PROBLEMS IN TRANSLATING INDONESIAN NEWS ARTICLE INTO ENGLISH FOR ENGLISH LANGUAGE EDUCATION STUDENTS BATCH 2017

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Abstract

Translation involves language and linguistic systems that are quite complex between source language and target language. This makes beginner translators such as university students, face some problems when translating a text. In translating news article there were students who have problems in translating some words and terms. This research aimed to investigate the students' problems in translating Indonesian news article into English. The problems were limited to lexical problems. This research used descriptive method and qualitative research. The subject of this research was a class of translation class. The class consisted of 18 students of English Language Education Study Program Batch 2017. The techniques of data collection used were document analysis and interview. The result showed the students had three lexical problems in translating Indonesian news article into English. The problems were literal translation, inappropriate translation of word/term, and meaning distortion. These problems were caused by the usage of literal translation and word for word without paying attention to the context and the author's intention, the students' poor knowledge of terms and lack of vocabulary, and the students' wrong perception in translating word/sentence. Based on the result, it was suggested to the students to read more English news article in order to enrich their knowledge of terms and vocabularies. The students also need to translate in context and read again only the target text to check for how natural it sounds.

Keywords: Problems, Translating News Article

INTRODUCTION

Study Background

News is becoming a main source of information for everybody worldwide for both domestic and international stories recently. Exchanging information makes translation of news are contributing to spread the information from international news media to domestic news media, and vice versa. Therefore, it is important for translator to keep the message closest to the original (Nida and Taber, 1982). However, in translating news there are potentials to mislead the reader if it is mistranslated (Darwish, 2006). It is due to the language and linguistic systems that are quite complex between source language and target language. This could be a problem for translators because language is evolving and causes new words, terms, phrases, idioms which the translators might not know. Even a journalist (who has experience in translating news for years) still faced some problems when translating news. There was a case of mistranslation did by a journalist of Indonesian newspaper. The journalist translated "the Secretary of State" as "*Menteri Sekretaris Negara*." In fact, there was no "*Menteri Sekretaris Negara*" in USA. What it actually meant was "*Menteri Luar Negeri*."Considering that, the researcher assumed that everybody may face some problems in translating. However, the potential of having problems in translating is higher

for beginner translators such as university students. When the students are trained to translate, naturally they will face some problems (Ghazala, 2008). As the beginner translators, the students will definitely have problems in translating.

This has been proved by a research conducted by Saputra (2013), the research showed that most of the students had well translation but, it did not mean they did not have any problems in translating. The result of the research showed that the students still had some problems in lexical meaning.

Based on that, the researcher did a short interview to some students of a translation class of Lambung Mangkurat University (batch 2017). The topic was about a news article they had translated on their final exam last semester. The researcher asked the students whether it was hard or easy to translate and why. The students said that it was not easy. They still had difficulties to translate some sentences. There were some words and terms they did not know the English translation for it. Therefore, they just translate it by guessing it. Based on those answers the researcher found the students had some problems in translating. To make sure about it, the researcher also met the lecturer to get documents of the students' translation. The documents showed that the students had problems in translating the news article and most of the problems were related to literal translation. The researcher found an example of students' translation of a term. It was found on the first sentence, no one of them had appropriate translation for "*Menteri Koordinator Bidang Kemaritiman*." This happened due to the students' lack of terms. They did not know about that political term so, they just translated it word for word.

That is in accordance as stated by Ghazala (2008, p. 83), "Most of translation problems for the beginner translators are lexical problems." This happened because the students probably did not know the words meaning, unfamiliar words, or the lack of comprehension of the source text. So, they just translated it word by word. Moreover, Ghazala (2008, p. 83) said, "Most of the students' mistake is ignorance of equivalence." More seriously, he added, "The students understand translation as the translation of individual words only, which is very much to the contrast of reality in translation practice."

Therefore, the researcher was interested to analyze students' problems in translating Indonesian news article into English. In this research, the researcher chose students of English Language Education batch 2017. They were chosen because they have studied translation. They knew the theory, methods, process of translation and had practice to translate some texts. They also had experiences in translating news even though still as the beginner translators. Due to that, the researcher assumes they were good enough to be the subject of this research. Therefore, the researcher conducted a research entitled "Problems in Translating Indonesian News Article into English for English Language Education Students Batch 2017."

Study Problem

According to the study background above, the researcher focused to analyze: "Students' problems in translating Indonesian news article into English."

Study Objective

The objective of this study was to figure out the students' problems in translating Indonesian news article into English.

Study Scope

In this study, the problems of translating were limited to lexical problems: literal translation, meaning distortion, and inappropriate translation of word/term.

Study Significances

Theoretically the significance of this research is to contribute in knowledge about problems in translating news article which is found difficult by the students. By analyzing their problems, it also leads to find the cause and solutions of the problems to help the students.

Practically the significance of this research was expected to give impacts to the students, the lecturer and the other researchers as follows:

1. It is to make the students more aware about the importance of good translation. By knowing their own problems, it will raise their self-awareness and responsibility for their translation and naturally they will improve their ability in translation.

2. For the lecturer, it might be used as a reference in teaching-learning process to improve the students' ability in translating.

3. For other researchers in the same field of study or have the same problems that want to be analyzed may use the report of this research as a reference.

STUDY METHOD

Study Design

This study concerned to investigate and describe the students' problems encountered in translating Indonesian news article into English. The data were collected by document analysis and interview the subject. The result was served in description in the form of written words.

Subject of Study

This study was conducted at English Language Education Study Program of Lambung Mangkurat University. The subject was the students of English Language Education Study Program batch 2017 who have studied translation last semester and they had an experience in translating Indonesian news article into English. There was only one class which had experience in translating news article. That class consisted of 18 students. Therefore, the researcher chose all the 18 students as the subject in this research.

Study Instrument

Document Analysis

This study used the result of students' translation test (worksheets) as the document. The document was analyzed to obtain information about students' problems in translating the news article. This document was used to formulate questions for interviewing the students, to confirm, give additional information and as the evidence of students' problems in translating the news article. This document analysis was in combination with the interview as a means of data triangulation.

Interview

This study used in-depth interview. It means the researcher interviews the participants based on the list of questions that have prepared before, but it also provides the researcher with the ability to probe the

participants for additional details. Therefore, the researcher can get more details about participants' thoughts, feelings, and opinions. The interview consisted of 8 questions (see Appendix 3) about problems the students had faced while translating Indonesian news article into English. The interview was expected to take in five minutes per student and due to the pandemic situation right now, the researcher conducted the interview via *WhatsApp*.

Data Triangulation

In qualitative research, there is a common technique that is usually used to increase the research data validity. This technique is called triangulation. Cohen (2000, p. 112) stated "Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior". The researcher used triangulation to check and establish validity in this research by analyzing a research question from two or more perspectives.

This research used document analysis and interview as methodological triangulation. The triangulation technique in this research was carried out with each other comparing between interview result and result of document analysis. The information obtained from the document was supported by the evidence of interview result. The validity is enhanced when they are confirmed by more than one instrument measuring the same thing. By cross-checking both of the data, it can confirm that both of the instruments are valid and reliable.

Data Collection Technique

The technique of collecting data was by analyzing the document of students' translation test and interviewing the students about their problems in translating Indonesian news article into English. There were some steps that the researcher followed to collect the data:

1. The researcher collected the document from the lecturer of translation class.

2. The researcher identified the document (all wrong translation made by the students) in order to make interview guideline.

3. The researcher arranged a guideline for interview by making a list of questions based on the identification result of the document that had collected before.

4. The researcher interviewed the students about problems they had faced when translating the news article. All the students' answers and explanations about their problems were noted down by the researcher.

5. The researcher analyzed the document and analyzed the result of interview. By comparing and connecting the students' answers on the interview with the problems encountered in the document, the researcher then made descriptions about the problems in translating the news article.

Data Analysis Technique

Document Analysis

These were some steps that the researcher followed to analyze the document:

1. Identifying the documents. The researcher identified it by reading each of the documents and underlining all the words/terms that were unacceptable on the documents.

2. Coding the data. After underlining all unacceptable translation, the researcher organized the data and made code system for it: T1 means as text-1 and S1 means as student-1.

3. Classifying the type of problems. The researcher classified the students' unacceptable translation into three types: Literal meaning; unacceptable translation of word/term; Meaning distortion. The researcher classified it by comparing the target text with the source text. After comparing it the researcher decided what type was it (literal translation/ unacceptable translation of word/term/meaning distortion).

4. Displaying and describing the data. The researcher described the problems found, the reason why the student's translation was unacceptable and considered as problem, telling which the correct translation should be, interpreted the cause of the problems and suggested solutions to solve the problems. The last, the researcher gave conclusion of the problems that the students faced while translating the news article.

Interview Analysis

These were some steps that the researcher followed to analyze the interview:

1. Coding the data. The researcher made code system of the interview questions: Q1 means as question-1.

2. Transcribing the data of the interview. The researcher made transcripts by converting the students' answer on the interview into written form.

3. Indentifying the interview transcripts. The researcher identified every student responses by read over and over the transcripts so that the researcher can really understand the data.

4. Reducing the data. The irrelevant data which were not related to students' problems in translating the news article were discarded.

5. Displaying the data. Those data were written in the form of descriptive.

6. Describing the data. The researcher described the students' responses to every question and made conclusion about their problems and its causes.

7. Comparing both of the data (documents and interview) to verify the student had the problems.

STUDY RESULT AND DISCUSSION

Study Findings

The researcher had analyzed the students' translation worksheets and students' interview transcripts in order to discover problems in translating the Indonesian news article into English. The problems were identified and the researcher found three problems that the students faced.

Literal Translation

From the instrument, the researcher encountered many of the students had problems in literal translation. This could be seen on the Table 3.5 the students' problems (see Appendix 5).

On T1, the term was "*Menteri Koordinator Bidang Kemaritiman*" and most of the students translated it in literal. They translated the word "*Menteri*" and "*Koordinator*" separately. As a result of that, their translation was "Coordinator Minister" instead of "Coordinating Minister."

On T2, the source text was "*menilai*" and some students also translated it literally. S6, S12, S14, and S18 translated the word "*menilai*" as "assess" and two other students, S14 and S16 translated it as "value." The students translated it based on dictionary, the meaning of "assess" and "value" was "*menilai*" but, in this case the author intention was to express an opinion. Therefore, it could not be translated in literal way. The appropriate translation for that was "think."

On T4, the source text was "*bahan bakar fosil*" and most of them just translated it as "Fossil" which the meaning wasn't appropriate to the SL text. Some other students also translated it literally, S13 translated it as "fuel material" and S14 translated it as "fuel material of fossil" Those translations were not right because this SL text was a term so, it could not be translated literally. The correct translation for "*bahan bakar fosil*" was "fossil fuels."

On T11, the source text was "*Kita harus melihat ke depan*" but S7 translated it as "We should always looking straight." S10 translated it as "We have to look far to the future." S18 translated it as "We must see the future." The students translated it literally and this changed the original meaning of the text. The context of the word "ke depan" had meaning as "the future, it should be translated as "We need to look forward" or "We must look forward to the future."

On T16, the source text was "energi baru terbarukan" and researcher found there were many students who translated it literally. S2, S5, S7, S10, S11, S12, S15, and S17 translated "energi baru terbarukan" as "new energy." Their translation was inappropriate because the term could not be translated like that. It should be translated as "renewable energy" or "renewable sources."

On T3, the source text was "*harus bisa mengambil andil.*" S7 translated it as "must take a place." S12 translated it as "have to take sharing." S14 translated it as "can be take in." Those will be more appropriate if it translated as "must take a role" or "have to take contribution."

On T8, the source text was "*Kantor Kemenko Maritim.*" S13 translated it as "Kemenko of Sea Office." S2, S5, S12, S16, and S17 translated it as "Kemenko Maritim office." The appropriate translation should be "Coordinating Ministry for Maritime and Investment office" or "The office of Coordinating Ministry for Maritime and Investment."

On T10, the source text was "*kebijakan.*" S4 translated it literally as "wise." The appropriate translation for it should be "regulation" or "policy."

On T13, the source text was "*sebelumnya.*" Most of the students translated it literally as "before that." The appropriate translation for it should be "previously."

On T19, the source text was "*penggerak dan produsen mobil listrik.*" For the word "*penggerak*," S4 translated it literally as "movemer." The appropriate translation for it should be "initiator."

On T23, the source text was "*rencana jangka panjang.*" S4 translated it literally as "long plan." The appropriate translation for it should be "long-term plan."

On T26, the source text was "*perusahaan mobil asal Swedia.*" However, S4 translated it as "This company from Swedia." The appropriate translation for it should be "Swedish car company."

This problem—literal translation occurred because of the students used literal translation technique without paying attention to the TL structure or the context of the text. The students translated almost all words literally. In addition, according to the interview result, (Q3) most of the students said they used literal translation and (Q7) word for word to translate this news article.

Inappropriate translation of word/term

From the instrument, the researcher also found the students had problems in translating word and term. This could be seen on the Table 3.5 the students' problems (see Appendix 5).

On T1, the term was "Menteri Koordinator Bidang Kemaritiman." This was a term. So, it should be translated as a term too. However, some students were wrong in translating the term. This could be seen on their translation. S6 translated it as "Ministry of co-marine." S7 translated it as "Coordinator Ministry of Sea." S10 translated it as "The Coordinator Ministery of Marine." S13 translated it as "Ministry of sea." S14 translated it as "Coordinating Minister of Maritime Sector." S16 translated it as "The Coordinator Minister of Sea." All those translations used the word "Marine" and "Sea" to translate the word "Kemaritiman." It was inappropriate because of the fact there was no usage of the word "Sea" for the names of ministries in Indonesia. Contrary to the word "Marine," there was a ministry who used it. It was Ministry of Marine Affairs and Fisheries. However, it was still inappropriate to translate this term. The appropriate term for "Menteri Koordinator Bidang Kemaritiman" was "Coordinating Minister for Maritime Affairs and Investment." Moreover, some students also made inappropriate translation for the word "Menteri." They translated it as "Ministry" instead of "Minister." In fact, both of the words had different meaning. "Minister" means the person (a person who acts as the leader) while "Ministry" means the institution.

On T4, the term was "bahan bakar fosil" and there were only three students who got the right translation. Most of them just translated it as "Fossil" which the meaning wasn't appropriate to the SL text. While the others student had many variations in translating it. S17 translated it as "petroleum." S1 translated it as "fossile gas." S10 translated it as "fosile's energy." S13 and S14 translated it as "fuel material." S11 translated it as "fosil resource." S3, S6, and S12 translated it as "fossile gasoline." Those translations were weird and unacceptable. They should translate it as "fossil fuels."

On T6, the word was "kajian." The researcher found there were some inappropriate translations of it. From the document, found that S1 and S2 translated it as "the analysis." It was inappropriate because the word "kajian" in this sentence meant as learning about something in general. Next, S5 translated it as "the content." S9 translated it as "the evaluation." S10 translated it as "the matter." S12 translated it as "the knowledge." S13 and S14 translated it as "the investigation." Those were also inappropriate because the meanings were different to the source text. It should be translated as "research" or "study."

On T7, the source text was "*harus bisa kembangkan.*" S15 translated it as "must take a role." The word "*kembangkan*" cannot be translated as "role" It should be translated as "develop."

On T9, the source text was "*harus dipersiapkan*" S2 and S5 translated it as "to prepare." It was not appropriate, it should be translated as "should be prepared" or "need to be prepared."

On T14, the term was "Menteri Energi dan Sumberdaya." The researcher found many students had inappropriate translation of this term. Most of the students translated it as "Minister of Energy and Sources/Resources." Instead of that, it should be translated as "Minister of Energy and Mineral Resources."

On T15, the word was "mengembangkan." There were some inappropriate translations found for this term. S1 translated it as "to work." It was wrong because the meaning was clearly different. S2, S8, and S10 translated it as "the development." It was also wrong because "development" means "pengembangan."

On T18, the term was "kunjungan kerja." Some students were inappropriate in translating it. S1 translated it as "work visit." S4 translated it as "was visited." S5 translated it as "post-visit work." Those were inappropriate because the term for it should be "business trip."

On T20, the word "produsen" should be translated as "manufacturer" but, S4 and S5 translated it as "producen." Similarly, S1 translated it as "producer." It was wrong because there was no word "producen" in English and the word "producer" was not suitable to use together with the word "electric cars."

This problem occurred due to the students' lack of general knowledge and lack of terms. They did not know the words' terminology in English. As a result of that, the students just used another word/synonym that they thought had equal meaning with the SL text. This was proved by the interview result (on the Q2). All of the students said that they had problems in translating because of the lack of vocabulary. They said there were some words/terms that unfamiliar to them. Most of the students did not know the English word of some terms such as "Kantor Kemenko Maritim," "Energi baru terbarukan" and "Menteri Koordinator Bidang Kemaritiman" (Interview Q5). Some students also said they had difficulty to find words that had equal meaning to the SL text (Interview Q6). Therefore, their solutions to resolve it were guessing the word/term or just used another word that they thought had similar meaning.

Besides that, the students' lack of vocabulary was caused by the low frequency of reading English news article. Most of the students said (on the interview Q1) that they were rarely read English news articles. Only some students read English news article more than once in a month. Furthermore, all of the students said (on the interview Q4) that the news article was quite difficult to translate due to unfamiliar words/terms.

Meaning Distortion

From the instrument, the researcher also found the students had problems in meaning distortion.

On T5, the source text was "kita jangan jadi market orang lain" but, S7 translated it as "we don't become an employee." Both of this had different topic, because the source text talked about "We" who should not be other's market, while S7 talked about don't become an employee and it distorted the original meaning of the text.

On T11, the source text was "kita harus melihat ke depan." Here the context of the text was talked about the future but, S6 translated it as "we must go on." The meaning and intention was different. "We

must go on" was not appropriate to use because its meaning was "whatever has been planned must be carried out, regardless of the current circumstances." It was different to the author's intention. The author's intention was to state an obligation.

On T12, the source text was "kalau tidak, kita jadi market orang lain." On this text, there were two students had meaning distortion in their translation. First, S7 translated it as "if we are not, we will be an employee for another company." Second, S8 translated it as "if not, we will love in competing against others." Both of them were distorted the meaning because the source text talked about "We" who will be other's market. Whereas S7 talked about being an employee and S8 talked about love in competing others.

This problem occurred due to most of the students had wrong perception in translating some words. This could distort the meaning and the intention of the author. Those examples of students' translation above could not be acceptable because mostly its intention was different and the meaning did not equal to the SL text. Furthermore, it caused a distortion of the original meaning.

Discussion

According to the finding above, the students had some lexical problems in translating Indonesian news article into English. There were three problems that found from both of the instruments.

The first problem was literal translation. This problem was the most problem that researcher found in this research. At first, this problem was caused by the students' lack of vocabulary and terms. Since they did not know the English word/term for it, the students translated it by using literal translation and word for word. However, most of the students translated it without looking at the context, the intention, or the TL structure. That was in accordance as stated by Ghazala (2008), "Most of translation problems for the beginner translators are lexical problems." This happened because the students did not know the words meaning/the English terminology, and unfamiliar words. As a result of that, they just translated it literally. Moreover, Ghazala (2008) said, "Most of the students' mistake is ignorance of equivalence." More seriously, he added, "The students understand translation as the translation of individual words only, which is very much to the contrast of reality in translation practice."

There were many of the students used literal translation and word for word technique when translating this news article. However, the usage of literal translation or word for word was possible in some cases and also not possible in some cases. Miremadi (1991) stated, "Although words are entities that refer to objects or concepts, a word in one language may not be substituted with a word in another language when referring to the same concepts or objects." In fact, this research had many words that cannot be translated directly to the target language. Due to that, the students must be aware of the intention beyond the words in order not to misleading the author's message. The students must translate it with the context and intention of the text.

The second problem was inappropriate translation of word/term. This problem was also found in this research a lot. There were many inappropriate translations of words/terms on this news article. This problem was occurred because of the students' poor knowledge of terms and lack of vocabulary. Most of the students did not know the words terminology in English. As a result of that, they just used another word/synonym that they thought had equal meaning with the SL text.

The students said on the interview that the news article was quite difficult to translate because they did not know some terms such as "Kantor Kemenko Maritim," "Energi baru terbarukan" and "Menteri

Koordinator Bidang Kemaritiman." As a result of that, they just guessing the term/word or just used another word that they thought had similar meaning. Most of the students also said they were rarely read the English news article. Considering that, the students' lack of vocabulary knowledge can be caused by their low frequency of reading the English news article. Mehrpour (2008) claimed that vocabulary is something students pick up while improving their reading skill. It shows that reading more news article can be used as way for developing richer vocabularies for the students in order to help them easier to translate this kind of text.

The third problem was meaning distortion. This problems occurred because of the students had different perception in translating some words. The interview result showed some students had difficulties in understanding the context of the text. As a result of that, the meaning which have been written by the students were in contrast with the message which aimed by the original author of the text. Their translation was good technically but, lost the message. Message is important in translation because the aim of translation is to transfer the message from the source language to the target language.

This problem can be avoided by following the principle of translation as stated by Nida and Taber (1982), "Translation should be closest and be equivalent to Source Message (SM)." It means the students should convey the message as close as the message of the original text. However, the closest message does not mean that the message should be absolutely identical. Even if the students changing the style of the original text, it will be acceptable as long as it is not changing message/information of the original text.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research finding and discussion in the previous chapter, the researcher concluded that there were some problems found in translating Indonesian news article into English. There were three students' problems in translating Indonesian news article into English. Those problems were literal translation, inappropriate translation of word/term, and meaning distortion.

Those students' problems in translating news article were mainly caused by the students' lack of vocabulary and terms. As a result of that, many of the students translated the words/terms by using word for word and literal translation. However, those techniques made a new problem. It became a problem because many of the students used it without paying attention to the context and author's intention. Another problem was caused by the students' wrong perception in translating words/terms. This made the students' translation was in contrast with the message/information which aimed by original text. Also, the students' low frequency of reading English news article was a factor that contributed to the students' lack of vocabulary and terms.

Suggestions

There are some suggestions for the lecturer, the students, and other researcher as follows:

For Lecturer

The lecturer is suggested to encourage the students' interest to read the news article more often. The lecturer can use news article as the teaching material which topic depending on their interests. So, hopefully it will improve the students' interest to read the news article more often. In addition, reading more news article can be used as way for developing richer vocabularies for the students in order to help them easier to translate this kind of text.

For Students

The students are suggested to read more English news article in order to enrich their knowledge of terms and vocabularies. The more they read, the more they will be reviewing terms and vocabularies. That increased exposure will help the term and vocabulary get stored into the students' long term memory. The students also need to translate in context in order to avoid literal translation problem. So, the message could be as close as the original text. In addition, the students are suggested to read again only the target text to check for how natural it sounds. So, it is easy to understand by the reader.

For Other Researchers

For other researchers who want to conduct the same field study are suggested to find more about problems in translating news such as grammatical problem, stylistic problem, syntactic problem, semantic problem, etc.

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APPENDIX

Source Text

PART B.
Please translate this following text into English

REPUBLIKA.CO.ID, JAKARTA -- Menteri Koordinator Bidang Kemaritiman, Luhut Binsar Pandjaitan menilai Indonesia harus bisa mengambil andil dalam perkembangan mobil listrik. Ia mengatakan saat ini pihak BPPT sedang melakukan kajian atas rencana mobil listrik tersebut.

"Karena ini kan bisa pengurangan bahan bakar fosil, kalo itu terjadi, kita jangan jadi market orang lain, saya bilang ke BPPT harus bisa kembangkan sendiri. Sekarang ini sedang kita bicarakan dan kita dorong, tadi saya bilang Pak Unggul dan dia sudah bilang ada protype nya dan kita harus kembangkan," ujar Luhut di Kantor Kemenko Maritim, Senin (17/7).

Luhut berharap kajian terkait mobil listrik ini bisa segera dilakukan. Ia mengatakan, pemerintah bisa mensupport dalam hal kebijakan agar rencana pembuatan mobil listrik ini juga bisa segera direalisasikan.

"Banyak macam macam yang harus dipersiapkan. Tapi kebijakan bisa, karena kita harus melihat ke depan..kalau tidak, kita jadi market orang lain," ujar Luhut.

Sebelumnya, Menteri Energi dan Sumberdaya, Ignasius Jonan telah mengirimkan surat kepada Presiden untuk bisa mengembangkan proyek mobil listrik ini kedepan. Hal ini dilakukan Jonan mengingat pentingnya pengembangan mobil listrik di Indonesia. Tujuannya untuk meningkatkan penggunaan energi baru terbarukan.

Ide ini muncul pascakunjungan kerja Jonan ke Cina. Ia menilai Indonesia perlu melakukan pengembangan agar kedepan Indonesia juga bisa menjadi penggerak dan produsen mobil listrik.

Negara seperti Perancis, Belanda dan Norwegia, Jerman dan India memilki rencana jangka panjang untuk bisa mulai mengoperasikan mobil listrik ini pada 2030 mendatang. Beberapa perusahaan otomotif juga beralih memproduksi mobil listrik. Salah satunya adalah Volvo, perusahaan mobil asal Swedia, yang ingin sepenuhnya menjadi produsen mobil listrik pada 2019.

Porsche, perusahaan asal Jerman juga menargetkan pada 2023 harus bisa memasarkan mobil listrik 50 persen dari total penjualan. Bahkan BMW juga sudah membuka diler pertama di Indonesia yang melayani penjualan mobil listrik.

The Students' Unacceptable Translations

Students' Unacceptable Translations (Lexical)	
• (T1) Menteri Koordinator Bidang Kemaritiman • (T2) Menilai • (T3) Harus bisa mengambil andil • (T4) Bahan bakar fosil • (T5) Kita jangan jadi market orang lain • (T6) Kajian • (T7) Kembangkan • (T8) Kantor Kemenko Maritim • (T9) Harus dipersiapkan • (T10) Kebijakan • (T11) Kita harus melihat ke depan • (T12) Kalau tidak, kita jadi market orang lain • (T13) Sebelumnya	• (T14) Menteri Energi dan Sumberdaya • (T15) Mengembangkan • (T16) Energi baru terbarukan • (T17) Muncul • (T18) Kunjungan kerja • (T19) Penggerak • (T20) Produsen mobil listrik • (T21) Belanda • (T22) Norwegia • (T23) Rencana jangka panjang • (T24) 2030 mendatang • (T25) Beralih • (T26) Swedia

Interview Questions

1. Apakah Anda sering membaca teks berita bahasa Inggris?
   Seberapa sering?
2. Apakah kurangnya perbendaharaan kata merupakan penyebab Anda kesulitan ketika menerjemahkan teks tersebut?
   Apa yang Anda lakukan untuk mengatasi masalah tersebut?
3. Apa teknik penerjemahan yang Anda gunakan untuk menerjemahkan teks ini? (jika lebih dari satu teknik, sebutkan apa saja teknik tersebut).
4. Menurut Anda, seberapa sulit teks berita tersebut untuk diterjemahkan ke bahasa Inggris? Berikan alasannya
5. Apakah ada kata /istilah yang Anda tidak tahu terjemahannya dalam bahasa inggris? Apa saja?
6. Apakah ada kata /istilah yang Anda tahu maknanya namun, Anda tidak dapat/kesulitan untuk menemukan padanan kata yang setara untuk kata /istilah tersebut?
   Apa yang Anda lakukan untuk mengatasi masalah tersebut?
7. Apakah Anda ada menggunakan teknik *word for word* dan *literal translation* untuk menerjemahkan beberapa kata/kalimat pada teks ini?
   pada kata/kalimat yang mana saja?
8. Apakah Anda menemukan kata/klausa yang tidak Anda pahami ketika menerjemahkan teks tersebut?
   Apa saja?