

**THE STUDENTS' ABILITY AND DIFFICULTIES IN TRANSLATING
NARRATIVE TEXT (A CASE STUDY OF THE EIGHTH GRADE
STUDENTS OF SMPN 1 BONTONOMPO SELATAN)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
Degree of English Education in English Department*

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2023



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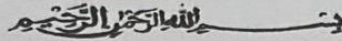
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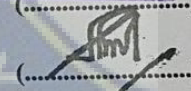
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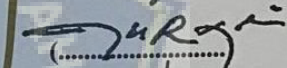
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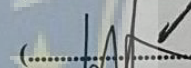
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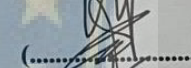
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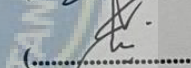


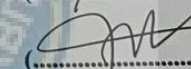




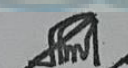








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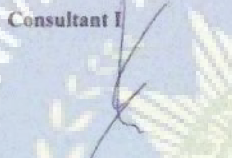
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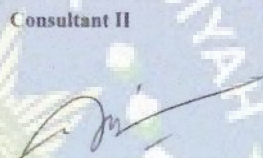
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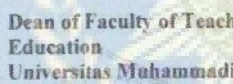
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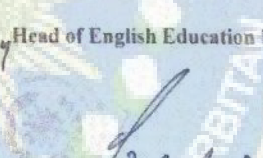
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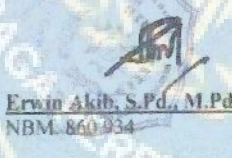
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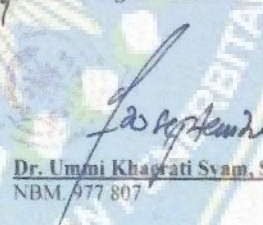

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ABSTRACT

St Nur Halisa Hasbi, 2023. The Students' Ability and Difficulties in Translating Narrative Text (A Case Study of The Eighth Grade Students of SMPN 1 Bontonompo Selatan). Thesis Department of English Education, Faculty of Teacher Training and Education, University Muhammadiyah of Makassar. Supervised by Eny Syatriana and Ardiana.

The purpose of this study was to determine the abilities and difficulties of students in translating English narrative text into Indonesian in class eighth at SMPN 1 Bontonompo Selatan. Researchers used tests and questionnaires as instruments to collect data. This test aims to examine students' abilities and obstacles in translating English text into Indonesian, where the text is narrative text. Data collection through quantitative descriptive research and use random sampling technique. Participants are all students in class VIII A consisting of 23 students as a sample. Data analysis was collected through tests and questionnaires for students.

Based on the translation test, the average number of students' scores is 78.85 which means that the students' ability to translate is good. From the questionnaire, this study showed that students' difficulties in translating narrative texts were difficulties in the language factor. This is evidenced by the highest percentage of student difficulties, namely 7.2% in the language factor. The researcher concluded that the ability of class VIII A students of SMPN 1 Bontonompo Selatan in translating narrative texts was in good shape. From this study it is suggested that teachers provide more linguistic training or practice in translation activities. Teachers should provide more information and understanding of linguistics in translation, so that students can overcome the difficulties students face and make good translations without their difficulties.

Keywords: *translation, ability and difficulties, narrative text*

ABSTRAK

St Nur Halisa Hasbi, 2023. Kemampuan dan Kesulitan Siswa dalam Menerjemahkan Teks Naratif (Studi Kasus Siswa Kelas Delapan SMPN 1 Bontonompo Selatan). Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makasar. Dibimbing oleh Eny Syatriana dan Ardiana.

Tujuan penelitian ini adalah untuk mengetahui kemampuan dan kesulitan siswa dalam menerjemahkan teks naratif bahasa Inggris ke dalam bahasa Indonesia di kelas delapan SMPN 1 Bontonompo Selatan. Peneliti menggunakan tes dan kuesioner sebagai instrumen untuk mengumpulkan data. Tes ini bertujuan untuk menguji kemampuan dan hambatan siswa dalam menerjemahkan teks bahasa Inggris ke dalam bahasa Indonesia, dimana teks tersebut merupakan teks naratif. Pengumpulan data melalui penelitian deskriptif kuantitatif dan menggunakan teknik random sampling. Peserta adalah seluruh siswa kelas VIII A yang terdiri dari 23 siswa sebagai sampel. Analisis data dikumpulkan melalui tes dan angket untuk siswa.

Berdasarkan tes terjemahan, rata-rata jumlah nilai siswa adalah 78,85 yang berarti kemampuan menerjemahkan siswa baik. Dari angket, penelitian ini menunjukkan bahwa kesulitan siswa dalam menerjemahkan teks naratif adalah kesulitan dalam faktor bahasa. Hal ini dibuktikan dengan persentase kesulitan siswa yang paling tinggi, yaitu 7,2% pada faktor bahasa. Peneliti menyimpulkan bahwa kemampuan siswa kelas VIII A SMPN 1 Bontonompo Selatan dalam menerjemahkan teks naratif dalam kondisi yang baik. Dari penelitian ini disarankan agar guru lebih banyak memberikan pelatihan atau praktik linguistik dalam kegiatan penerjemahan. Guru harus memberikan lebih banyak informasi dan pemahaman tentang linguistik dalam terjemahan, sehingga siswa dapat mengatasi kesulitan yang dihadapi siswa dan membuat terjemahan yang baik tanpa kesulitan mereka.

Kata kunci: *terjemahan, kemampuan dan kesulitan, teks naratif*

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By reciting Bismillahirrahmanirrahim, the researcher praises her highest gratitude to Allah SWT who has given his blessing and mercy to her in completing this thesis. Salam and Salawat are due to the highly chosen Prophet Muhammad SAW, his families and followers until the end of the world.

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Makassar, 2023

ST NUR HALISA HASBI

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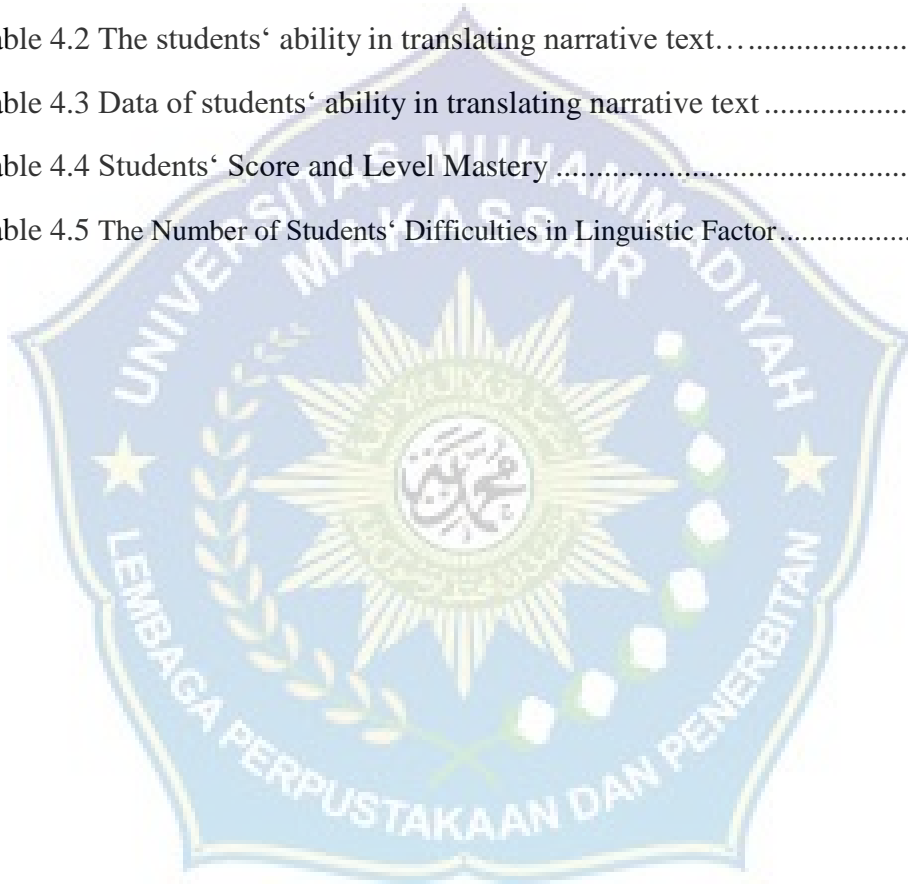
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CHAPTER I

INTRODUCTION

A. Background

Language was very important in everyday life because without language we cannot communicate with the people around us, be it family or friends. With the existence of language, communicating where easier, especially in the modern era like today. English was considered to be very important because of the English language we can communicate with other countries. English was first taught in junior high school, English consists of several components including, writing, reading, listening, and speaking (Istiqomah, 2016).

This information shows the importance for English proficiency among people all across the world, especially Indonesians, for a variety of reasons. English is primarily learned by Indonesians for the sake of assimilation, development, and international contacts. For students to develop their skills in science, technology, the arts, and culture and to feel less alone in society, the English language or another medium is used. On the other side, learning English is done to advance the science, technology, and culture of developing nations. In order to convert information from English to Indonesian, we can quickly get and understand information. Because of this, junior high schools, where students learn English, must teach them translation abilities.

When writing a text in English class, students occasionally don't understand what they are writing and frequently make mistakes, especially when it comes to narrative texts. Because of this, students must translate the text before they can understand it, hence training on text translation must be given to students

in order for them to translate accurately and stop making mistakes, especially when translating narrative texts. Sometimes, students can only translate words at a time; however, if they try to translate an entire document, they are unable to, which prevents their knowledge from growing. Which makes students unable to translate well because students' vocabulary is reduced (Narulita S., 2016).

The fundamental idea behind our approach to translating texts determines the type of translations that are produced. They will be guided in producing the right kind of translation by the approach they choose. The method's implementation aims to improve the effectiveness and efficiency of the translation process. In actuality, the translators pick one approach based on the audience and goal of the translation.

The fundamental idea behind our approach to translating texts determines the type of translations that are produced. They will be guided in producing the right kind of translation by the approach they choose. The method's implementation aims to improve the effectiveness and efficiency of the translation process. In actuality, the translators pick one approach based on the audience and goal of the translation. Students sometimes make mistakes with several mistakes in between, omitting a word or two words, adding or more items in speech, and omitting 2 punctuation marks. So that the meaning of student translation results changes (Istiqomah, 2016).

Giving students translation lessons was one method of teaching English by having them translate narrative texts. Students can practice sentence construction by translating narrative materials from English to Indonesian and vice versa. English was first taught through literature, and one of the works of art was story,

which was first taught in junior high schools. Students can accurately translate without making any mistakes in their use of language or sentence structure, for example. Students can then instantly learn new information. Enhance his skills. Not only that, but by honing their skills, pupils could subsequently work as translators. Giving pupils translation courses was one technique to help them learn English while also having them translate narrative texts (Rosidah, 2016).

Students, in particular those in junior high school, study a variety of works, including narrative texts. Students need to be able to translate texts in order to grasp particular texts, especially narrative texts because they cannot comprehend the substance of stories without being able to interpret them. In order for students to learn from their mistakes and prevent repeating them, the translation outcomes of narrative texts must be rigorously reviewed and critiqued (Istiqomah, 2016).

From the explanation above, students still often translate a text, one of which is narrative text because to understand a text students have to translate it first, especially for junior high school students. Sometimes students don't know what it means when working on a text and often make mistakes, especially narrative texts. This is because students' understanding of translation is still lacking, therefore lessons in translating texts must be taught to students so that students can translate well so that they no longer make mistakes, especially when translating narrative texts. The researcher is interested in examining how the students' habits are when translating a narrative text and what are the Difficulties when translating a narrative text at the eighth grade of SMPN 1 Bontonompo Selatan.

The researcher chose SMP N 1 South Bontonompo as the research location because based on pre-observations that had been conducted by researchers at SMP N 1 South Bontonompo, the researcher found that some students still lacked knowledge about translating a narrative text. Therefore the researcher is interested in conducting descriptive quantitative research with the aim of knowing how students' abilities and Difficulties are in translating a narrative text.

B. Problem Statement

Based on the background above, the writer tries to identify the student's ability and Difficulties in translating a narrative text. The problem of the research are formulated in question forms below:

1. How is the students' ability in translating narrative text at the eighth grade of SMPN 1 Bontonompo Selatan?
2. What are the students' Difficulties in translating narrative text at the eighth grade of SMPN 1 Bontonompo Selatan?

C. Research Objectives

Based on the problem statement above, the writer tries to identify the student's ability and Difficulties in translating a narrative text. The objective of the research are formulated in question forms below:

1. To know what is the students' ability in translating narrative text at the eighth grade of SMPN 1 Bontonompo Selatan.
2. To find out the students' Difficulties in translating narrative text at the eighth class of SMPN 1 Bontonompo selatan.

D. Significance of the Research

This researcher that this research expected to be useful as:

1. As information for the students to give a positive view of their ability and Difficulties in translating text.
2. For the English teachers and lecturer in an effort to improve the quality of English teaching specially translation ability and to know students' Difficulties in translating. Then, as a reference materials for students who want to conduct study about translation ability.
3. For the next researcher as a reference to know the students' ability and Difficulties in translating text.

E. Scope of the research

In this study, researchers will observe students' abilities and Difficulties in translating narrative texts in eighth grade at SMPN 1 Bontonompo Selatan. In this analysis, the researcher provides a narrative text with the title "Malin Kundang" and students have it to translate the text from English to Indonesian. The translation process was restricted toward accuracy, readability and linguistic faktor.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Sultan (2018). In his research, he discovered three issues. They related to the second graders at SMAN 2 Pangkep's proficiency in translating descriptive, narrative, and recount texts from Indonesian into English. In his study, he came to the conclusion that recount text is the dominant student ability that is classified as a good category in translating the text, followed by the descriptive text that is also classified as a good category, and finally the narrative text as the low student ability that is classified as fair categories made by the second grade students of SMAN 2 Pangkep. In summary, students' ability to translate English texts was nevertheless prone to errors in a number of areas, including grammatical meaning—particularly with regard to tenses—acceptability effects, and correctness.

Imandari, Suhartono & Wijaya (2017). Concluded that the ability of the regular A sixth semester students of English education study program at Tanjungpura University Pontianak academic year 2014/2015 in translating from English into Indonesian is Excellent.

Hasibuan (2019) discussed the difficulties of students in translating narrative texts from Indonesian into English and found out that the students have difficulty in grammar, students cannot make grammatical aspects well. Then students lack vocabulary, especially in unfamiliar words and students find it difficult to arrange words into good sentences.

Fitriyani (2019) discussed about analysing the translation methods used by students and found out that there are only four methods used by students in translating the text. They are Word-for-Word Translation, Literal Translation, Free Translation, and Communicative Translation. The literal translation method is the most dominant method used by students. This happens because students only translate words based on their literal meanings and they try to reach the closest equivalent meaning in the target language.

Narulita (2016) analysed students' problems in translating narrative text from English to Indonesian and then the researchers make conclusions. Based on the results of the student's analysis, the problems that make it difficult for students to translate narrative text are vocabulary, not knowing how to arrange sentences, and grammar.

Translation also considered by Darissurayya (2015) stated that translation is an important process of replacing and reproducing the messages from a text in a source language into a target language. By the existence of translation, people are able to share information, knowledge, ideas and lot of thing to each other. Therefore, people who don't understand English can receive information from the source text, furthermore they can also convey ideas, messages, intentions, feelings and opinions to other.

Tarigan (2018) found some factors in translating descriptive text such as the equivalent meaning in syntactic ambiguity from translating English sentences to Indonesian sentences; it can be seen from the percentage of students' mistake about 51% in syntactic ambiguity.

From the explanation above, it can be conclude that students in translating English texts still do not understand so that the results of student translations are often wrong and do not meet expectations, especially for young learners. Therefore, the researcher analyzed the abilities and barriers to translating narrative texts of eighth grade junior high school students by using narrative text as an instrument in this study. The researcher chose to analyze translation skills and barriers because the researcher wanted to know the translation skills for young learners and also which Difficulties were dominant when translating.

B. Some Pertinent Ideas

1. The Concept of Translation

a. Definition of Translation

Translation is the process of interpreting the text with the correct meaning in accordance with the text and clearly understanding the essence of the text being translated. A translator must be able to translate correctly so that the results of the translation match the meaning and are able to understand the meaning of what is translated. According to Allen and Bernofsky (2013: 18) translation helps to go beyond the limits of one's own language incorporating new words, concepts, styles, structures and stories.

Based on Catford's opinion (cited in Hosseini, 2013: 392) translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language). Relevant to Catford's statement, Newmark (1988: 5) also mentions that translation is a process of rendering the meaning of a text into other language in the way that

the author intended the text. Similar to those definitions above, Wilss (Ordudari 2008: 2) stated that translation is a transfer process which aims at the transformation of a written source language text into an optimally equivalent target language into another language by converting the source text language using the closest or equivalent word in the target language.

Wills and Noss as cited in Nugraha (2015), translation is a transfer process that tries to change a written sign language text into a form that can be understood pragmatically and processed analytically. The art of translation involves attempting to convey a message or make a statement in another language in place of one that is written or spoken in that other language. Translation is basically a change of form. When we speak the form of a language, we are referring to the actual words, phrase, clause, sentence, paragraphs, etc. Which are spoken or written, these forms are referred to the surface structure of a language. Based on the definition above, it can be concluded that the translation could be defined as an activity of replacing or changing the form in other language literally and culturally. It means that translation does not only change the form of the language but also the content or the meaning of it.

b. Types of Translation

Types of translation have eight of them as follow:

- 1) Word for word translation means translating each word in a sentence or text that is difficult to understand word for word. This is because not all words are easy to translate and some words in translated texts are

difficult to understand or to understand at all. Nobody is aware of what it signifies.

- 2) Literal translation: In literal translation, the core of the text is understood more deeply into the target language than it is into the original.
- 3) A faithful translation translates with greater clarity and accuracy so that the meaning is clearer and easier to understand than in the source language. This translation makes it simpler for readers to understand the meaning and core of the original text.
- 4) Semantic translation is the process of translating cultural terms that are viewed as less significant. The reader feels that this translation doesn't add much, but it does have an aesthetic sense because the word has cultural significance.
- 5) Adapted translation is a type of free translation that is used to translate a variety of writings, including literary works like poetry, short stories, comedies, and narrating.
- 6) Free translation is free translation regardless of the original
- 7) Idiomatic translation is a translation that contains the original meaning of the translated text. The language in this idiomatic translation is the language used is the language used daily so that the reader can quickly understand the text.
- 8) A translation that conveys almost the same meaning as the source language is referred to as communicative translation. The text is

written in a way that ensures the meaning closely resembles the original.

c. The Process of Translation

Translators must first comprehend the source language before they can translate a text from the source language (SL) to the target language (TL). Translators must convey information from the source language into the target language during the text step after they have mastered the source language. The translator must recreate the material as organically as possible in the target language in order to maintain it; in this case, the translators employ a guidance method during the translation process. The translation process has four stages, which are as follows:

1. The language level of the original text, from which we start and return repeatedly (though not always).
2. The level of reference. The level of actual or hypothetical objects and events that we must gradually build up in our minds and which are crucial to understanding before being reproduced.
3. The more general cohesive level, along with the grammatical level, both trace the overall thought process, the mood (positive or negative), and the different presuppositions of the source language text. This level includes both reproduction and understanding. It provides a comprehensive image, for which we might need to change the language's pitch.
4. The level of naturalness, of common language appropriate to the writer or the speaker in a certain situation.

The justification provided below demonstrates how translation involves transferring meaning from the source language into the target language. This is accomplished by transitioning via semantic structure from the form of the first language to the form of a second language. It is meaning that is being transferred, and this meaning must be maintained. Only the form is altered; the form into which the translation is to be made is known as the "Receptor Language," and the form from which the translation is to be made as the "Source Language." Therefore, translation entails first analyzing a text in the source language to ascertain its meaning, then reconstructing that meaning using the lexicon and grammatical structure that are appropriate in the "Receptor Language" and its cultural context.

d. The Procedure of Translation

According to Fengling (2017: 23), the translation process can be summarized in three processes:

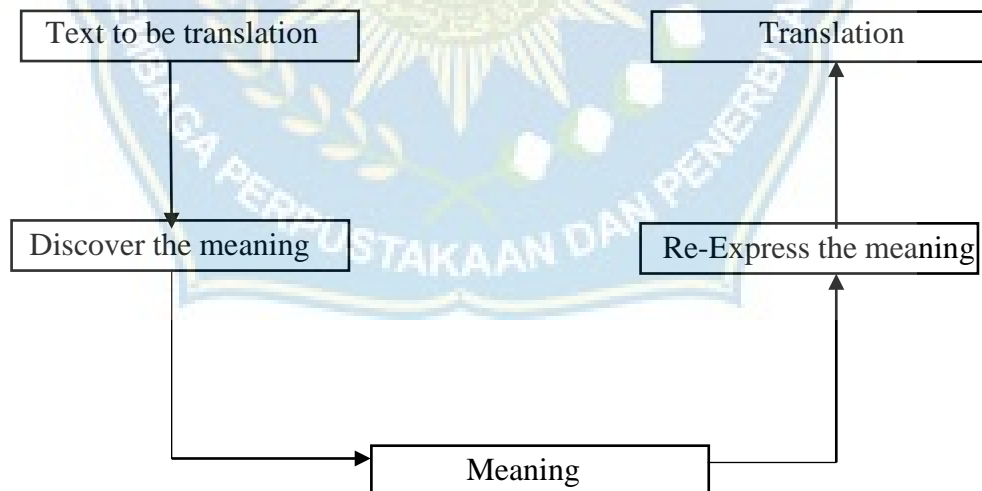
- a. Analysis is required to move from the source language to the target language and find a message that contains the clear grammar
- b. The transfer includes a method of parsing the result in the source language and translating it into the target language
- c. Reorganization is an agreement between language types and styles, and techniques that can be applied to the styles referenced in the translation.

Ordudari (2007: 14) also has four state levels of the translation process:

- a. It goes down to the source text level, the language level we started with, and iteratively (but not continuously)

- b. Reference level. Real or imaginary object and event levels need to be visualized and constructed. This is important from the first understanding and then from the replication process.
- c. More general level of grammar. Follow the flow of thoughts, feelings (positive or negative) and various compliments of the text in the source language. This diploma includes comprehension and reproduction. This gives you an overview and may need to be adjusted to the
- d. language level. A degree of naturalness, a common language of the author or speaker in a particular situation.

The discovered meaning is then re-expressed or reconstructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. Larson simply present the diagram of the translation process, as follows:



Students can be good translators if they have knowledge of translation, such as translation methods, procedures and processes. Once you understand the source language message and source, the next step is to change the

content, meaning, and message from the source language to the target language in this step. Translators must be able to find words in the source language that correspond to the target language.

Based on this explanation, it can be concluded that the process of translating can be done by analyzing the source language text, second select the equivalent at the word to sentence level in the language of the text target, and third rearrange the text according to the author's intent, the readers' expectations.

1. When translating a text, new words must be added that are consistent with the meaning and grammatical structure of the target language. This means that new words should not be inserted carelessly and must make sense in the context of the text. To translate "He is a teacher" into Indonesian, add the phrases "Dia adalah seorang guru" as an example.
2. To simplify a translation for the reader, the target language's structure must be simplified. Examples of phrases like "she is a teacher" are not included since they contain the words "is" and "an".
3. Transposition is translation that people often use in translating text (Istiqomah, 2016).

e. Strategy Translation

The plan adopted by the translator to achieve the desired results and ensure smooth operation is known as the translation strategy. Prior to translating, the translator develops and employs a plan. A translator searches for methods and procedures that are appropriate for his translation in addition to developing the strategy he intends to utilize. In order to

overcome any difficulties encountered when translating, translators also search for answers and the proper procedures in translation strategies. 2016's Istiqomah.

f. Problem in Translation

The challenges a translator will face are numerous. Each language has a unique system. Comparing one language to another, one may have a different system. When translating material, the disparity frequently presents challenges and even the potential for misunderstanding. The organization and structure of the source language are unknown to the translator. The translator will next have to deal with a variety of translation issues, including target text legibility and source message clarity.

1. Source Message

Not transmitted

This error happens when the students not transmitted the message from the source language to the target language.

For example:

Source language: but as they were leaving, the ape finally arrives

Wrong translation: tapi mereka meninggalkan, akhirnya kera tiba

Correct translation: tetapi setelah mereka semua pergi datanglah si kera siamang

Incomplete without hindering message this error happens when the students omit one of elements of the correct English sentences.

For example:

Source language:

They all said that the baby cow belonged to the lion

Wrong translation: mereka semua berkata bahwa bayi sapi

Correct translation: mereka semua berkata bahwa anak sapi

2. Target text legibility

The incorrect use of grammar, vocabulary, word order, cultural references, and presentational rules causes this error;

a. Grammar

The use of the incorrect form of the structure is a sign of incorrect grammar.

For instance:

It's my bull's baby, in the original language

Incorrect rendering: ini bayi sapi jantanmu.

The right translation is that this is a bayi sapi jantanku.

b. Vocabulary

Wrong vocabulary is characterized by the use of wrong word.

For example:

Source language: the hyena took care of the cow and the bull

Wrong translation: hyena mengawinkan seekor sapi betina dan sapi jantan

Correct translation: hyena merawat sapi betina dan juga sapi jantan.

c. Addition

They can be identified by the existence of one or more elements that are required to be absent from a well-structured sentence. For instance:

In the near future, my cow will give birth to a child.

Translation error: Sapi Betinaku akan mempunyai bayi laki-laki

Correct translation: Sapiku akan memiliki anak

d. Factors That Influence Translation

Translation, perhaps the most complex type of event in the history of the universe. Many factors are important to the translation process, and if these factors are not taken into account systematically, the description of the translation cannot be predicted as a whole. Due to the liquidity and complexity of the above factors, this short article cannot cover everything. Focus on the key elements of the three most important areas: people, culture and national language translator (Wong, 1999:79).

1. Linguistic factors Linguistic factors have a direct and significant impact on the translation process. Corresponding linguistic, phonetic, lexical, syntactic and textual factors can interfere with translation. It is safe to assume that differences between languages are the main cause of translation difficulties.
2. Cultural Factors Different language communities have different ways of living, segmentation, and actual structures. Translation

aims to bridge the cultural gap between two worlds and enable communication between different language communities. Busnet likens language to the "heart of culture", stating, "Because surgeons who manipulate the heart cannot ignore the surrounding body, translators treat text separately from culture and accept it." take risks and risks." Translations involving two languages are subject to the influence of two cultures: the culture of origin and the culture of the destination.

3. Personal Factors What we are discussing here is human translation, not machine translation. The professional and psychological status of the translator can directly affect the translated text. The questionable individual factors that make up many differences between different translations from the same source are subtle and complex. They play an important role in translation and can be divided into two main categories: individual skills and individual aptitudes.

Each of these factors can significantly hinder the evaluation and selection of translators and will eventually show up in the final translation. A clear and systematic understanding of the existence and operation of these factors can help us understand the complex nature of shifting and design effective strategies to counter the effects of these factors negative.

Based on this interpretation, we can conclude that the factors affecting translation are linguistic factors, namely factors relating to the knowledge of language, the knowledge that studies, studies or studies language in general, cultural factors, and factors within the translator.

e. Meaning Analysis

The first thing to do during the translation process is to understand the overall meaning of the source text. There are many different types of "meaning" that can be identified when analyzing the meaning of the source text (Nida and Taber, 1982:34).

1. Grammatical Meaning

When you think of meaning, it's almost inevitable in terms of words and idioms. Grammar is often taken for granted because it seems to be an arbitrary set of rules of arrangement. It's a rule that you need if you want to understand it, but there is no rule that doesn't seem to make sense.

2. Referential Meaning It refers to words as symbols for objects, events, summaries, and relationships.

3. Connotation Meaning

Relevance refers to how language users react positively or negatively to words and their combinations. The relevance around the words becomes so strong that people may avoid using them.

These are called verbal taboos. There are positive taboos and negative taboos. Negative taboos associate disgust or disgust with words that refer to specific organs or functions of the body.

f. Translation Principles

All sorts of translation can benefit from some common translation principles.

1) Meaning:

The original text's meaning should be faithfully captured in the translation. There shouldn't be any arbitrary additions or deletions, though there may occasionally be a need to transpose some words.

2) Form:

The translation should try to follow the original's wording and concept flow as nearly as possible. This is particularly crucial when translating contracts, guarantees, and other legal documents. But variations in word order and form are frequently necessary due to linguistic variances. When in doubt, highlight the words in the original text where the most emphasis is placed.

3) Register:

Languages frequently have a wide range of formality in a given situation, as a business letter. The translator must distinguish between formal or fixed language and personal expressions, in which the

writer or speaker determines the tone, in order to reconcile these discrepancies.

4) Source language influence:

The claim that a translation does not sound natural is one of the most common complaints. This is due to the source text's excessive influence on the translator's ideas and word choice. To get rid of the impact of the original language, put the text aside and translate a few words out loud from memory. When the eye is fixed on the source language text, it may be difficult to recall natural thought patterns in the first language.

5) Style and clarity:

The original's style should remain intact during translation. However, the translator may choose to fix any errors if the material is poorly written or has monotonous repeats for the benefit of the reader.

6) Idiom:

The original's style should remain intact during translation. However, the translator may choose to fix any errors if the material is poorly written or has monotonous repeats for the benefit of the reader.

- a. Retain the original word, in inverted commas.
- b. Retain the original expression, with a literal explanation in brackets.
- c. Use a close equivalent.
- d. Use a non-idiomatic or plain prose translation.

g. Translation Evaluation

Nababan cited in Ruhansah (2012: 46) stated a good translation has to fulfill criteria such as accuracy and readability in order to avoid ambiguity and awkwardness in translation result. He further purposed a standard assessment to measured quality of translation.

a. Accuracy in Translation

Accuracy is important aspect in translation assessment. According Nababan cited in Ruhansah (2012: 46) stated that accuracy refers to the equivalence between source text and target text on the level of meaning. Furthermore, Nagao, Tsuji and Nakamura in Nababan said that accuracy is a term of translation quality assessment, which refers to the extent to which a translation has the same idea toward its original. It is without addition or reduction meaning from source language to target language. It is usually refers to preservation of the information content of SL in TL. It could be said that in translating a text, the translator should also concern to the familiar language pattern which is usually used by the target readers. „Accurate“ indicated that the source language meaning is accurately conveyed into the target language text, there is no meaning distortion. „Less Accurate“ means that the source language meaning is less accurately conveyed into the target language. There are some meaning distortions. „Inaccurate“ indicated that by the source language meaning that is definitely not accurately conveyed into the target language. It is omitted or

deleted. A translation is categorized accurate if meaning in target text is equivalences with the sourcetext. There is no additional or deleting information from ST into TT. In other hand, a translation will be consider less-accurate or even inaccurate if it inadvertently omits some piece of information, adds some information which is not available in the source text, zero meaning (when the form use does not communicative any meaning at all) and differences in meaning.

b. Readability

Readability is a derivative noun from *-readable* which means —1 (of a book, article, etc.) that is easy, interesting and enjoyable to read; 2 (of written or printed words) clear and easy to read. In line with the previous definition, readability or *-keterbacaan* (in Indonesia) is defined as “*perihal dapat dibacanya teks secara cepat, mudah dipahami dan diingat.*” (It is about being able to be read rapidly, understandable, and easy to be remembered). To sum up, readability is associated with how well a text is for its reader, whether it is easy to be understood, interesting, enjoyable, can be read or not.

Readability involves the averaged sentence length, number of new words and grammatical complexities of the language used. There are some factors of low readability which made the text difficult to be understand by the reader especially non-bilingual

readers, include such as the use of ambiguous words and sentences, the used of incomplete sentence, punctuation, grammatical aspect, sentence construction. The readability analysis is used to make sure that the target readers can received the idea presented by the word in the target language and it is also use as the strategy accuracy parameter.

Readability itself is one of the essential things that should be noticed and considered by a translator. Nababan stated that other factors influence the readability of translation text are the usage of foreign or local words, ambiguous words and sentences, incomplete sentence, and incoherent plot

h. Translation Methods

It is not an easy task to translate. When translating a document, translators employ a variety of techniques to make the process easier. Translators can employ a variety of techniques to make the message in the target language understandable and natural to the reader. Newmark (1988: 45) devides translation methods that can be used inthe process of translation, as follows:

1. Word-for-word translation (Verbatin)

The word order in the source language is always retained in this manner, and the words are translated individually by their most common meanings.

2. Literal Translation

The grammatical contractions in the source language are converted to their closest target language equivalents in this procedure, but the lexical words are again translated singly.

3. Semantic Translation

Semantic translation focuses on the process of transferring the source language's contextual meaning to the target language utilizing the target language's closest syntax and semantic contractions.

4. Free Translation (Contextual)

This method allows the translator to freely translate the message into the target language based on their interpretation. It replicates the target language text without the original's style, form, or content.

5. Ideomatic

Translation It faithfully reproduces the original message, but it tends to skew nuances of meaning by favoring colloquialisms and idioms that do not appear in the original.

6. Communicative

Translation This method allows translators to adjust, develop, omit, and clarify the message of the source language, and then adapt the message based on the valid rules of the target language, ensuring that both the content and language are easily accepted and understood by the target language reader.

i. The criteria of good translation

Talking about a good translation was constituent all vision translators. But, whether the vision can be get by translators easily. Whereas the criteria of good translations are:

1. The translation should give a completed transcript of idea of the original work.
2. The style and manner of writing should be the same character with the original.
3. The translation should be has all the eases of the original composition.
(Tytler : 1790)

Ideally, a translation should give the sense of the originality in such a way that readers are unaware that they are reading a translation. Besides that, the reader should experience that some impression as if they were an original composition.

Sonter in Nida (1994: 164) stated that the translation should make the same resultant impression of the minds of our readers are closely as possible the same effect as produce by the original on it is reader. From the statements above, the researcher can draw a brief conclusion that a good translation should:

- a. Captured the atmosphere of the original.
- b. Give impression as nearly as possible to the original.
- c. It should easy to understand.

From the criteria for a good translation, the one important is grammar of the source language plus the knowledge of vocabulary, as well as good understandable of the text to be translated.

Baker (1992: 83) said: -Grammar is the set of rules which determined the way in which units such as words and phrases can be combined in language and the kind of information which has to make regularly explicit in utterance. Thus, grammar is very important in any language. There is no language which has not its specific grammar and no person can learn a language without learning its grammar.

Baker mentions five categories of grammar which may lead a translator into difficulties because of the lack of grammatical structure in the target language, those are: number, gender, person, tenses and voice, but in this research the researcher only focus on tenses, such as simple present and simple past tense.

2. The Concept of Student Difficulties

a. Definition of student difficulties

A student in difficulty is defined by the students' development and concealing (2003) as any student who faces significant challenges in achieving their academic objectives. College is often a time of major transition and adjustment for students. This transitional stage may cause stress that is intellectual, social, economic, occupational, familial, or institutional in nature. This tension can occasionally get so bad that it

seriously jeopardizes academic success. These sites can provide extra assistance and help with the improvement of coping abilities. It is crucial to provide these children with prompt and efficient support in order to maximize the likelihood that they will succeed academically. It implies that the kids struggle because they are not intellectually and intellectually interested.

Studies that look at the challenges of translation have identified four areas of difficulty for students: grammar, Islamic texts, literature work, and vocabularies (Aroni & Nadrah, 2019). Additionally, inability to recognize ellipses, idioms, lexical meaning, word-to-word translation, lack of comprehension of translation techniques, and text content all contribute to translation problems. Similar to Nadrah and Arono's study, Ayuningtyas, Ifadah, and Aimah's (2018) investigation found that students struggle to translate idiomatic expressions connected to cultural, grammatical, lexical, and stylistic aspects. Translation challenges can be found in both the text and the song's lyrics because the beauty of the lyrics needs to be preserved. According to Rohma (2018), translators who translate the music from the soundtracks of three Disney movies frequently change the song's meaning without maintaining its original intent.

According to Hadrus (2017:17), there are four main categories of student translation difficulties, including the inability to comprehend the meaning of words that are not found in dictionaries, the difficulty of translating idiomatic expressions that cross cultural boundaries, the difficulty of

translating lengthy and complex sentences, and the difficulty of organizing the text in the target language.

b. Types of Difficulties in Translation

The types of difficulties in translation:

a) Linguistic Factors

The process of translation is directly and significantly influenced by linguistic considerations. Lexical, syntactic, and textual linguistic characteristics can all affect translation. It is safe to presume that Interlingua variations are a major contributor to translation challenges. A realistic system will need a lot of rules and dictionary entries, which highlights the sheer size of the task. Another issue is that many constructions have poorly understood grammar, making it unclear how to represent them or which rules should be applied to describe their meaning during translation.

b) Non – linguistic Factors

Non – linguistic factor involves the knowledge in ideology, cultural, historical, political-social, chemistry, science, technical, biology, medical, agricultural, and economics. Translating work to bridge the cultural gap between two worlds and make communication possible between different linguistic communities.

There are linguistics and non-linguistics problems in translation. Those problem appear because there are differences between language and culture. The English attentive on linguistics genre like he and she. Both of them

in Bahasa Indonesia have the same meaning of dia. There are four general categories of students' difficulties in translation, they are:

- 1) Difficult to understand the meaning of word that not find in dictionary.
- 2) Difficult to translate the idiomatic phrases and collide with culture.
- 3) Difficult to translate the long and complex sentence.
- 4) Difficult to arrange the text in target language.

Hartono (2017) explained about Stylistic Problem as a difficulty in translation. The translator should be able to analyse every single word, phrase, sentence, and discourse that appear on the source text.

3. The Concept of Translation Narrative Text

a. Definition of Narrative Text

Reading is a complicated way to get information and understand what's written down. Reading involves thinking. Students are supposed to know what words mean and to understand what is happening in the text. In reading, there are a variety of text types, including narratives, descriptive, recount, report, and procedure. Students can start reading by reading the story text. According to Oktaviyani et al. (2022), Narrative text can help students learn how to read and understand a story.

An account of a story or a series of events is what a narrative text does. The narrative text frequently entertains the audience. A narrative book also makes students explore an issue, shows them something, or makes them feel something. They learn about narrative text features such as characters, setting,

problem, and solution as they read a narrative text. When students read a story, they will learn more new words from the story.

Annisa & Oktavia (2020), stated that the book is split up into two categories: literacy and facts. According to Handayani et al. (2020), Narrative texts mainly use a lengthy text that students should interpret. However, pupils often find it uninteresting and difficult to comprehend. As both a result, the students remained interested in the learning process to comprehend and read narrative texts. Reading, to the contrary side, is probably the most important bit for us to gain. Narrative texts are a type of light reading taught to Senior High School, as according Koilara et al. (2020), Folklore, fairy tales, fables, myths, and horror stories are types of narrative texts.

The narrative writing is very interesting and entertaining. It ends not only a fictional story but also a true story. According to Mufauwazah (2020), The story of fiction is based on the writers' imaginations. On the other hand, a true story is based on something that really happened in the past. The text's moral values will provide the reader with entertainment, new information, and a life lesson.

From the definition above, it is concluded that a narrative story is a story about something interesting that is meant to entertain or inform the reader. When telling about something interesting that happened to you at work or school, or when telling someone a joke, you use narration.

b. Types of Narrative Text

There are many different kinds of narrative text, according to Lubis (2016), they are:

- 1) Humor
- 2) Romance
- 3) Crime
- 4) Real Life Fiction
- 5) Theoretical fiction
- 6) Mystery
- 7) Fantasy
- 8) Science Fiction
- 9) Diary Novels
- 10) Adventure

Within each of these categories, there may be a variety of tales. This type of story can also be included in the genre. A genre is one type of group. The concept of genre is intended to help generate narrative ideas (Lubis, 2016). Here are a few examples of different types (or genres) of stories that show what they are like:

- 1) Humor

A humorous tale is one that tries to make people laugh as part of telling a story. Here's how it usually goes:

- a) Orientation: The narrator gives the funny characters' names in an unusual scene.
- b) Problem: Something crazy happens in this part.
- c) Order of events: There are a lot of creative ideas and funny things said by characters, and strange things happen to ordinary people.
- d) Resolution: All's well that ends well.

2) Romantic

Typically, the plot of a romance involves two lovers who surmount obstacles to be united. Here are the normal features:

- a) Orientation: It has a hot male and a hot female who are looking for love, a foreign setting, sunset, beaches, and moonlight.
- b) Complicated: boy meets girl.
- c) Event sequence: it includes relationship development, jealousy, affection, hurt, pain, warmth, sharing, and problem resolution.
- d) The end: boy gets girl, they marry, and they live happily ever after.

3) Historical Feature

Here are some common parts of a historical fiction book:

- a) Setting: a time and place in the past and an account of that time.
- b) Problem: Good and evil meet.
- c) The order of events: actions linked to a time in history, how historical events affect the lives of the characters and a description of how people lived at the time.
- d) Resolution: characters endure the upheaval of the moment (for example, the war).

4) The Diary Novel

In this kind of story, the text is set up like diary notes. Here are some features of a standard diary novel:

- a) Orientation: the narrator is the primary character. Diary notes give a sense of time.

- b) Problem: given one of the journal entries. It can be about romance, adventure, humor, mystery, or another type.
- c) Event sequence: Diary entries describe feelings, hopes, and events.
- d) Reorientation: the narrator describes the resolution to the complication.

5) Fantasy

Here are some features of a standard fantasy story:

- a) Orientation: The setting may be in another world, with goals, witches, wizards, and so on. The hero might be able to use magic.
- b) Complication: Bad things happen to good people.
- c) Event sequence: utilization of sorcery. Action includes elves, dragons, and other magical creatures, as well as courage.
- d) Resolution: God defeats wicked forces.

6) Science Fiction

Science fiction stories take place in a world where science and technology are important. Here are some things that are common in this type of text:

- a) Orientation: a world with a setting and technology.
- b) The problem is that the world is in danger from a bad force.
- c) Sequence of events: creative description. Action includes science, technology, and coming up with new ideas.
- d) The end: good wins over evil.
- e) Coda: Be cautious that science is applied for good, not harm.

c. The Characteristics of Narrative Texts

According to Lubis (2016). Narrative text has few characteristics, they are:

- 1) It tells a story about a thing or events that happened.
- 2) The events are usually listed in chronological order, i.e. in the order in which they occurred in time.
- 3) The storyteller has a goal in mind when telling the story. There are some things the storyteller wants to say or give the reader an idea of. As a result, the narrative's details are carefully chosen for purpose.

A story is present through narration. A good story needs to include interesting content for it to be interesting. Notify us of an event that will interest your audience. You might visualize your story as a movie where the audience can watch characters interact and hear them speak. As a result, it should be thorough and understandable, even organized according to the sequence in which events occurred or in another efficient manner that satisfies all of the objectives listed below:

- 1) It is unified, with every action leading to a developing central theme.
- 2) It is interesting, it immerses the author in the action and gives them the impression that they are paying attention to the proceedings.
- 3) In the larger context of the action, it provides the four *ws* of a setting: where, who, what, and when. It is coherent, transition indicates changes in time, location, and characters.

It begins at the start and ends at its conclusion. Thus, the narrative is told in chronological order, with events happening place one after another.

Eventually, a climax is reached. As the conclusion or the significance of the events is revealed, this is the point where there is the most tension or surprise.

According to Safa & Wicaksono (2022), The narrative contains the following grammatical aspects:

- 1) Pay attention to what is unique to each person. She, her, aunt, and uncle are all examples.
- 2) Use of action verbs to show how things work. For instance: lived.
- 3) Use of methods and thoughts that are related. Example: Didn't want (a related action), and heard (a thought action).
- 4) Conjunction. Example: After a few days.
- 5) Past Tense. Were or Was

d. General Structure of Narrative Text

A text that recounts a story's event is a narrative. To describe oneself, the oral tale is employed. As a result, the story incorporates narratives that are written, oral, and other. The narrative text's objectives are to amuse, convince, entertain, demonstrate emotion, provide information, and relate experiences.

Neo in Lubis (2016). Narrative has a structure, a shape, or a pattern. It can be represented graphically in this way.

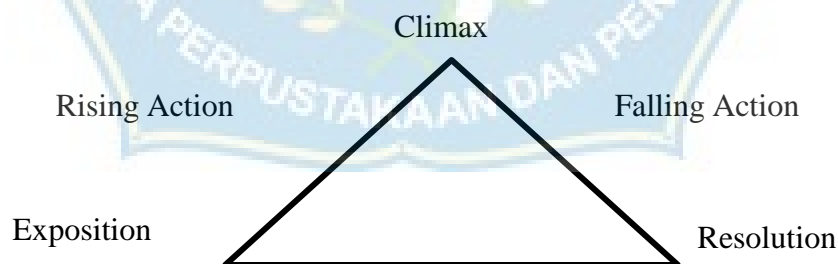


Figure 2.1 Structure of Narrative Text

The Freitag triangle is the name given to the image. The Freitag triangle's purpose is to act as a kind of blueprint or road map that can be utilized to direct us systematically while we write.

What makes up the Freitag triangle?

- 1) The composition sets up the people and the setting.
- 2) "Rising action" means a few problems that build up to the climax.
- 3) The climax is the most important part of a story when problems or issues demand that something be done about them.
- 4) Falling action is the last step before the most exciting moment.
- 5) The resolution is the result or end.

On the other hand, Anderson in Lubis (2016), stated that the steps for constructing a narrative text are:

- 1) Orientation/ exposition

The principal characters, as well as sometimes a few supporting ones, are presented to the readers. In general, some hint as to where and when the action is occurring is provided.

- 2) Complication/ rising action

A series of circumstances are driving the complication, and we often anticipate some form of issue or complication to develop within these circumstances. Simply put, if nothing unexpected happened, it wouldn't be as entertaining. The main protagonists will be involved in this difficulty, which serves to hinder them (temporarily), from achieving their objectives.

- 3) Sequence of event? Climax

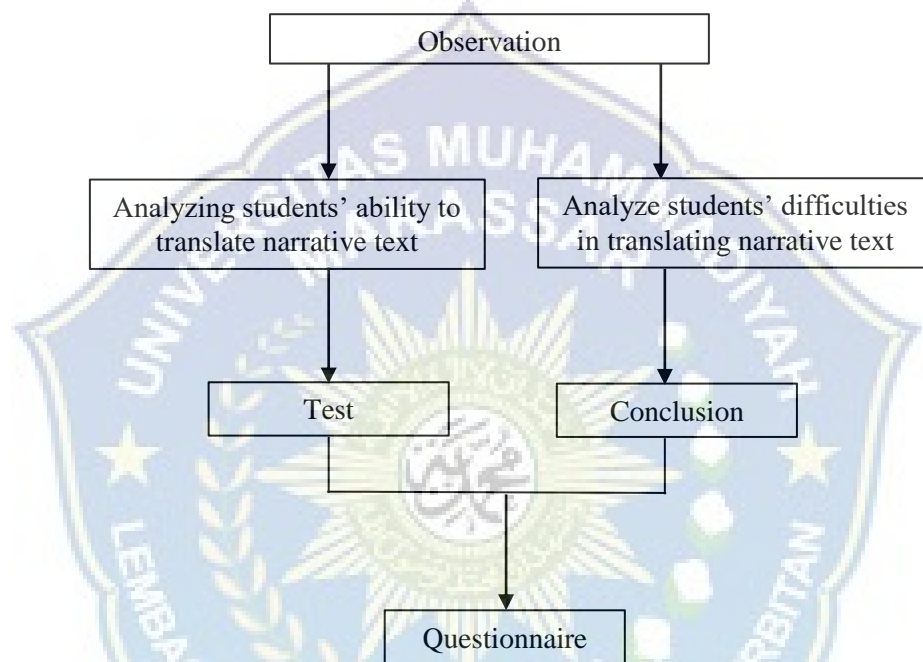
Here, the narrator describes how the character responds to the problem. Their actions and feelings are included. A chronological account of the events is preferred, but flashbacks are sometimes acceptable. The narrator's perspective is conveyed to the listeners.

4) Resolution/ falling action.

In this section, the implication may be resolved for the better or for the worse, but it is rarely left unresolved (although this is possible in certain types of narratives that leave us pondering "How did it end?").

5) Reorientation. It is an optional closure of event.

C. Conceptual Framework



Contextual framework for analyzing students' ability to translate narrative text from English into Indonesian. The first step is to give students a test, such as text translation, in which students will translate an English narrative text into Indonesian. This test is used to determine the ability of a student. After that, this study aims to analyze students' Difficulties in translating narrative texts. The step that will be taken is to give a questionnaire to students where the questionnaire contains 11 questions that will be filled in by students. This test is used to find out the Difficulties in translating a narrative text. After that, the researcher will analyze the students' abilities and Difficulties in translating a narrative text.

CHAPTER III

RESEARCH METHOD

A. Research Method

Descriptive Quantitative to illustrate the outcomes using numbers, starting with the data and data interpretation, research is necessary. This study focuses on eighth-grade students at SMP N 1 Bontonompo Selatan's talents and challenges with translating narrative texts. The study uses two different variables. Independent variable and dependent variable are what they are. A variable that is thought to have an impact on other variables is known as an independent variable. A dependent variable is a category that is affected by or results from another category. The talents and difficulties of the pupils served as the study's independent variables, while narrative text served as the study's dependent variable.

B. Research Variables and Indicators

1. Independent Variable

Independent variables according to Sugiyono (2017:39) define independent variables as variables which affect or which cause changes or arise dependent variables. In this research the independent variables use narrative text.

2. Dependent Variable

According to the Sugiyono (2019:69) dependent variable is often referred to a variable output, criteria, and consequent. In English it's often referred to as a bound variable bound variables are impacted by, brought about by, or as a result of the existence of free variables. In this research

the dependent variable is to find out the students' ability and obstacle in translating narrative text.

3. Indicators

The indicators of this research are the use test and questioner method to know what students' ability and obstacle in translating narrative text.

C. Population and Sample

1. Population

The population of this research is the eighth-grade students of SMP N 1 Bontonompo Selatan Kab. Gowa 2023/2024. It consists of three classes and each class consisted of 23-30 students. The total numbers of population were 106 students. Population is a regional generalization consist of objects/subjects which have certain quantities and characteristics determined by the researcher to be study and then draw conclusions. (Sugiyono, 2016).

2. Sample

The researcher chooses VIII A class as a sample of this research. The researcher takes 23 students by random sampling technique.

D. Research Instrument

Because as the principle in the research is doing measure, so it must need an instrument that use in measuring. It names research instrument (Sugiyono: 2015). In quantitative research, the instrument use by the researcher was translation test and questionnaire. The explanation about the instrument that was use in this research as follows:

1. Test

Tests are a collection of questions or activities that are used along with other tools to gauge a person's or group's skills, intelligence, abilities, or talents (Arikunto: 2013). In order to gather information from students, researchers first utilize examinations to determine the students' proficiency with narrative texts, and then they use questionnaires to determine the students' challenges with narrative texts. The study's test takes the form of a narrative text that students are required to translate from English into Indonesian. The test is administered only once, and the students have 60 minutes to translate the text. Each word, sentence, and paragraph of the student's translation is examined by the researcher once it has been collected from the students after they have finished their translation.

★ The researcher provided a narrative text titled "Malin Kundang" that will be translated into Indonesian to evaluate the pupils' ability. This tool is used to gather information on students' proficiency in narrative text translation. Gather the student response sheets, then compute a grade based on the responses.

2. Questionnaire

A questionnaire is a way of gathering data in which respondents are given a list of questions or written statements and asked to respond (Sugiyono, 2017). The percentage of pupils who have trouble translating narrative materials is calculated using the questionnaire instrument. There are four (four) different answer categories for each question. A questionnaire is used by researchers to collect specified main data. There

are 9 questions in the entire questionnaire. There are four potential responses to each survey question, and they are identified by:

1 = often (sering)

2 = sometime (kadang - kadang)

3 = seldom (jarang)

4 = never (tidak pernah)

Questionnaires used to find out students' Difficulties in translating narrative text. The questionnaire is distributed to class VIII A as a sample. This questionnaire consists of 10 questions. The following is a questionnaire:

Table 3.1
Questionnaire of Students' Difficulties in translating

Item Questionnaire	1 Often	2 Sometime	3 Seldom	4 Never
1. Saya mengalami kesulitan dalam menyesuaikan pola kalimat yang telah diterjemahkan dari bahasa Inggris ke dalam pola kalimat bahasa Indonesia.				
2. Saya mengalami kesulitan dalam mencari arti kata yang tidak tertera dalam kamus.				
3. Saya menemukan kata-kata yang memiliki arti ganda sehingga menyulitkan saya dalam menentukan arti mana yang benar.				
4. Saya mengalami kesulitan dalam menerjemahkan kalimat bahasa Inggris yang sangat panjang.				
5. Saya mengalami kesulitan dalam merangkai kata-kata dalam bahasa Indonesia sehingga menghasilkan kalimat yang rancu dan sulit dipahami pembaca.				
6. Saya menemukan pola kalimat bahasa Inggris yang berbelit-belit sehingga				

menyulitkan saya dalam menerjemahkannya ke dalam bahasa Indonesia.				
7. Saya menemukan perbedaan struktur bahasa Indonesia dengan struktur bahasa Inggris sehingga menyulitkan saya menerjemahkannya.				
8. Saya mengalami kesulitan dalam mengartikan keseluruhan kalimat walaupun saya mengetahui arti perkataanya.				
9. Saya mengalami kesulitan dalam memahami maksud bahasa sumber sehingga menyulitkan saya menerjemahkannya ke bahasa sasaran.				

(Nurmilda, 2021)

E. Procedure of Data Collection

To collect the data, the researcher uses two stages:

1. Choosing a classroom as placed of data collection and preparing of English texts. Some of the students in the class would be involve in translation activity.
2. The researcher had given a narrative text to students to translate from English to Indonesian.
3. The researcher had given a test to the students to measure their ability in translating narrative text and give the 90 minutes to translate.
4. The researcher had used a questionnaire to measure students' difficulties in translating a narrative text. The questionnaire sheet contains statements relating to indicators of student Difficulties in translating narrative texts.
5. In this study, researchers had taken documentation of activities at the SMPN 1 Bontonompo Selatan environment, in order to find out how students' ability and Difficulties are when translating.

F. Technique of Data Analysis

There are some procedures in doing the analysis of data the researcher applies in research. To count the students' ability and difficulties in translating narrative text in percentage by use formula:

1. Collected the students' answer sheets and giving scored by analyzing the answer. Maximum score for each question is 3. In scoring, the researcher follows the criteria.

Tabel 3.2
Criteria of Accuracy

Criteria	Score
Accurate and clear meaning, without any omission and addition or changes meaning.	3 (Readable)
Correct meaning with minimum omission, addition or changes meaning.	2 (Less-Readable)
Different meaning, unclear, ambiguous.	1 (Unreadable)

Tabel 3.3
Criteria of Readability

Criteria	Score
Words, technical terms, phrases, clauses, sentence or text translation can be understood easily by the reader.	3 (Readable)
In general, that translation can be understood by the reader, however there are certain parts they should be read more than once to understand the translation.	2 (Less-Readable)
Translation difficult to understand by the readers.	1 (Unreadable)

(Nababan, 2012: 57)

2. To analyze the students' score from the translation text, the researcher used the formula:

$$\text{Score} = \frac{x}{N} \times 100$$

Where:

X : Score of the students

N : Score maximum

100 : Standard Score (Gay 1981: 361).

3. To find out mean score of the students' test, the researcher had used the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Notes:

\bar{X} : Mean score

$\sum x$: Total score

N : The number of student (Gay 1981:361)

4. To analyze the data collected from the translated text and questionnaires, the researcher used a tabulation technique, the rate percentage using the following formula:

$$P = \frac{f}{n} \times 100\%$$

(Sudjana Cited In Nasruddin, 2015:28)

Where P: Percentage of Students' Ability and Difficulties

F: Total Score

N: Maximum Score

5. Ruhansah (2013) classifies the level of students' ability and Difficulties in translation, she divide it into four level, namely:

Table 3.4 Level Mastery

Score	Categories
80% - 100%	Excellent
60% - 79%	Good
50% - 59%	Fair
0% - 49%	Poor

Where the levels mean:

Excellent: Translation is accurate and understandable

Good : Translation is less-accurate with minimum omission, addition and minimum inappropriate word.

Fair : Different meaning, there are some inappropriate words.

Poor : Unclear meaning, ambiguous, inappropriate words, and difficult to understand by the readers.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher described the finding of the research. The findings would be divided in to two parts, the analysis of the data collected from the test, and the analysis of the data collected from the questionnaire. The difficulties include of two factors, the linguistics factors and non-linguistics factors. Furthermore, the researcher described in details what aspects or items of the two factors above. After that, the discussion deals with interpretation of the findings in the research.

A. Findings

The findings of the research were based on the results of data analysis. The data analysis consisted of two sections; the data analysis of the test and questionnaire.

1. The Students' Ability in Translating Narrative Text

Before the researcher discusses the results of his research, first it is better to present a table of the results of students' translating abilities narrative text from English to Indonesian. The table is summarized based on accuracy and readability, which is then divided into two determine the average grade of students. Here's the table:

Table 4.1

The students' ability in translating narrative text

Accuracy	Less Accuracy	Inaccurate
9	14	0

Based on the table above, it can be seen that there are 9 students got an accuracy score, 14 students were less accurate, and 0 students got not quite right in translating the narrative text from English to Indonesian entitled "Malin Kundang".

Table 4.2

The students' ability in translating narrative text

Readability	Less Readable	Unreadable
7	16	0

Based on the table above, it can be seen that there are 7 students got a readable score, 16 students got a less readable score, and 0 students got a legible score became illegible in translating the narrative text from English to Indonesian entitled "Malin Kundang"

Table 4.3

Data of students' ability in translating narrative text

Student's	Accuracy	Readability	Score
S1	2	2	Score= $\frac{4}{6} \times 100 = 67$
S2	3	2	Score= $\frac{5}{6} \times 100 = 83$
S3	2	3	Score=

			$\frac{5}{6} \times 100 = 83$
S4	3	3	Score= $\frac{3}{6} \times 100 = 100$
S5	3	2	Score= $\frac{5}{6} \times 100 = 83$
S6	2	3	Score= $\frac{5}{6} \times 100 = 83$
S7	2	2	Score= $\frac{4}{6} \times 100 = 67$
S8	2	2	Score= $\frac{4}{6} \times 100 = 67$
S9	3	3	Score= $\frac{3}{6} \times 100 = 100$
S10	3	2	Score= $\frac{5}{6} \times 100 = 83$
S11	2	2	Score= $\frac{4}{6} \times 100 = 67$
S12	2	2	Score= $\frac{4}{6} \times 100 = 67$
S13	2	2	Score= $\frac{4}{6} \times 100 = 67$
S14	2	2	Score= $\frac{4}{6} \times 100 = 67$
S15	2	2	Score= $\frac{4}{6} \times 100 = 67$
S16	2	2	Score= $\frac{4}{6} \times 100 = 67$
S17	3	3	Score= $\frac{6}{6} \times 100$ $= 100$
S18	2	2	Score= $\frac{4}{6} \times 100 = 67$
S19	2	2	Score= $\frac{4}{6} \times 100 = 67$
S20	3	3	Score= $\frac{6}{6} \times 100 = 100$
S21	2	2	Score= $\frac{4}{6} \times 100 = 67$
S22	3	2	Score=

			$\frac{5}{6} \times 100 = 83$
S23	3	3	Score= $\frac{6}{6} \times 100 = 100$
$\sum x$			1802

Table 4.4
Students' Score and Level Mastery

Score	Frequency	Mean	Percentage	Level Mastery
100	5	21,73	100%	Excellent
83	6	21,65	83%	Excellent
67	12	35,47	63%	Good

Based on the table above, it can be seen the level of mastery obtained with accurate and easy to read indicators. First, in the combination of the two indicators that get the highest score with a score of 100 were 5 students get it very good level of mastery. Second, in the combination of the two indicators, the second highest accuracy and legibility with a score of 83 were 6 students who got a very good level of mastery. And finally, the combination of the two indicators that get the lowest score with a value of 67 as many as 12 who got a good level of mastery.

2. The Students' Difficulties in Linguistic Factor of Translating Narrative Text

The questionnaire used to know the students' difficulties in translating argumentation text. The questionnaire was distributed to the eighth-grade students of SMP N 1 Bontonompo Selatan as the sample. This questionnaire consisted of 9 items and have distributed of 23 students of VIII A. The

following presentation described the clear explanation about the items of the questionnaire:

Table 4.5
The Number of Students' Difficulties in Linguistic Factor

Item Questionnaire	1 Never	2 Seldom	3 Sometimes	4 Often
1. Saya mengalami kesulitan dalam menyesuaikan pola kalimat yang telah diterjemahkan dari bahasa Inggris ke dalam pola kalimat bahasa Indonesia. (I am having difficulty adapting sentence patterns that have been translated from English into Indonesian sentence patterns)	0% (0)	0% (0)	56,52% (13)	43,48% (10)
2. Saya mengalami kesulitan dalam mencari arti kata yang tidak tertera dalam kamus. (I have difficulty finding the meaning of words that are not listed in the dictionary)	0% (0)	0% (0)	86,96% (20)	13,04% (3)
3. Saya menemukan kata-kata yang memiliki arti ganda sehingga menyulitkan saya dalam menentukan arti mana yang benar. (I found words that had double meanings, making it difficult for me to determine which meaning was correct)	0% (0)	0% (0)	82,61% (19)	17,39% (4)
4. Saya mengalami kesulitan dalam menerjemahkan kalimat bahasa Inggris yang sangat panjang. (I have difficulty translating very long English sentences)	0% (0)	43,48% (10)	34,78% (8)	21,74% (5)
5. Saya mengalami kesulitan	8,70%	8,70%	17,39%	65,21%

dalam merangkai kata-kata dalam bahasa Indonesia sehingga menghasilkan kalimat yang rancu dan sulit dipahami pembaca. (I have difficulty arranging words in Indonesian, resulting in sentences that are confusing and difficult for readers to understand)	(2)	(2)	(4)	(15)
6. Saya menemukan pola kalimat bahasa Inggris yang berbelit-belit sehingga menyulitkan saya dalam menerjemahkannya ke dalam bahasa Indonesia. (I found the English sentence patterns to be convoluted, making it difficult for me to translate them into Indonesian)	0% (0)	0% (0)	8,70% (2)	91,30% (21)
7. Saya menemukan perbedaan struktur bahasa Indonesia dengan struktur bahasa Inggris sehingga menyulitkan saya menerjemahkannya. (I found differences between the structure of Indonesian and the structure of English, making it difficult for me to translate it)	0% (0)	43,48% (10)	26,08% (6)	30,44% (7)
8. Saya mengalami kesulitan dalam mengartikan keseluruhan kalimat walaupun saya mengetahui arti perkatanya. (I have difficulty interpreting whole sentences even though I know the meaning of the words)	60,86% (14)	17,40% (4)	0% (0)	21,74% (5)
9. Saya mengalami kesulitan dalam memahami maksud bahasa sumber sehingga	0% (0)	13,04% (3)	8,70% (2)	78,26% (18)

<p>menyulitkan saya menerjemahkannya ke bahasa sasaran.</p> <p>(I have difficulty understanding the meaning of the source language, making it difficult for me to translate it into the target language)</p>				
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From the table above, we can see that there are 3 main difficulties for students in translating a narrative text. From the data above, namely the first difficulty "translating English sentence patterns convoluted" second "Difficulty in understanding the intent of the source language (Language English)" third "Difficulties in assembling words in the target language". Judging from the 3 numbers on the questionnaire it turns out that it is the student's most important difficulty and the student most often encounters when translating a narrative text. Another difficulty that students sometimes encounter it was the first "Difficulty in finding words which is not listed in the dictionary" second "Difficulty in adjusting translated sentences into Indonesian" each getting 50% and above of students said they sometimes encountered these difficulties when translating a narrative text.

The difficulty that students consider the lightest among all difficulties in translating is "Difficulty translating sentences the long one" there are 60% of students choose never means that students can already interpret the sentence as a whole when translating narrative text.

B. Discussions

In this section, the researcher wants to present the results of the discussion data analysis in accordance with the scope of research that has been discussed previously. This discussion is intended to describe students' abilities and difficulties in translating narrative text. Researchers want to present the results of two kinds the instruments of this study, from translation tests and questionnaires.

In this study, researchers used tests as primary data. This research was conducted on class VIII A students of SMPN 1 Bontonompo Selatan who had studied translation. This study was designed using a translation test. Data collection was carried out through a translation test carried out by class VIII A students of SMPN 1 Bontonompo Selatan. Based on the results of research that has been carried out, it is known that in translating narrative texts from English to Indonesian, there are students who get a score of 3 for accuracy and readability. Examples of texts translated by students that are included in the accuracy and readability indicators:

Source Text: *After several years had gone*

Target Text: Setelah beberapa tahun berlalu

Key answer: Setelah beberapa tahun berlalu

From the sentences above it can be seen that the text that students translate into English is correct because it meets the target text. Students translate these sentences using the correct grammar and without adding or removing words. As stated by Nababan (2012), an accurate translation is when

the meaning of words, technical terms, phrases, clauses, or sentiments from the source language is transferred accurately to the target language, there is absolutely no distortion of meaning. It could be that students also easily translate the narrative text because the target language being translated is the language they use every day. Language as an object of translation is part of culture and therefore translation from one language to another cannot be carried out without good knowledge of the culture and structure of the two languages (Larson, 1988: 82)

From this it can be seen that students get a score of 2 for accuracy and readability. Examples of student translated texts included in indicators of accuracy and readability for example:

Source Text: *After several years had gone*

Target Text: Setelah beberapa tahun telah lenyap

Key answer: Setelah beberapa tahun berlalu

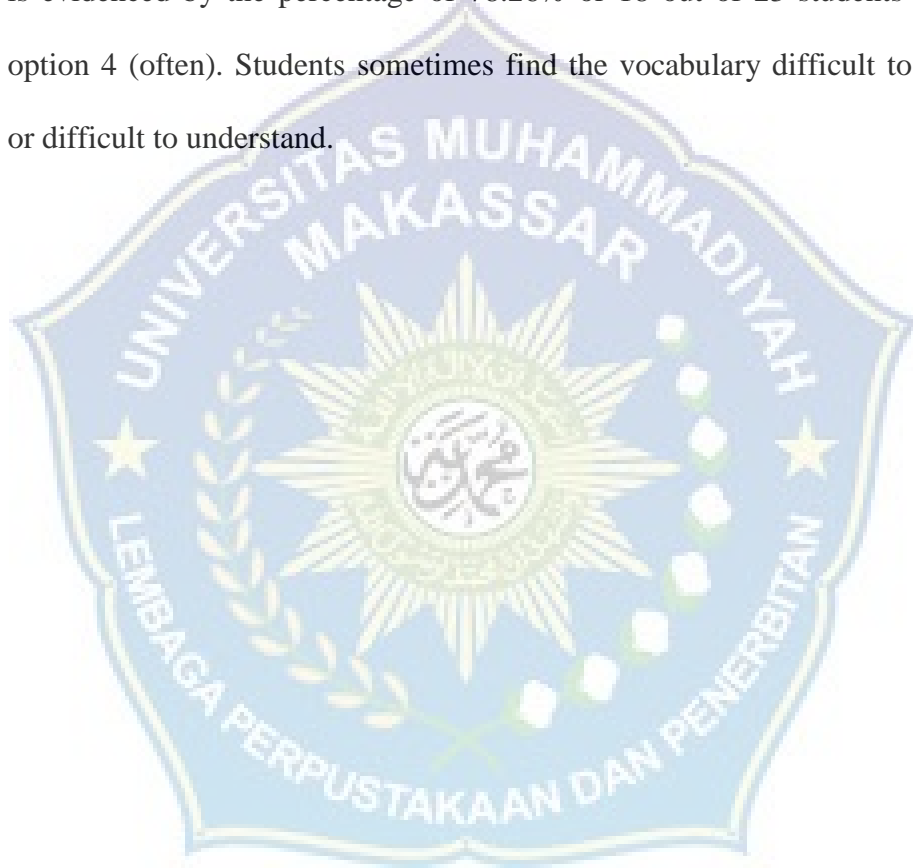
From the results of the student translation above, this could occur due to students' lack of understanding in learning English and students using the word-for-word translation method, and students' lack of vocabulary. This causes translation students to be damaged, because in general students choose the wrong words, and choose the wrong words in translating a language, so that if interpreted it can contain a sentence meaning that is different from the meaning of the actual sentence. Waddington (2011) states that some translation problems are vocabulary, grammar or spelling errors. Research has shown that most students' Mathematics questions are lexical in nature. Students are

confused when pronouncing Indonesian words that do not have the correct meaning in English. Therefore, to find related words in English, you need to look for synonyms of them.

After observe the results of data analysis student difficulties in narrative text translation is classified into Linguistic factors. In general, researchers found that questionnaire item number 6 is the highest ". I found a pattern the English sentences are complicated patterns, making it difficult for me to translate them into Indonesian. From the table above it can be seen that 91.30% 21 of the 23 students chose option 4 (often) and the number of students had many difficulties. Students have difficulty translating long sentences. This case could be due to different language styles and text patterns and a lack of vocabulary, as well as a lack of grammar knowledge and understanding of translation. As Nida and Taber said (2008), every language has a different style. Based on the data interviewed, one of the participants said that one of the difficulties in translating the English text was the pattern of the text. It is hard to get the sense of the text into the target language text. Therefore, the students must pay attention to the pattern of the language itself. Second, the difficulty in linguistic factors is in questionnaire item number 2 indicating that 86.95% or 20 out of 23 students chose option 3 (sometimes) and that is the number of students' difficulties with high difficulty in finding the meaning of words that are not listed in the dictionary.

In addition, from the table above, students also faced difficulties in item number 3. The results showed that 82.60% or 19 out of 23 students chose option 3 (sometimes). Students find words that have multiple meanings,

making it difficult for me to determine which meaning is correct. This is caused by a lack of understanding of vocabulary and understanding of grammar, then making it difficult for students to translate texts. Next, question number 9, -students experience difficulty in understanding the meaning of the source language, making it difficult for me to translate it into the target language namely the sentence makes the reader confused when reading it. This is evidenced by the percentage of 78.26% or 18 out of 23 students choosing option 4 (often). Students sometimes find the vocabulary difficult to translate or difficult to understand.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting research and conducting data analysis, researchers obtained it conclusion in the following two points:

1. The score of students in translating narrative texts is a good categorized, which is around 23 students, they cannot reach the maximum value. The sum of the student's average score is 78.85 and still does not reach the maximum value. Next from scores, the researcher concluded that students had difficulty translating narrative text.
2. It is known that class VIII A students of SMPN 1 South Bontonompo are experiencing difficulties in translating narrative texts that are more influenced by linguistics factor. Students' difficulties in translating English sentence patterns complicated is the most prominent factors that cause students difficulty in translating the text with the highest percentage is 91.30%.

B. Suggestion

After seeing the findings as well as the discussion, the researcher gave several suggestions which may be useful.

1. It suggested to the English teachers, that they have to emphasize the translation ability of learning and teaching in order to the students can improve their translation ability especially in translating English text into

Indonesian text. In order that, the students can reduced their mistakes especially in equivalence of meaning.

2. It is recommended for students to practice their ability in translation especially in translating English text into Indonesian text.
3. It is suggested to researchers, it can be a good reference for conducting research about student translation with another point of view.



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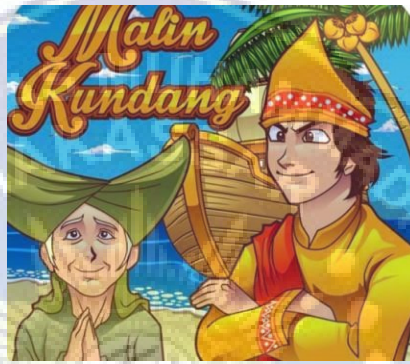


APPENDIX 1**Test Narrative Text****Name:****Class:****Instructions!**

1. Translate the text into Indonesian!

Malin Kundang

Creation by: Rini Kurniasih



Once upon a time, on the north coast of Sumatera lived a poor woman and his son, who called Malin Kundang. His father had died, and his mother lived alone as a poverty-stricken old woman.

Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. One day, Malin Kundang decides to go overseas and promises to come back.

After several years had gone by, Malin Kudang finally decided to return to his village. He arrived wearing fine clothes and traveling on one of his ships. Someone arriving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight.

One of the villagers recognized Malin Kundang from a scar that he had received while playing as a child. Upon recognizing the mark, the villager went to tell Malin Kundang's mother that her son had returned. Excitedly, she went to the shore and recognized her son the minute her eyes fell on him.

GOOD LUCK

APPENDIX 2**QUESTIONNAIRE**

Nama:

NIS:

Petunjuk!

Pernyataan di bawah ini bertujuan untuk mendapatkan informasi mengenai kesulitan anda dalam menterjemahkan teks bahasa inggris kedalam bahasa indonesia.

Catatan.

- 1 = Sering
- 2 = Kadang – Kadang
- 3 = Jarang
- 4 = Tidak pernah

Bacalah setiap pernyataan berikut dengan teliti. Berilah tanda (√) pada nomor yang sesuai dengan jawaban Anda.

Item Questionnaire	1 Often	2 Sometime	3 Seldom	4 Never
1. Saya mengalami kesulitan dalam menyesuaikan pola kalimat yang telah diterjemahkan dari bahasa Inggris ke dalam pola kalimat bahasa Indonesia.				
2. Saya mengalami kesulitan dalam mencari arti kata yang tidak tertera dalam kamus.				
3. Saya menemukan kata-kata yang memiliki arti ganda sehingga menyulitkan saya dalam menentukan arti mana yang benar.				
4. Saya mengalami kesulitan dalam menerjemahkan kalimat bahasa inggris yang sangat panjang.				
5. Saya mengalami kesulitan dalam merangkai kata-kata dalam bahasa Indonesia sehingga menghasilkan kalimat yang rancuh dan sulit dipahami pembaca.				
6. Saya menemukan pola kalimat bahasa				

Inggris yang berbelit-belit sehingga menyulitkan saya dalam menerjemahkannya ke dalam bahasa Indonesia.				
7. Saya menemukan perbedaan struktur bahasa Indonesia dengan struktur bahasa Inggris sehingga menyulitkan saya menerjemahkannya.				
8. Saya mengalami kesulitan dalam mengartikan keseluruhan kalimat walaupun saya mengetahui arti perkataanya.				
9. Saya mengalami kesulitan dalam memahami maksud bahasa sumber sehingga menyulitkan saya menerjemahkannya ke bahasa sasaran.				



APPENDIX 4

Data of student's score in translating narrative text.

No	Nama Siswa	Score	
		Accuracy	Readability
1	S1	2	2
2	S2	3	2
3	S3	2	3
4	S4	3	3
5	S5	3	2
6	S6	2	3
7	S7	2	2
8	S8	2	2
9	S9	3	3
10	S10	3	2
11	S11	2	2
12	S12	2	2
13	S13	2	2
14	S14	2	2
15	S15	2	2
16	S16	2	2
17	S17	3	3
18	S18	2	2
19	S19	2	2
20	S20	3	3
21	S21	2	2
22	S22	3	2
23	S23	3	3

APPENDIX 5

Data of student's ability in translating narrative text.

Student's	Accuracy	Readability	Score
S1	2	2	Score= $\frac{4}{6} \times 100 = 67$
S2	3	2	Score= $\frac{5}{6} \times 100 = 83$
S3	2	3	Score= $\frac{5}{6} \times 100 = 83$
S4	3	3	Score= $\frac{6}{6} \times 100 = 100$
S5	3	2	Score= $\frac{5}{6} \times 100 = 83$
S6	2	3	Score= $\frac{5}{6} \times 100 = 83$
S7	2	2	Score= $\frac{4}{6} \times 100 = 67$
S8	2	2	Score= $\frac{4}{6} \times 100 = 67$
S9	3	3	Score= $\frac{6}{6} \times 100 = 100$
S10	3	2	Score= $\frac{5}{6} \times 100 = 83$
S11	2	2	Score= $\frac{4}{6} \times 100 = 67$
S12	2	2	Score= $\frac{4}{6} \times 100 = 67$
S13	2	2	Score= $\frac{4}{6} \times 100 = 67$
S14	2	2	Score= $\frac{4}{6} \times 100 = 67$
S15	2	2	Score= $\frac{4}{6} \times 100 = 67$
S16	2	2	Score= $\frac{4}{6} \times 100 = 67$
S17	3	3	Score= $\frac{6}{6} \times 100 = 100$
S18	2	2	Score= $\frac{4}{6} \times 100 = 67$
S19	2	2	Score= $\frac{4}{6} \times 100 = 67$
S20	3	3	Score=

			$\frac{6}{6}x 100 = 100$
S21	2	2	Score= $\frac{4}{6}x 100 = 67$
S22	3	2	Score= $\frac{5}{6}x 100 = 83$
S23	3	2	Score= $\frac{5}{6}x 100 = 83$
Σx			1802

Mean Score

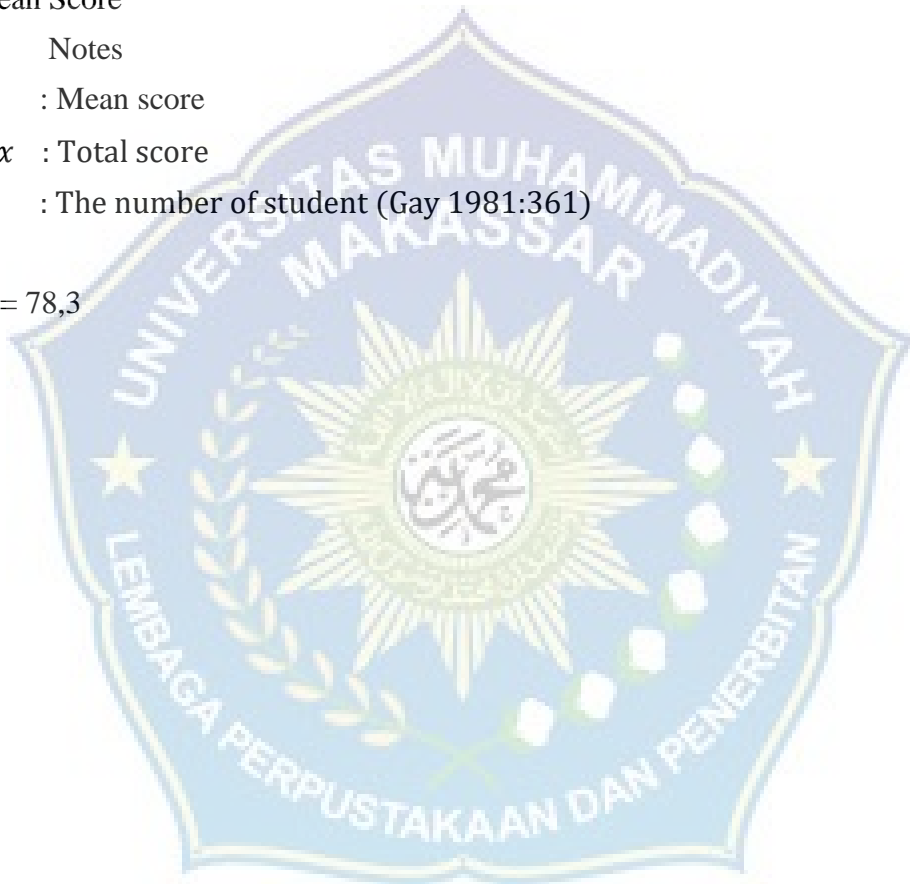
Notes

X : Mean score

Σx : Total score

N : The number of student (Gay 1981:361)

$$X = 78,3$$



APPENDIX 6

Student Worksheet

<input type="checkbox"/>	Name : Nur fatillah
<input type="checkbox"/>	Class : VIII a
<input type="checkbox"/>	Nis : 22024
<input type="checkbox"/>	
<input type="checkbox"/>	Dahulu kala, di Pesisir utara Sumatera hiduplah
<input type="checkbox"/>	Seorang Wanita miskin dan anaknya yang bernama
<input type="checkbox"/>	Maling bundang. ayahnya akhirnya Meninggal. dan ibunya
<input type="checkbox"/>	hidup Sendirian Sebagai Seorang Wanita tua yang
<input type="checkbox"/>	Miskin.
<input type="checkbox"/>	Maling bundang tumbuh sebagai anak muda
<input type="checkbox"/>	yang krampil. dia selalu membantu ibunya mencari
<input type="checkbox"/>	uang. Suatu hari, Maling bundang memutuskan untuk Pergi
<input type="checkbox"/>	ke luar negeri dan bagagi akan kembali.
<input type="checkbox"/>	Setelah beberapa tahun berlalu. Maling bundang
<input type="checkbox"/>	akhirnya memutuskan untuk kembali kedesa. dia tiba
<input type="checkbox"/>	dengan mengenakan pakaian bagus dan bepergian
<input type="checkbox"/>	dengan salah satu kapalnya. seseorang yang datang
<input type="checkbox"/>	kegerakan seperti itu tidak biasa bagi penduduk
<input type="checkbox"/>	desa. sehingga banyak dari mereka Pergi ke Pelabuhan
<input type="checkbox"/>	Untuk melihat pemandangan itu.
<input type="checkbox"/>	Salah satu penduduk desa mengenali Maling
<input type="checkbox"/>	kundang dan bekas ludo yang dia terima Saat
<input type="checkbox"/>	bermain sebagai orang anak. Setelah mengenali tanda
<input type="checkbox"/>	itu, penduduk desa Pergi untuk memberitahu ibu
<input type="checkbox"/>	Maling kundang bahwa putranya telah kembali dengan
<input type="checkbox"/>	Penah semangat. dia Pergi ke pantai dan mengenali
<input type="checkbox"/>	Putranya begitu Matanya tertuju padanya.
<input type="checkbox"/>	name : muhammad rizkiadha
<input type="checkbox"/>	class : VIII A
<input type="checkbox"/>	Dahulu kala di pesisir Sumatera hiduplah
<input type="checkbox"/>	seorang wanita miskin dan anaknya
<input type="checkbox"/>	bernama malingkundang. ayahnya
<input type="checkbox"/>	meninggal dunia dan ibunya tinggal sepi
<input type="checkbox"/>	wanita tua dan miskin.
<input type="checkbox"/>	maling kundang tumbuh sebagai anak muda
<input type="checkbox"/>	yang bertampi dia selalu membantu ibunya
<input type="checkbox"/>	mendapatkan uang satu hari maling kundang
<input type="checkbox"/>	menentukan untuk pergi keluar negeri dan
<input type="checkbox"/>	berangkat untuk ke luar.
<input type="checkbox"/>	Setelah beberapa tahun berlalu - maling
<input type="checkbox"/>	kundang memutuskan untuk pulang ke desa
<input type="checkbox"/>	ditiba dengan mengenakan pakaian bagus
<input type="checkbox"/>	dan berbeaya dengan salah satu kapal.
<input type="checkbox"/>	seorang yang datang dengan kegerakan
<input type="checkbox"/>	seperti itu bagi penduduk desa tidak
<input type="checkbox"/>	biasa. sehingga banyak dari mereka
<input type="checkbox"/>	salah satu desa mengenali maling kundang
<input type="checkbox"/>	sebagai bekas ludo yang dia terima
<input type="checkbox"/>	waktu bermain sebagai seorang anak.
<input type="checkbox"/>	Setelah mengenali cupu orang desa
<input type="checkbox"/>	pergi untuk memberitahu ibu maling
<input type="checkbox"/>	kundang bahwa putranya telah kembali
<input type="checkbox"/>	dengan semangat. dia pergi ke pantai

APPENDIX 7

Student's Questionnaire

QUESTIONNAIRE

Name: Ririn adriani Saputri

Class: V III A

Item Questionnaire	1 Never	2 Seldom	3 Sometimes	4 Often
1. Saya mengalami kesulitan dalam menyesuaikan pola kalimat yang telah diterjemahkan dari bahasa Inggris ke dalam pola kalimat bahasa Indonesia,				✓
2. Saya mengalami kesulitan dalam mencari arti kata yang tidak tertera dalam kamus.				✓
3. Saya menemukan kata-kata yang memiliki arti ganda sehingga menyulitkan saya dalam menentukan arti mana yang benar.			✓	
4. Saya mengalami kesulitan dalam menerjemahkan kalimat bahasa Inggris yang sangat panjang.		✓		
5. Saya mengalami kesulitan dalam merangkai kata-kata dalam bahasa Indonesia sehingga menghasilkan kalimat yang rancuh dan sulit dipahami pembaca.				✓
6. Saya menemukan pola kalimat bahasa Inggris yang berbelit-belit sehingga menyulitkan saya dalam menerjemahkannya ke dalam bahasa Indonesia.				✓
7. Saya menemukan perbedaan struktur bahasa Indonesia dengan struktur bahasa Inggris sehingga menyulitkan saya menerjemahkannya.			✓	
8. Saya mengalami kesulitan dalam mengartikan keseluruhan kalimat walaupun saya mengetahui arti perkataanya.	✓			
9. Saya mengalami kesulitan dalam memahami maksud bahasa sumber sehingga menyulitkan saya menerjemahkan ke bahasa sasaran.				✓

QUESTIONNAIRE

Name: MUH AKBAR ALHABSY

Class: V III . A

Item Questionnaire	1 Never	2 Seldom	3 Sometimes	4 Often
1. Saya mengalami kesulitan dalam menyesuaikan pola kalimat yang telah diterjemahkan dari bahasa Inggris ke dalam pola kalimat bahasa Indonesia,			✓	
2. Saya mengalami kesulitan dalam mencari arti kata yang tidak tertera dalam kamus.				✓
3. Saya menemukan kata-kata yang memiliki arti ganda sehingga menyulitkan saya dalam menentukan arti mana yang benar.				✓
4. Saya mengalami kesulitan dalam menerjemahkan kalimat bahasa Inggris yang sangat panjang.		✓		
5. Saya mengalami kesulitan dalam merangkai kata-kata dalam bahasa Indonesia sehingga menghasilkan kalimat yang rancuh dan sulit dipahami pembaca.			✓	
6. Saya menemukan pola kalimat bahasa Inggris yang berbelit-belit sehingga menyulitkan saya dalam menerjemahkannya ke dalam bahasa Indonesia.				✓
7. Saya menemukan perbedaan struktur bahasa Indonesia dengan struktur bahasa Inggris sehingga menyulitkan saya menerjemahkannya.		✓		
8. Saya mengalami kesulitan dalam mengartikan keseluruhan kalimat walaupun saya mengetahui arti perkataanya.	✓			
9. Saya mengalami kesulitan dalam memahami maksud bahasa sumber sehingga menyulitkan saya menerjemahkan ke bahasa sasaran.				✓

QUESTIONNAIRE

Name: JESSYICA Maryam

Class: VIII A (BA)

Item Questionnaire	1 Never	2 Seldom	3 Sometimes	4 Often
1. Saya mengalami kesulitan dalam menyesuaikan pola kalimat yang telah diterjemahkan dari bahasa Inggris ke dalam pola kalimat bahasa Indonesia,			✓	
2. Saya mengalami kesulitan dalam mencari arti kata yang tidak tertera dalam kamus.				✓
3. Saya menemukan kata-kata yang memiliki arti ganda sehingga menyulitkan saya dalam menentukan arti mana yang benar.			✓	
4. Saya mengalami kesulitan dalam menerjemahkan kalimat bahasa Inggris yang sangat panjang.		✓		
5. Saya mengalami kesulitan dalam merangkai kata-kata dalam bahasa Indonesia sehingga menghasilkan kalimat yang rancuh dan sulit dipahami pembaca.		✓		
6. Saya menemukan pola kalimat bahasa Inggris yang berbelit-belit sehingga menyulitkan saya dalam menerjemahkannya ke dalam bahasa Indonesia.				✓
7. Saya menemukan perbedaan struktur bahasa Indonesia dengan struktur bahasa Inggris sehingga menyulitkan saya menerjemahkannya.		✓		
8. Saya mengalami kesulitan dalam mengartikan keseluruhan kalimat walaupun saya mengetahui arti perkataanya.		✓		
9. Saya mengalami kesulitan dalam memahami maksud bahasa sumber sehingga menyulitkan saya menerjemahkan ke bahasa sasaran.		✓		

QUESTIONNAIRE

Name: Ririn adriani Saputri

Class: V III A

Item Questionnaire	1 Never	2 Seldom	3 Sometimes	4 Often
1. Saya mengalami kesulitan dalam menyesuaikan pola kalimat yang telah diterjemahkan dari bahasa Inggris ke dalam pola kalimat bahasa Indonesia,				✓
2. Saya mengalami kesulitan dalam mencari arti kata yang tidak tertera dalam kamus.				✓
3. Saya menemukan kata-kata yang memiliki arti ganda sehingga menyulitkan saya dalam menentukan arti mana yang benar.			✓	
4. Saya mengalami kesulitan dalam menerjemahkan kalimat bahasa Inggris yang sangat panjang.		✓		
5. Saya mengalami kesulitan dalam merangkai kata-kata dalam bahasa Indonesia sehingga menghasilkan kalimat yang rancuh dan sulit dipahami pembaca.				✓
6. Saya menemukan pola kalimat bahasa Inggris yang berbelit-belit sehingga menyulitkan saya dalam menerjemahkannya ke dalam bahasa Indonesia.				✓
7. Saya menemukan perbedaan struktur bahasa Indonesia dengan struktur bahasa Inggris sehingga menyulitkan saya menerjemahkannya.			✓	
8. Saya mengalami kesulitan dalam mengartikan keseluruhan kalimat walaupun saya mengetahui arti perkataanya.	✓			
9. Saya mengalami kesulitan dalam memahami maksud bahasa sumber sehingga menyulitkan saya menerjemahkan ke bahasa sasaran.				✓



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Stambuk	10535110539
Program Studi	Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir	Bontomatene / 27-09-2000
Alamat	Bontomatene, Desa Garambing, Kec. Bontomatene, Kab. Gowa

Adalah yang bersangkutan akan melakukan penelitian dan menyelesaikan skripsi dengan judul: "An Analysis of Students' Ability and Difficulties in Translating Narrative Text (A Case Study of The Eighth Grade Students of SMPN 1 Bontomatene Selatan)".

Demikian pengantar ini kami buat, atas kerjasamanya diharapkan *Yaa'ukumullahu Ahaadun Katsirah!*

Wassalamu Waikum
Warahmatullahi Wabarakatuh.

Makassar, 5 Jumadil Ula 1444 H
05 Juli 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 229 Telp. 844972 Fax (0411) 065500 Makassar 90221 e-mail: lp3@umh.ac.id

Nomor : 1859/05/C.4-VIII/VII/1444/2023

17 Dzulhijjah 1444 H

Lamp : 1 (satu) Rangkap Proposal

05 July 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13932/FKIP/A.4-4/VII/1444/2023 tanggal 3 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ST. NUR HALISA HASBI

No. Stambuk : 10535 1101519

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTIES IN TRANSLATING NARRATIVE TEXT (A CASE STUDY OF THE EIGHT GRADE STUDENTS OF SMPN 1 BONTONOMPO SELATAN"

Yang akan dilaksanakan dari tanggal 7 Juli 2023 s/d 7 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,





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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alaududin No. 209 Makassar
Telp. (0411) 840071-209212120921
Email: info@umh.ac.id
www.umh.ac.id
Website: www.umh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : St Nur Halisa Hasbi
NIM : 105351101519
Judul Penelitian : *The Students' Ability and Difficulties in Translating Narrative Text (A Case Study of The Eighth Grade Students of SMPN 1 Bontonompo Selatan)*
Tanggal Ujian Proposal : 08 Juni 2023
Tempat/Lokasi Penelitian : SMPN 1 Bontonompo Selatan

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis/20 juli 2023	Introduction and give a narrative text to students to translate from English to Indonesian as a test	Nur Hikmah S Pd	
2	Jumat/21 juli 2023	Give a narrative text to students to translate from English to Indonesian as a test	Nur Hikmah S Pd	
3	Sabtu/22 juli 2023	Give questionnaire to measure students' difficulties in translating a narrative text.	Nur Hikmah S Pd	
4				
5				



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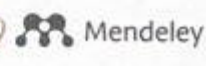
Mengetahui,

Gowa, 22 juli 2023

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Umni Khaerati Svam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/kepala sekolah/Instansi





**PEMERINTAH KABUPATEN GOWA
DINAS PENDIDIKAN
SMP NEGERI 1 BONTONOMPO SELATAN**

Alamat : Jl. Pemuda No. 11 Desa Sengka Kec. Bontonompo Selatan 92153

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor: DISDIK-GW/SMPN.1.BS/KS/VIII/2023

Yang bertanda tangan di bawah ini :

Nama : Zairal, S. Pd., M. Pd.
Nip : 19800827 200604 1 010
Jabatan : Kepala SMP Negeri 1 Bontonompo Selatan
Alamat : Jl. Pemuda No.11 Desa Sengka Kab. Gowa

Menerangkan bahwa Mahasiswa di bawah ini :

Nama : Siti Nur Hafiza Hasbi
NIM : 105353101519
Fakultas : Fakultas Keguruan Ilmu Pendidikan
Alamat : Desa Bergembeng Kecamatan Bontonompo

Benar telah melakukan penelitian pada siswa SMP Negeri 1 Bontonompo Selatan Kabupaten Gowa Provinsi Sulawesi Selatan sejak pada tanggal 20 Juli 2023 s/d 22 Juli 2023 dalam rangka penyelesaian Skripsi dengan judul "The Students' Ability and Difficulties in Translating Narrative Text (A Case Study of The Eighth Grade Students of SMPN 1 Bontonompo Selatan)".

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

01 Agustus 2023





MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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Telp : 0811 1782101 (Secretary)
Email : prodi@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

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LETTER OF ACCEPTANCE

0859/BG-FKIP/LOA/B/XI/1445/2023

Dear ST NURHALISA HASBI

It is our pleasure to inform you that, after review your paper:

THE STUDENTS' ABILITY AND DIFFICULTIES IN TRANSLATING
NARRATIVE TEXT (A CASE STUDY OF THE EIGHTH GRADE STUDENTS
OF SMPN 1 BONTONOMPO SELATAN)

The manuscript ID: 1119

Detail checklist:

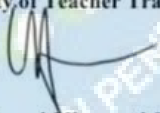
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing template	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Translation Studies**, ISSN (paper) 2988-1692 ISSN (online) 2988-4837. We appreciate your contribution.

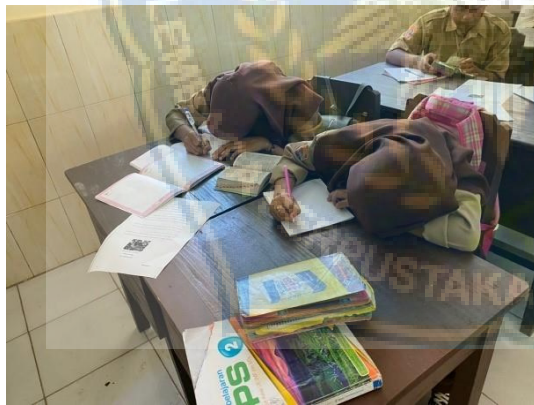
We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jots@bg.unismuhmakassar.ac.id

Makassar, 28 November 2023 M
14 Jumadil Ula 1445 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Umami Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

APPENDIX 9



CURRICULUM VITAE



St. Nur Halisa Hasbi was born on September 27, 2000 in Bontoma'rinra, South Sulawesi. She was the third daughter from her parents' marriage; Muh Hasbi and Hijjarawati. In 2008, he was registered as an elementary school student at SD Inpres Bontoma'rinra and graduated in 2013. In the same year, he was enrolled in junior high school as a student at SMP Negeri 1 Bontonompo Selatan and graduated in 2015. Then he continued his studies. At SMA Negeri 3 Gowa and graduated in 2018. In 2019 he continued to study English education at the Muhammadiyah University of Makassar. With the grace and mercy of Allah SWT, prayers and also support from his beloved family, all friends, the researcher was able to complete his studies at Muhammadiyah Makassar University with the title: —The Students' Ability and Difficulties in Translating Narrative Text (A Case Study of The Eighth Grade Stuent's of SMPN 1 South Bontonompo).

