

The Relationship Between Students' Difficulties in Translating English-Indonesian Text and Their Critical Thinking Skills

Ananda Kusuma Widiastuti¹, Riana Eka Budiastuti², Siti Aimah³

^{1,2,3}English Education, Universitas Muhammadiyah Semarang

Jl. Kedungmundu No.18, Kedungmundu, Tembalang, Kota Semarang, Jawa Tengah 50273

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ABSTRACT

Translation is an activity that cannot be separated from language learning. Some students often experience difficulties in translating. This situation makes students need to think critically in translating. This allows students to learn how to apply these abilities in real-life circumstances while also incorporating them into the educational process, where they must reflect, problem-solve, and evaluate. This is why it is important to investigate the need to apply critical thinking in dealing with students' translation difficulties. To differentiate between them, this research aims to determine the relationship between difficulties in translating and students' critical thinking skills, and tries to find something new as a novelty in this research. This research focused on 45 third semester English Literature students at Muhammadiyah Semarang University as the subject of this research, where they had received translation classes since the first semester. This research used a quantitative descriptive method, with the instrument used in this research being a questionnaire. There are two questionnaires in this research, a questionnaire on difficulties in translating and also a questionnaire on students' critical thinking skills. The results show that there was a relationship between difficulties in translating and students' critical thinking skills. The more students experience difficulties in translating, the higher the students' critical thinking skills. Based on the results of the questionnaire, it was found that students had critical thinking skills to face difficulties in translating which were classified into analysis, evaluation, inference, and reasoning.

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Corresponding Author:

Ananda Kusuma Widiastuti

Universitas Muhammadiyah Semarang

Jl. Kedungmundu No.18, Kedungmundu, Tembalang, Kota Semarang, Jawa Tengah 50273

Email: anandakusuma65@gmail.com

1. INTRODUCTION

Translation is an activity that cannot be separated from language learning. Translation also plays an important role in the language learning process, so it is not surprising that translation activities are challenging for students. As students, it is very important to learn to translate, because translating will be an important part for students in the learning process, either to translate what the teacher has delivered, to translate assignments given by the teacher, or a small part is to communicate with the teacher and much more. Therefore, as a student, they should learn or have the ability to translate what has been read, written, or listened to. Translating is not just translating from word to word but also adjusting the meaning from the source language to the target language so that there is no shift in the meaning to be conveyed from the source language.

Some students often experience difficulties in translating text. This was stated by students to be caused by several things. According to Puspita (2022), Even after learning about translation, students are still having problems. When translating a language, students must be able to understand the meaning of each word or sentence. It indicates that whomever wants to translate the text (translator) must comprehend and use proper grammar to produce a complete phrase. Based on research conducted by Fitri (2021), research that examines difficulties in translating, the results found that students experienced difficulties on several indicators. there are student difficulties in translation such as lack of vocabulary, grammar problems and errors in using transition words.

This situation makes students need to think critically in translating. According to Moon (2008), the development of critical thinking is a significant educational problem, and students who acquire high-level skills are referred to as critical thinkers. In the information age, students are faced with opposing points of view and unreliable materials. To live in this world, everyone must rely on their critical thinking abilities. Thus, the main goal of any educational institution is to assess and teach higher order thinking skills. This allows students to learn how to apply these abilities in real-life circumstances while also incorporating them into the educational process, where they must reflect, problem-solve, and evaluate. This is why it is important to investigate the need to apply critical thinking in dealing with students' translation difficulties.

Based on previous research regarding critical thinking. Saud (2020) examined the relationship between critical thinking and students' ability to translate. Then, Bolori (2013) examined the relationship between critical thinking and Iranian EFL learners' performance on a translation test. Both studies only focused on critical thinking and translation ability. To differentiate between them, this research aims to determine the relationship between difficulties in translating and students' critical thinking skills, and tries to find something new as a novelty in this research.

2. METHOD

This research used quantitative descriptive research. Quantitative descriptive research involves collecting numerical data and utilizing mathematical models to analyze it (Santika, 2019). This research focused on 45 third semester English Literature students at Muhammadiyah Semarang University as the subject of this research, where they have taken translation classes since the first semester. The object of this research was the relationship between students' difficulties in translating and their critical thinking skills. This research used two questionnaires as an instrument. One questionnaire on difficulties in translating was modified from Pranata (2023), this questionnaire was used to find out what difficulties students faced in translating. The two critical thinking skills questionnaires were modified from Honey in Khabiri (2013), this questionnaire was used to determine students' critical thinking skills. Then these two questionnaires were tested using SPSS to find out whether there was a relationship between difficulties in translating and students' critical thinking skills.

3. RESULT AND DISCUSSION

In order to see whether there was a relationship between two variables, a correlation test was needed using SPSS.

Table 1 Correlation Test Result

		Difficulties in Translating	Critical Thinking Skills
Difficulties in Translating	Pearson Correlation	1	.485**
	Sig. (2-tailed)		.001
	N	45	45
Critical Thinking Skills	Pearson Correlation	.485**	1
	Sig. (2-tailed)	.001	
	N	45	45

** . Correlation is significant at the 0.01 level (2-tailed)

Table 1 was the result of the correlation test between the difficulty in translating questionnaire and the students' critical thinking skills questionnaire. Table 1 showed that the correlation test results obtained a significance value of .001. Based on the basis of decision making, if the significance value was less than 0.05, it could be said to be correlated. The results of the correlation test obtained a significance value of $.001 < 0.05$, so it was said that difficulties in translating and students' critical thinking skills were correlated or have a relationship. The Pearson correlation value in the correlation test results above was .485, based on the guidelines for the degree of relationship. The Pearson correlation value of .485 was moderately correlated. Based on the explanation above, when the difficulty in translating increases or was high, students' critical thinking skills also increase.

After students filled out a questionnaire regarding their critical thinking skills, where this questionnaire was a modification from Honey in Khabiri (2013). The researcher that students had critical thinking skills to face difficulties in translating. Critical thinking skills were divided into four parts, namely analysis, inference, evaluation, and reasoning.

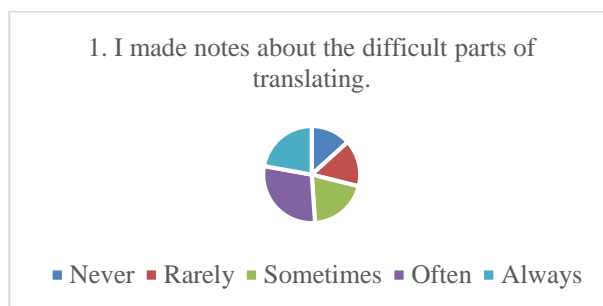


Figure 1. Students Critical Thinking Skill “Analysis”

Based on Picture 1, “I made notes about the difficult parts of translating”, As many as 28.9% of students answered "often" making notes on parts of difficulty in translating. and as many as 22.2% of students answered "always" making notes on difficult parts in translating. So, over 50% of students felt that they often take notes on difficult parts when translating. This was done by students so that students did not forget difficult parts when translating, then students try to translate it again after all parts have been translated by students. This statement also represents critical thinking skills in the "analysis" section where students try to analyze difficult parts in translating and then made notes them.

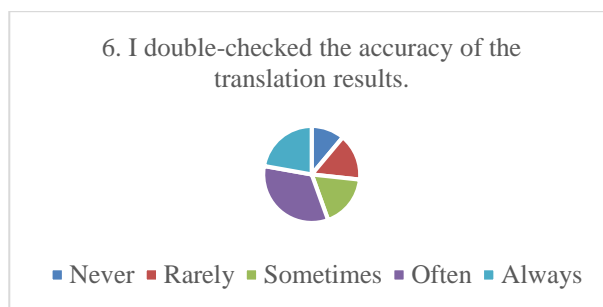


Figure 2. Students Critical Thinking Skill “Evaluation”

Based on Picture 2, as many as 33.3% of students answered "often" to double check to ensure the accuracy of their translation results, and 22.2% also answered "always" to double check. So, more than 50% of students double check to ensure the accuracy of their translation results. The statement above also represents critical thinking skills in the "evaluation" section where students try to evaluate the results of their translation by double checking the translation results.



Figure 3. Students Critical Thinking Skill “Inference”

Based on Picture 3, as many as 35.6% of students answered "often" to ask questions to strengthen students' understanding of difficulties in translating. As many as 26.6% of students answered "always" asking questions if they had difficulty translating. So, more than 50% of students asking questions if they encounter difficulties in translating. This student activity also represents critical thinking skills in the "Inference" section

where students try to ask questions, so that students could then face difficulties from the results of these answers, whether asking friends or lecturers.

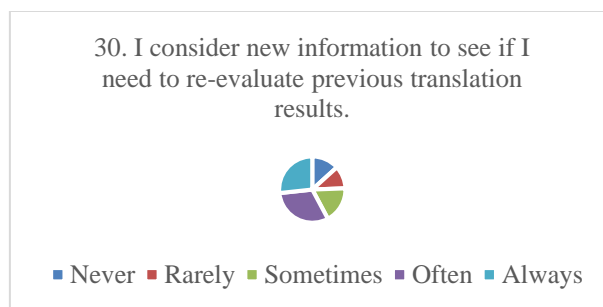


Figure 4. Students Critical Thinking Skill “Reasoning”

Based on Picture 4, as many as 31.1% answered "often" to consider new information to see whether students need to re-evaluate previous translation results, and also as many as 26.7% of students answered "always" doing this activity. So, more than 50% of students consider new information to see whether students need to re-evaluate. This activity also represents critical thinking skills in the "reasoning" section, where students consider new information, then students made a decision whether or not they re-evaluate the results of their translation.

Based on the explanation above, it could be concluded that, from the results of the correlation test, it was stated that there was a relationship between difficulty in translating and students' critical thinking skills. The more students find difficulty in translating, the more their critical thinking skills increase. Then, from the results of this questionnaire, it was found that students have critical thinking skills to face difficulties in translating which are categorized into four parts, namely analysis, inference, evaluation, and reasoning.

As English literature students, translating was not a foreign activity for them, so it was not uncommon for students to face difficulties in translating. Likewise with critical thinking, in the current era critical thinking skills was closely related to learning. Therefore, this research was conducted and the results found that there was a relationship between students' difficulties in translating and their critical thinking skills, where the more students experienced difficulties in translating, the higher their critical thinking skills. This strengthens findings from Azin (2016) the research findings reveal that learners with higher critical abilities have better performance in translation. Teaching critical thinking skills and incorporating problem-solving activities was essential for effective teaching and learning. Similarly in other research, Soleimani (2022) research results state that good critical thinking produces better performance translation test.

4. CONCLUSION

Based on the results above, it can be concluded that there was a relationship between translation difficulties and students' critical thinking abilities. These results are proven by the results of the correlation test, where the Pearson correlation value was 0.485. The more students face difficulties in translating, the higher the students' critical thinking abilities. After finding out the relationship between difficulties in translating and students' critical thinking skills, the researchers found that students had critical thinking skills to face difficulties in translating, starting from making notes on parts that are difficult to translate, double-checked the accuracy of the translation results, asking questions about parts that are difficult to translate, and also making decisions about whether it is necessary to re-evaluate the translation results after discovering new information.

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