research Procedure

Furthermore, data were taken and analyzed by content analysis. In this case, sorting out a simple reading text about informatics engineering by comparing the source language (English) and target language texts (Indonesian). In analyzing the data, the researcher used parameter qualitative form (Nababan, et al. 2012: 39-57) as shown in table 1.1. Finally, conclusions were made based on these findings.

Table 1.1
Translation Quality

Score	Translation category	Qualitative parameter
3	Accurate	The meaning of words, technical terms, phrases, clauses, sentences or texts of the source language is accurately redirected into the target language; absolutely no distortion of meaning
2	Less accurate	Most of the meanings of words, technical terms, phrases, clauses, sentences or texts of the source language are already accurately redirected into the target language. However, there is still a distortion of meaning or translation of double meanings (taxa) or there are omitted meanings, which interferes with the integrity of the message
1	Inaccurate	The meaning of a word, technical term, phrase, clause, sentence or text of the source language is inaccurately redirected into the target

		language or deleted.

Finding and Discussion

Based on questionnaire answers, there were some questions that researchers gave to informatics engineering students. Researchers divided into 10 questions related to students' difficulty in translating informatic engineering reading text. The first question about "do you know about translation", almost all students answered yes for the question. It proved that all students knew about translation.

The second question about "students' difficulty in translating process", students answered with the different percentage lack of vocabulary (60%), lack of understanding the grammar (13.3%), lack of understanding of context (13.3%), and lack of understanding of informatics engineering technical term (13.3%). Almost some students lack vocabulary because they seldom enlarge their vocabulary. It could be proven by testing them to translate English text.

The third question about "media students used in translating", students answered almost used google translation (100%). Students always used a google translation as media in translating English text, it made them no longer thinking and little bit lazy to increase their vocabulary in English. The fourth question about "how important it is to increase students comprehend in English", students answered very important (60%) and important (40%). For this part, students actually knew that they had to increase their comprehension in English. The fifth question about "how often students used informatics engineering term", students answered sometimes (86,7%), always (6,65%), and seldom (6,65%). As students answered, researchers could see students' frequency using the terms of informatics engineering text, so it made it difficult to translate using terms of informatics engineering.

The sixth question about "how often students translate informatics engineering text", students answered sometimes (53,3%), rarely (40%), and always (6,7%). From the answer, the researcher analyzed that students were less of practice in translating informatics engineering text by more than 53,3 % answered sometimes.

The seventh question about "how often students read informatics engineering text", students answered sometimes (46,7%), seldom (40%), and always (13,3%). The seventh question proved that students were sometimes reading informatics engineering text that made them unfamiliar with informatics engineering text.

The eighth question about "method students use in translating text", students answered word by word translation (86,7%) and literal translation (13,3%), the ninth question about "how do you translate text", students answered google translation (100%). The students always depended on the internet (google translation) in order to translate English text, it made them a little bit lazy to think or memorize vocabulary by themselves.

The last question about "media students use to improve students' vocabulary informatics engineering", students answered film (33,3%), listening to music (33,3%), dictionary (6,7%), and watching video (6,7%). This question intended to know what media they used to improve vocabulary especially for knowledge in vocabulary informatics engineering.

There were examples of student activity in translating engineering text:

Example 1

SL (Eng) : Sky News, Rte Player, and Met Eireann

TL (Indo) : *Berita langit, Rte pemain, dan Bertemu Eireann*

This was a less accurate translation because all the messages were not suitable with the context. In this text, they meant some useful applications that users would use in the play store application.

Example 2

SL (Eng) : Popular **apps**

TL (Indo) : ***Lamaran*** *terkenal*

It was inaccurate to translate the word "apps" into "lamaran" in Indonesian language. The word should be translated as "aplikasi" because "apps" was a short word (abbreviation) from (application) in English.

Example 3

SL (Eng) : Free calls and texts **to other users who have the viber app**

TL (Indo) : Panggilan dan teks gratis

This was a less accurate translation because some of the texts were untranslated. So, the massage was not delivered completely. In this case, it proved that students lack the vocabulary to translate in Indonesian language. The other hand, students did not know the equivalence of the words.

Example 4

SL (Eng) : **Irish Times** and The Journal.ie

TL (Indo) : ***Waktu Irlandia*** *dan Journal*

This was a less accurate translation because some of the texts were out of context. In this case, the word "Irish Times" did not mean "waktu Irlandia". In this context, it was one of the applications that you could use to know news from Ireland such as the New York Times.

Based on explanations above, the researcher found that students' difficulty in translating informatics engineering text was because of a lack of vocabulary, lack of understanding grammar, and lack of engineering technical terms. These findings related to Adinda Adriyani Pais (2020:37) with the title students' perception toward difficulties and ability in English reading at Muhammadiyah university of Makassar. She found that most students have difficulty in learning to read in terms of Lack of vocabulary, can't understand the main ideas in the text, grammatical confusion, can't capture the topic text, lack of structured text, can't answer the question text properly and correctly. It can be said that vocabulary was the base or foundation when we want to learn another language or even translate into target language.

Furthermore, research from Dina Merris (2019:65) also about an error analysis of students' translation text found that students made some errors in terms of vocabulary, use of prepositions, and incomplete sentences. Error analysis can also be implemented in teaching translation through five stages, namely test, correction, discussion, revision, and evaluation.

Another research was done by Hanna and Rina (2016:17) about translation competence in translating informative text for Indonesian EFL learners. Translation skill is viewed as the fifth skill after the other four skills that should be mastered by the second or foreign learner on studying English. Research found that translation competence by the source text is quite fair and organized with comprehension of the content sufficiently, yet there still made mistakes in grammar and word selection influencing the quality of the translated target text. So, this researcher proved that the main of students' problem was grammar and word selection. The wrong word selection because students lacked vocabulary knowledge.

Conclusion

In conclusion students' difficulty in translating informatics engineering text were lack of vocabulary (60%), lack of understanding the grammar (13.3%), lack of understanding of context (13.3%), and lack of understanding of informatics engineering technical term (13.3%). The researcher would suggest to all students (informatics engineering) for semester 1, they need to improve their vocabulary with enjoyable media such as film, listening music, social media, and etc.

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APPENDIX
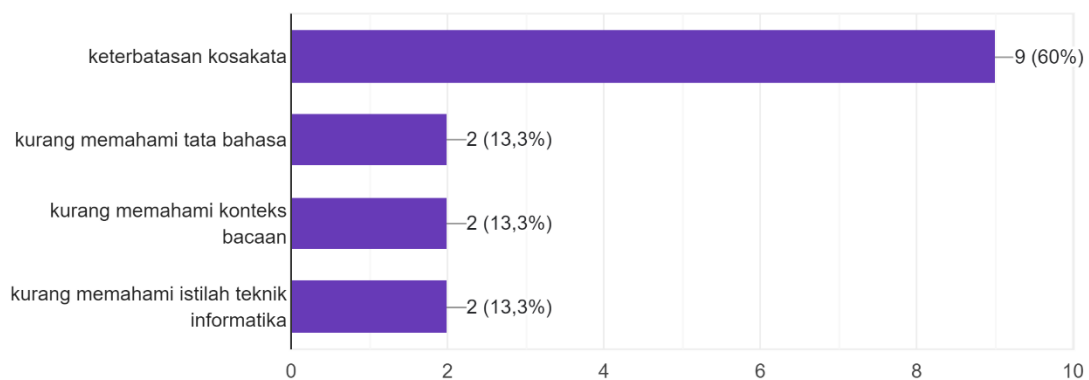Students' Questionnaire Informatics Engineering

1. Tahukah anda tentang Penerjemahan?
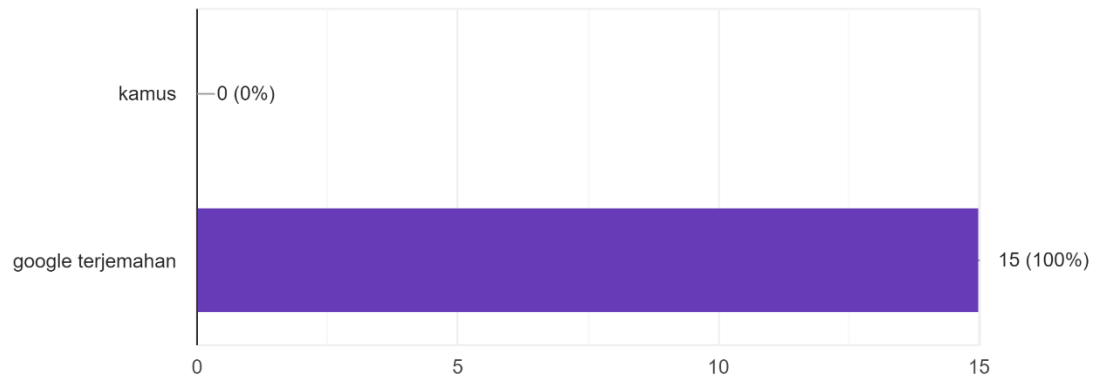15 jawaban
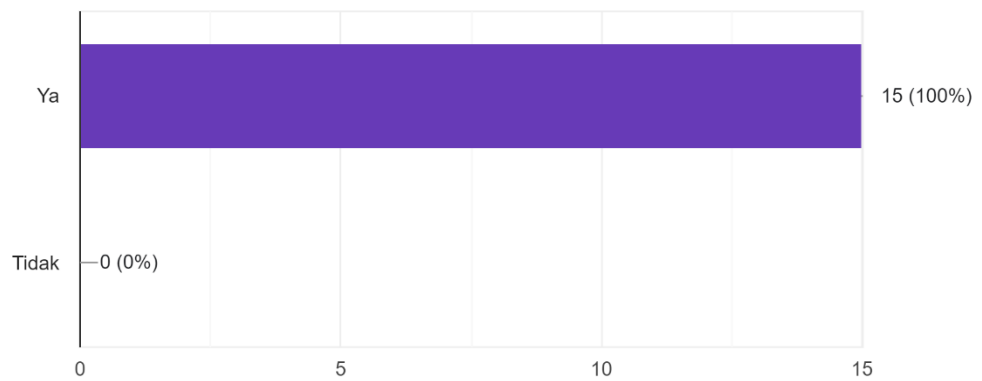
2. Kesulitan apa yang anda hadapi ketika menerjemahkan teks bacaan yang berkaitan dengan teknik informatika dalam berbahasa Inggris?
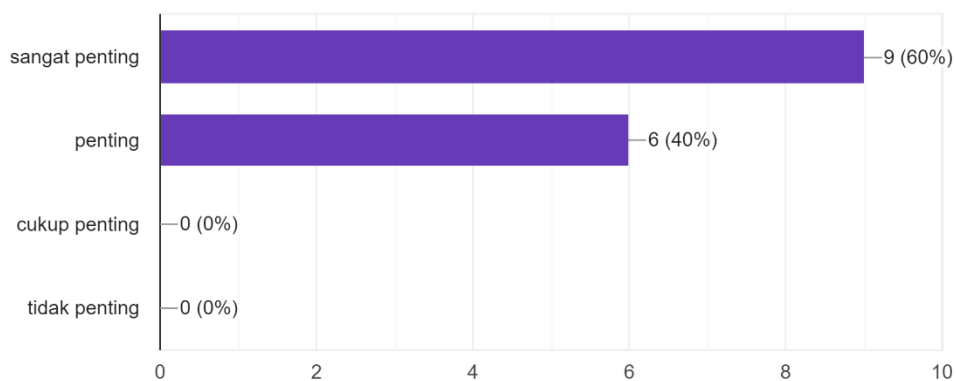15 jawaban

3. Media atau alat bantu apa saja yang sering anda gunakan dalam menerjemahkan teks bacaan bahasa inggris?
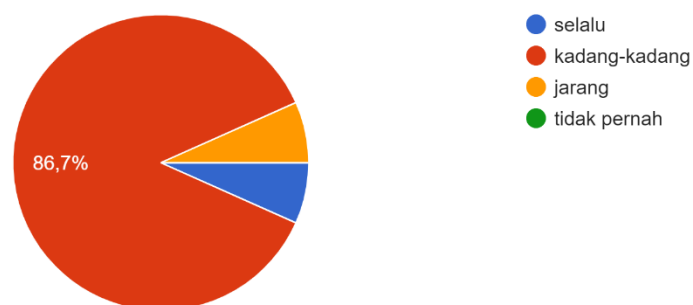
15 jawaban

4. Seberapa penting menerjemahkan teks bacaan untuk meningkatkan pemahaman dalam menjawab pertanyaan dalam bahasa inggris?
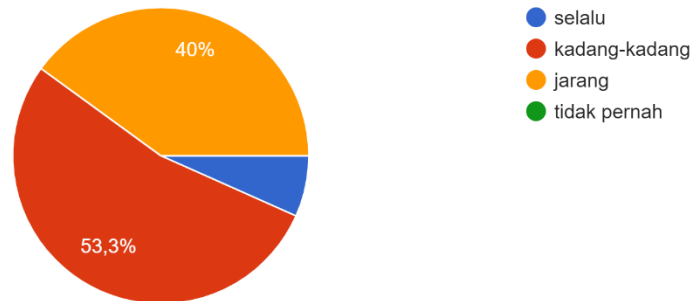
15 jawaban

5. Seberapa sering anda menggunakan istilah bahasa inggris teknik informatika dalam kehidupan sehari-hari?
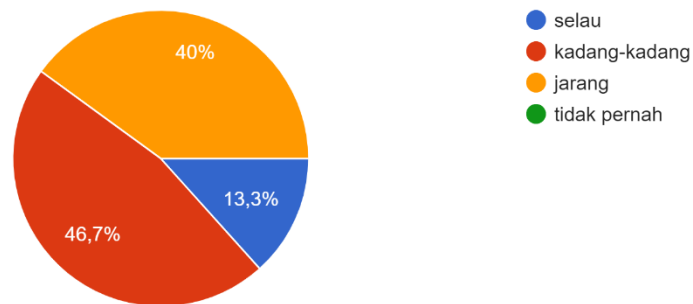
15 jawaban

6. seberapa sering anda menerjemahkan teks bacaan teknik informatika bahasa inggris ke dalam bahasa indonesia?
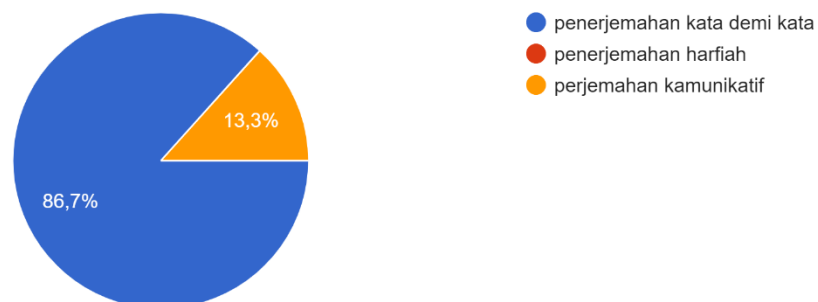
15 jawaban

- selalu
- kadang-kadang
- jarang
- tidak pernah

7. seberapa sering anda membaca teks bahasa inggris teknik informatika dalam bahasa inggris?
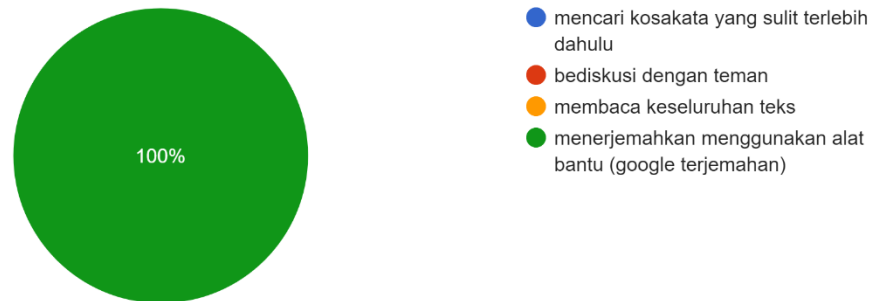
15 jawaban

- selau
- kadang-kadang
- jarang
- tidak pernah

8. metode penerjemahan apa yang sering anda gunakan dalam menerjemahkan teks bacaan bahasa inggris teknik informatika?

15 jawaban

- penerjemahan kata demi kata
- penerjemahan harfiah
- perjemahan kamunikatif

9. menurut anda metode yang paling menyenangkan dalam menerjemahkan teks bacaan bahasa inggris teknik informatika?
15 jawaban

- mencari kosakata yang sulit terlebih dahulu
- bediskusi dengan teman
- membaca keseluruhan teks
- menerjemahkan menggunakan alat bantu (google terjemahan)

10. Media manakah yang sering anda gunakan untuk meningkatkan kemampuan vocabulary (kosakata) dalam Bahasa Inggris yang berkaitan dengan istilah teknik informatika?
15 jawaban

- a. Kamus (dictionary)
- b. Film (movie)
- c. Mendengarkan musik (listening music)
- d. Permainan (games)
- e. Video (youtube)