

**THE STUDENTS' ABILITY TO TRANSLATE THE  
INDONESIAN TEXTS INTO ENGLISH  
(A DESCRIPTIVE RESEARCH AT THE SECOND GRADE OF  
SMA NEGERI 2 PANGKEP)**



**A THESIS**

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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**APPROVAL SHEET**

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## MOTTO

**“The roots of education is bitter, but the fruit is sweet”.**

***“Akar dari pendidikan itu pahit, tetapi buahnya begitu manis”.***

*I dedicate this thesis*

*for my beloved family, my friends*

*and all people who love and pray for me . . .*

## **ABSTRACT**

**Muh. Sultan, 2017.** The Students' Ability to Translate the Indonesian Texts into English (A Descriptive Research at the Second Grade of SMA Negeri 2 Pangkep). This research was guided by Hj. Andi Tenri Ampa, and Nurdevi Bte Abdul.

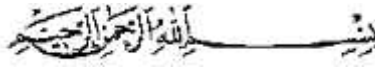
The aim of this research was to know the students' ability to translate the Indonesian texts into English at the second grade of SMA Negeri 2 Pangkep. The researcher used test as the instrument to collect the data. This test aimed to examine the ability to translate the paragraphs of the Indonesian texts into English, which the texts consisted of three genres of texts such as, descriptive, narrative, and recount text. Every genre of text consisted of a paragraph.

The data was collected through descriptive quantitative research and used simple random sampling technique. The participants were all classes at the second grade among eight classes and it consisted of 40 students as sample. The analysis of the data collected through test for students.

The result of the research showed the dominant percentage of students' ability in translating Indonesian texts into English texts was in recount text category, there were 65.5%. Then, in descriptive text category had 64%. And then, as the lowest the percentage of students' ability in translating Indonesian texts into English texts was in narrative text category there were only 50% mean score. Therefore, the researcher concluded that recount text was the dominant of students' ability which classified as good categories in translating the text, the descriptive text which also classified as good categories then, the narrative text as the low of students' ability which classified as fair categories made by the second grade students of SMA Negeri 2 Pangkep.

**Keyword :** Translation, descriptive, narrative, recount text.

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The researcher



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# CHAPTER I

## INTRODUCTION

### A. Background

English has been the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference. They are able to know the information from other countries because they are able to translate from one language to others languages.

And then, translation is one way of learning languages since long time ago. Thus, having ability in translation becomes a primary necessity for students who learn language especially foreign language. Students who have ability in translating will be better in sending and receiving information or message.

Moreover, students' translating should be better because translating can deliver information. If students cannot translate well, students can receive wrong information. In Indonesia for example, English is taught as a foreign language. Nowadays, many sources or learning materials are provided by a lot of experts, and most of them are written in English. The ability in translation is very useful to help students in understanding those materials such articles, journal, essay and a textbook or even to help students in convert Indonesia materials to English also.

In this case, Larson (1984 :3) defines that, this is done by going from the form of the first language to the form of second language by way of semantic structure. The meaning must be held constant, only the form changes. Translation may involve two languages. The language translated is called a source language (SL) and the language used to translate is called a target language (TL). In this particular study, the source language is English while the target language is Bahasa Indonesia. Another complicated difficulty in translation is the fact that every language has their rule and system. Every language has different way in arranging word by word to be a phrase, sentences or even a paragraph.

Furthermore, Dagilienė (2012) found that, the use of translation in helping learners to acquire develop and strengthen their knowledge and competence in the English language. The researcher explain that translation integrated into the language learning practice along with generally used learning activities, such as reading, listening, writing, and vocabulary development could be defined as a pedagogical tool, considering that its purpose is to teach a language. In the end of the research, the writer found a fact that, activities are a useful pedagogical tool. When introduced purposefully and imaginatively into language learning program, translation becomes a suitable language practice method for many students. When integrated into daily classroom activities translation can help students develop and improve reading, speaking, writing skills, grammar and vocabulary. Translation in foreign language classes enhances better understanding of



structures of the two languages and also strengthens students' translation skills. It is an effective, valid tool in the foreign language learning and can be used in the university classroom to improve knowledge in English. Still, translation should not be overused and should be integrated into language teaching at the right time and with the right students.

Meanwhile, translation is an activity that raises students' awareness toward similarities and differences between source and target language grammatical structure. The differences of grammatical structures between source and target language often result in some change in the meaning during the process of translation. So that, a translator must comprehend both the structure of source and target language well because a translation is not simply a matter of different word choice, but of different grammatical structures as well although every student have difference ability in translating.

Based on the short explanation above, the researcher is interest to formulate the research title in under the title "The Students' Ability to Translate The Indonesian Texts into English at second grade of SMA Negeri 2 Pangkep".

## **B. Research Problems**

The problems of this research are formulated in the following questions:

1. How is the students' ability to translate Indonesian descriptive text into English descriptive text?

2. How is the students' ability to translate Indonesian narrative text into English narrative text?
3. How is the students' ability to translate Indonesian recount text into English recount text?

### **C. Research Objectives**

Based on problem statement above, the aims of this research can be formulated to:

1. To describe the result of students' ability in translating descriptive texts at second grade of SMAN 2 Pangkep.
2. To describe the result of students' ability in translating narrative texts at second grade of SMAN 2 Pangkep.
3. To describe the result of students' ability in translating recount texts at second grade of SMAN 2 Pangkep.

### **D. Significance of the Research**

This research is expected to be useful as:

1. As information for the students to give a positive view of their ability in translating texts.
2. For the English teachers and lecturer in an effort to improve the quality of English teaching specially translation ability. 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 in translating texts.

#### **E. Scope of Research**

The scope of this research is limited to analyze the students' ability to translate the paragraphs of Indonesian texts into English texts, such as descriptive, narrative, and recount text at the second grade of SMAN 2 Pangkep. The translation is restricted toward accuracy, acceptability, and grammatical translation such as tenses, especially in simple present and simple past.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter is divided into three main sections. Those are translation, English texts, and conceptual framework.

#### **A. Translation**

##### 1. Concept of translation

Brislin cited in Choliludin (2014: 18) defines translation is general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form, whether the languages have established orthographies or do not have standardization, or whether one or both languages are based on signs, as with signs languages of the deaf. In the definition, he gives wide coverage in translation. He includes transferring thoughts and ideas to sign languages of the deaf or uncommon language in translation.

Catford (1965: 35) states translation has often been defined with reference to meaning a translation is said to have the same meaning as the original or a translation should not sound like a translation. Every translator needs also to consider the fact that each language has its own distinctive forms to represent meaning. It is also important for translators to realize that not all of the elements of a language have equivalent forms in another language.

## 2. Types of translation

According to Larson (1984: 15) translation is classified into two main types, namely form-based and meaning based translation. Form-based translation attempts to follow the form of the Source Language and known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language. Such translation is called idiomatic translation.

An interlinear translation is completely literal translation. For some purposes, it is desirable to reproduce the linguistic feature of the source text, as in a linguistic study of the language. Although this literal translation may be very useful for purposes related to study of the SL, they are of little help to speakers of the receptor language who are interested in the meaning of the SL text.

Except for interlinear translation, a truly literal translation is uncommon. Most translators who tend to translate literally actually make a partially modified literal translation. They modify the order and grammar to use an acceptable sentence structure in the receptor language.

Based on the purposes of translation, Brislin cited in Choliludin (1976: 3-4) categorizes translation into four types, namely:

### a. Pragmatic translation

It refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the source language form and it is not concerned with other aspects of the original

language version. The clearest example of pragmatic translation is the translation of the information about repairing a machine. For printing photographs, illustrations, use of high resolution paper, glossy photo paper or high glossy photo film is recommended. This media provide better color reproduction and brighter colors than plain paper.

b. Aesthetic-poetic translation

This refers to translation in which the translator takes into account the affect, emotion, and feelings of an original agnate version, the aesthetic form used by the original author, as well as any information in the message. The examples of this type are the translation of sonnet, rhyme, heroic couplet, dramatic dialogue, and novel. Example:

The rising sun is found not to be the rising sun.

It is the world which goes around.

The bachelor is found not to be a bachelor.

It is the flower that thought he was a liar.

The love that shines collides with the lust and desire she fears.

And the bachelor flies to the skies to get the dice to show in front of her eyes.

But he dies and she dies.

If we can't say good bye eye to eye.

Then we don't have to cry.

But actually I WANT to cry.

For you must fly high up in the sky.

Leaving me alone here high and dry.

There will be no more lullaby.

Recitedd with a tone of shy.

c. Ethnographic translation

The purpose of ethnographic translation is to explicate the cultural context of the source and target language versions. Translators have to be sensitive to the way words are used and must know how the word fits into cultures. An example is the use of the word “yes” versus “’yea” in America.

d. Linguistic translation

This is concerned with equivalent meanings of the constituent morphemes of the source language and grammatical form, an example is language in a computer program and machine translation.

3. Process of Translation

According to the Larson (1984: 17) define that when translating a text, the translators’ goals an idiomatic translation which makes every effort to communicate their meaning of the source language text into the natural forms of the receptor language. Furthermore, he states that translation is concerned with a study of the lexicon, grammatical structure, communication situation, and cultural context of the source language text,

which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or re-constructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. The diagram of the translation process as follows:

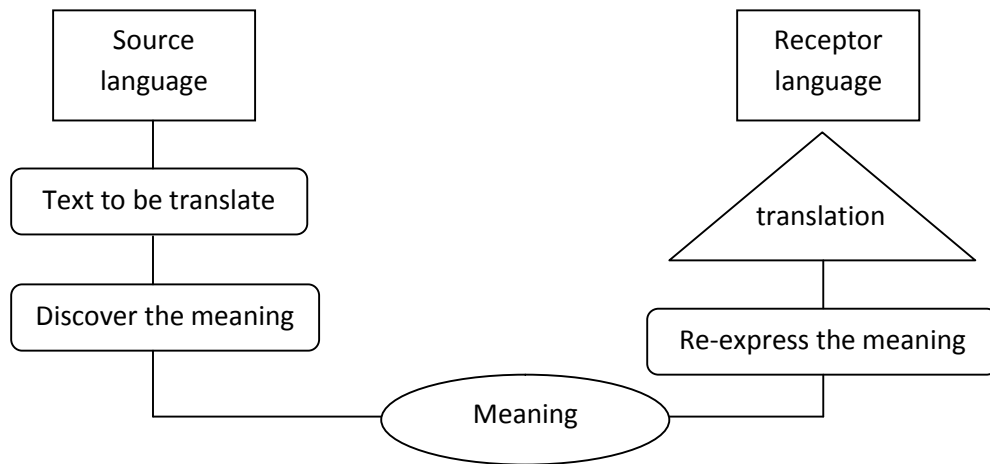


Figure 2.1: Diagram of Translation Process

The forms of the text to be translated and the translation results are shown by the different forms between square and triangle. They describe that in translation text, the forms of the source language may be changed into appropriate forms of the receptor language in order to achieve the idiomatic translation.

In the translation process, the first thing to do is understand the total meaning of the source text Nida and Taber cited in Choliludin (2014: 33), namely:

- a. Referential meaning

This refers to words as symbols which refer to objects, event, abstracts, and relations. For example:



He bought a hammer.

They will hammer the nail.

He will chair the meeting.

He was condemned to the chair.

The distinct meaning of the terms “hammer” and “chair” are very closely marked by the occurrence of these terms in quite a different contrast with verbs.

b. Connotative meaning

Connotative meaning refers to how the users of the language react, whether positively or negatively, to the words and their combination. Sometimes, the associations surrounding some words become so strong that people avoid using them at all. This is what is called verbal taboos. There are positive and negative taboos. Negative taboos associate feelings of revulsion, or disgust, against words such as those which refer to a certain organ of a body and functions. The fact that taboo is against the word and not referent, can be from the fact that there are quite innocent terms which refer to the same things and which are perfectly acceptable. However the feeling against the words is such that even though everyone knows them, they are not used in polite society, and even many dictionaries refuse to print them. Such words are thought to defile the users. On the other hand, there are positive taboos, associated with feeling of fear: certain words (often names of

the powerful beings) are also regarded as powerful, and the misuse of such words may bring destruction upon the hapless users.

c. Grammatical meaning

When one thinks of meaning, it is almost inevitably in terms of words or idioms. Generally grammar is taken for granted since it seems to be merely a set of arbitrary rules about arrangements, rules that must be followed if one wants to understand, but not rules themselves that seem to have any meaning. A comparison of ‘John hit Bill’ and ‘Bill hit John’ should convince us that grammar has meaning. It is the first word which performs the action of the second word, and the third word identifies the goal of the action specified by the second word. ‘Did you go’ and ‘You dud go’ can be altered with the same pattern of intonation, but the grammatical difference of order provides quite a different meaning.

4. Good translation

A good translation is one that carries all the ideas of the original as well as its structural and cultural features. Shafey (2014: 2) suggests other criteria for a good translation; these include three main principles:

- a. A good translation has good grammatical of the target language plus the knowledge of vocabulary, as well as good understanding.
- b. A good translation must be precise in the meaning. The translator has a good ability to reconstitute the given text (source-language text) into the target language.

- c. The translation should capture the style or atmosphere of the original text, because the target is the reader, so the translation must be good acceptable to the reader.

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 understanding of the text to be translated.

Baker (1992: 83) said: “Grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language and the kind of information which has to be made 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.

According to Suherman (2014: 155) defines that tenses is the form of the verb that shows the time of the event. The change of the verb, it is influence the time and the incident happen.

- a. Simple present

Suherman (2014: 165) gives the explanation of simple present as follow:

### 1) Form

Verbal sentence form: (+) S + V1 (s/es) (+ O + Adv), (-) S + do, does + Not + V1 (+ O + Adv), (?) Do, does + S + V1 (+ O + Adv)?, (?-) Do, does + S + Not + V1 (+ O + Adv)?

e.g.: (+) They study English at locus English course. (-) They do not study English at locus English course. (?) Do they study English at locus English course? (?-) Do they not study English at locus English course?

Nominal sentence form: (+) S + is, am, are + 3c, (-) S + is, am, are + Not + 3c, (?) Is, am, are + S + 3c?, (?-) Is, am, are + S + Not + 3c?

Am : I

Is : He, She, and It

Are : You, We, and They

e.g.: (+) They are student. (-) They are not student. (?) Are they student? (?-) Are they not student?

### 2) Time signal of simple present

There are some time signals in the simple present, such as: usually, generally, habitually, as a rule, normally, every day, every week, every month, every year, every morning, and etc.

### 3) The function of simple present

The function of simple present are asking the habitual action, asking the general truth, asking the ability, asking the future condition, using in the imperative, and using in the headline.

b. Simple past

Suherman (2014: 185) gives the explanation of simple past as follow:

1) Form

Verbal sentence form: (+) S + V2 (+ O + Adv), (-) S + did + Not + V1 (+ O + Adv), (?) Did + S + V1 (+ O + Adv)?, (?-) Did + S + Not + V1 (+ O + Adv)?

e.g.: (+) They played football yesterday. (-) They did not played football yesterday. (?) Did they played football yesterday? (?-) Did they not played football yesterday?

Nominal sentence form: (+) S + was, were + 3c, (-) S + was, were + Not + 3c, (?) was, were + S + 3c, (?-) was, were + S + Not + 3c

Was : I, He, She, and It

Were : You, We, and They

e.g.: (+) This food was delicious. (-) This food was not delicious. (?) Was this food delicious? (?-) Was this food not delicious?

2) Time signal of simple past

There are some time signals in the simple past, such as: once, this morning, yesterday, last week, the other day, a few minutes ago, and etc.

3) Function of simple past

The function of simple past are asking the event in the past moment, and asking the habitual in the past moment,

## 5. Translation evaluation

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

### a. Accuracy

Accuracy is important aspect in translation assessment. According Nababan cited in Ruhansah (2012: 46) states that accuracy refers to the equivalence between source text and target text on the level of meaning.

A translation is categorized accurate if meaning in target text is equivalence with the source text, there is no additional or deleting information from ST into TT. In other hand, a translation will be considered 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 used does not communicate any meaning at all) and differences in meaning.

Accuracy has higher grade in translation assessment that is 3. It is due to the fact that the purpose of translation is to deliver a message from source text into target text.

### b. Acceptability

Another important the criteria in translation quality assessment is acceptability. Acceptability is a target-reader approach where a translation follows the norms of the target language (TL) and culture. It is possible due to the way the text expressed is opposite of structure, norm and culture of the target text. In English culture, for example, it is common for a grandson greets his/her grandfather by saying “how are you john”. From this sentence we could see that the grandson directly call his/her grandfather’s child name. In Indonesian culture, especially in Javanese, such kind of surname is impolite.

Acceptability has lower grade than accuracy that is 2. It based on the idea that acceptability is connected directly with structure, norm and culture in target language. In the particular cases, acceptability affects the accuracy of translation.

## **B. English Text**

According to Setiawan (2014: 1) In English, there are several types of text or genre. Classification of genre in English consists of the purpose of the text, the function of the text, and the generic structure of the text. English types of text are the study as the main learning material in English subject for senior high school. Majority, when learning English types of text, it is spend for discuss about the generic structure and language features which uses as the substance to arranges a text. These generic structure and language feature as the difference in every English types of text.

According to Fathoni (2012: 1) There are thirteen types of text in English such as, narrative text, recount text, procedure text, report text, analytical exposition text, hortatory exposition text, explanation text, descriptive text, discussion text, news item text, review text, anecdote text, and spoof text, but in this research, the researcher divides in the three main categories only descriptive text, narrative text, and recount text.

## 1. Descriptive text

### a. Concept of descriptive text

Descriptive text is one of some genres in English that should be mastered by the learners both in junior or senior high school students beside other English text. Based on Setiawan (2014: 1) descriptive text is the text that more focus on describe something and usually uses the description words. It means that, the descriptive text is a text which says what a person or a thing is like.

### b. The purpose of descriptive text

The descriptive text is purpose to describe and reveal the characteristics of objects, places, or certain creatures in general without the detail research.

### c. The generic structure of descriptive text

If we are talking about the generic structure, we can avoid that the learners will always face in two important components of the text itself that are identification and description. Identification is the part of the descriptive text which contain of the topic or what will to describe.



And the description is the last part of descriptive text that contain of the discussion or the description about the topic such as the physical, quality, and the characteristic of the topic.

d. The characteristics of the descriptive text.

- 1) Descriptive text uses present tense, for example: go, eat, fly and etc.
- 2) Descriptive text uses the adjective like, describing, numbering, classifying, for example: two strong legs, sharp white fangs, etc.
- 3) Descriptive text uses relating verbs, for example: my mum is really cool, it has very thick fur, etc.
- 4) Descriptive text uses thinking verbs like, believe, think, etc. And feeling verbs like, police believe the suspect is armed, I think it is a clever animal, etc.
- 5) Descriptive text uses adverbs like, it is extremely high, it runs definitely past, etc.

e. The example of descriptive text

### My Mother

Identification:

Every people certainly have a mother, because the people were born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. I love you, mom.

Description:

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have touch me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing..

## 2. Narrative text

### a. Concept of narrative text

According to Fathoni (2012: 2) defines that the narrative text is the one of thirteen English texts. It is a kind of writing that tells reader a story or relates an event whether in personal experience or in a personal way.

### b. Purpose of narrative text

The purpose of narrative text is to entertain the listener or the reader about the story in the past time. The story has the relation with the real experiences, imagination or the incidents, and in the end founds the solution of the problem in the story.

### c. Generic structure of narrative text

Narrative text consist of three generis structures, those are:

- 1) Orientation: It is about the opening paragraph where the characters of the story are introduced.
- 2) Complication: Where the problems in the story developed.
- 3) Resolution: Where the problems in the story is solved.

d. Characteristics of narrative text

- 1) The narrative text uses action verb in the past time, such as: climbed, turned, brought, and etc.
- 2) The narrative text uses certain nouns as the personal pronoun, animal, and thing, such as: the king, the queen, and etc.
- 3) The narrative text uses adjective as the noun phrase, such as: long black hair, two red apples, and etc.
- 4) The narrative text uses time connectives and conjunctions to connecting the story, such as: then, before, after, soon, and etc.
- 5) The narrative text uses adverbs and adverbial phrase to show the event or incident, such as: here, in the mountain, happily ever after

e. The example of narrative text

Orientation:

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

Complication:

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran

away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Resolution:

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “what is your name?” Snow White said, “My name is Snow White.”

Doc, one of the dwarfs, said, “If you wish, you may live here with us.” Snow White said, “Oh could I? Thank you.” Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.

### 3. Recount text

#### a. Concept of recount text

According to Rugayamanan (2012: 1) defines that recount text is text that retell about a story, experience, and other. Recount text talk about the experience in the past moment.

#### b. Purpose of recount text

The purpose of the recount text is to entertaining or informing the reader without the conflict in the story.

c. Generic structure of recount text

Descriptive text consist of three generis structures, those are:

- 1) Orientation: introduction or give the information about who, where, and when the event or incident happen in the past time.
- 2) Events: the record of the incident, usually it's informs in order chronology, like: and in the first day, I., and in the next day, and in the last day. In this event also usually is the personal comment about the incident in the story.
- 3) Re-orientation: review of the introduction, it is the summary of the incident in the story.

d. Characteristics of recount text

- 1) The recount text uses the past tense, such as: we went to zoo, I was happy, etc.
- 2) The recount text uses conjunction and time connectives, such as: and, but, the, after that, etc.
- 3) The recount text uses adverbs and adverbial phrase, such as: yesterday, at my house, slowly, etc.
- 4) The recount text uses action verbs, such as: went, slept, run, brought, etc.

e. The example of recount text

Our Trip to the Blue Mountain

Orientation:

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

Events :

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation:

In the afternoon we went home. That was very pleasant moment with my family that I ever got.

### C. Conceptual Framework

The theoretical framework underlying in this research is given in the following diagram:

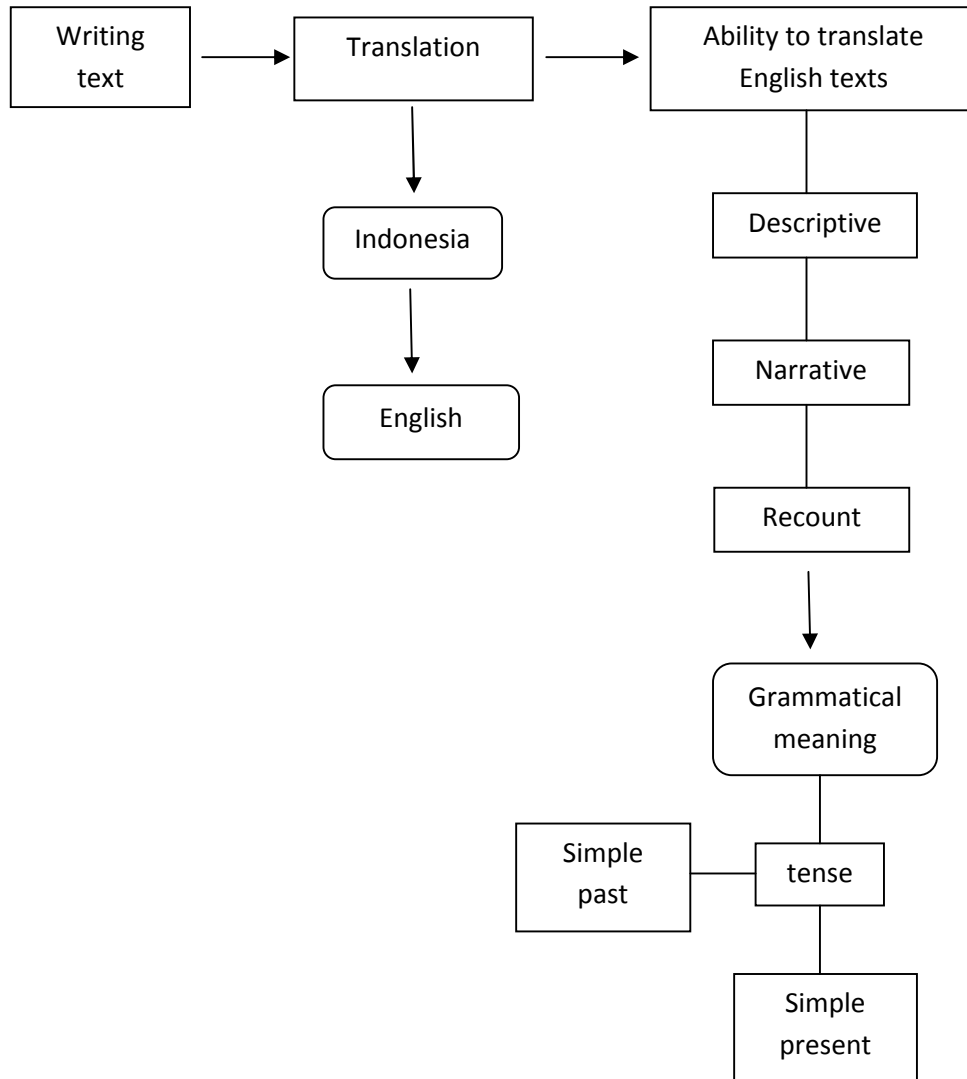


Figure 2.2: Conceptual Framework

From the conceptual framework above, it indicates that the researcher will know students' ability in translating the paragraphs of Indonesian texts into English texts toward grammatical meaning by three steps:

The first input; writing text as the input, the researcher will make the test for students. It consists of three texts (descriptive, narrative, and recount) in Indonesian form in the paper to know the students' ability in translating Indonesian texts into English texts.

The second process; translation ability as the process, the researcher will bring the papers or the tests to the school (SMAN 2 Pangkep) and then, the researcher give the tests to the students.

The third output; ability to translate English texts as the output, the researcher will look into the result of students' tests about their ability in translating Indonesian texts into English texts (descriptive, narrative, and recount) toward grammatical meaning, specially about tenses, simple present and simple past.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter deals with research design, variables and indicator, population and sample, research instruments, and data collection procedure.

#### **A. Research Design**

In describing students' ability and common errors in translating grammatical meaning, the researcher gained descriptive quantitative research in which the researcher collected the data, analyzed them and described conclusion.

#### **B. Variable and Indicator**

The variable was the students' ability in translating Indonesian texts into English texts, and the indicator of this research was translation consisted of descriptive text, narrative text, and recount text.

#### **C. Population and Sample**

##### **a. Population**

The population of this research was the second grade students of SMAN 2 Pangkep Kab. Pangkep 2016/2017. It consisted of eight classes and each class consisted of 20-23 students. The total numbers of population were 125 students.

##### **b. Sample**

The sample was chosen by using the simple random sampling technique because there were eight classes at the second grade of SMAN 2 Pangkep. And each class consisted of 20-23 students. The researcher only took 25% and the total samples were 40 samples from the students of the second grade of SMAN 2 Pangkep.

#### **D. Research Instrument**

This research used test as the instrument to collect the data. This test aimed to examine the ability to translate the paragraphs of Indonesian texts into English texts, which the texts consisted of three genres of texts such as, descriptive, narrative, and recount text. Every genre of text consisted of a paragraph.

#### **E. Data Collecting Procedure**

To collect the documents or students' translation works, the researcher did some steps as follow:

1. Choosing a classroom as place of data collection and preparing paper of Indonesian texts. Some of the students in the class would be involved in translation activity.
2. Explained the rule of translation activity.
3. Distributing the Indonesian texts to the students to translate into English texts.
4. Starting the translation activity and gave the 90 minutes to translate, the first 30 minutes for descriptive text, the second 30 minutes for

narrative text, and the last 30 minutes for recount text. It should be enough to translate the paragraphs of the texts

5. Collecting the sheets or students' translation works.

## F. Data Analysis

The researcher applied descriptive method to analyze the data collecting from the respondents particularly the English texts, the researcher tabulated the data to find out the rate percentage of the students in translating the Indonesian texts into English texts by using the following formula.

1. Collecting the students' answer sheets and giving score by analyzing the answer. Maximum score for each question is 5. In scoring, the researcher follows the criteria:

Table 3.1

Criteria of Accuracy and Acceptability

Criteria	Score
Accuracy: Accurate and clear meaning, without any omission and addition or changes meaning. Acceptability: Natural form, appropriate word, and none of grammatical error.	5 (accurate and acceptable)
Accuracy: correct meaning with minimum omission, addition. Acceptability: Minimum inappropriate word, and	4 (accurate and acceptable)

any grammatical error.	
Accuracy: unclear meaning with omission and addition. Acceptability: inappropriate word, minimum unnatural word, and any grammatical error.	3  (accurate and acceptable)
Accuracy: unsuitable meaning with omission, addition or changes meaning. Acceptability: in appropriate, minimum unnatural word, and any grammatical error.	2  (accurate and acceptable)
Accuracy: Different meaning, ambiguous. Acceptability: in appropriate, unnatural word, and any grammatical error.	1  (accurate and acceptable)

(Nababan, 2012: 57)

2. To analyze the students' score from the translation texts, 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 the mean score of the students' test, the researcher will use

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 translation texts, the researcher used tabulation, rate percentage technique by using the following formula

$$P = \frac{F}{N} \times 100 \%$$

Where:

$P$  = the percentage of students' ability.

$F$  = total score.

$N$  = maksimum score (Sudjana cited in Nasaruddin, 2015: 28).

5. To classify the level of students' ability, the researcher divided it into four level, namely:

Scale	Categories
80% - 100%	Excellent
60% - 79%	Good

50% - 59%	Fair
0% - 49%	Poor

(Sujono cited in Nasaruddin, 2015: 29)

Where the levels mean:

Excellent : Translation is accurate and acceptable.

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

Fair : Different meaning, there are some inappropriate words.

Poor : Unclear meaning, ambiguous, a lot of grammatical errors and inappropriate words.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter consisted of findings of the research and its discussion. The findings of the research presented the result of the students' ability in translating Indonesian text into English text that grammatical meaning especially simple present and simple past tense.

#### A. Findings

This chapter the researcher gave report concerning the data description according students work in translation. The researcher analyzed the grammatical meaning in English text. The score of item was firstly determined, as follows:

**Table 4.1**

**Data of Students' Ability in Translating English Text**

No.	English texts	Scores	
		Mean score	Percentage (%)
1.	Descriptive text	6.4	64%
2.	Narrative text	5.0	50%
3.	Recount text	6.6	66%

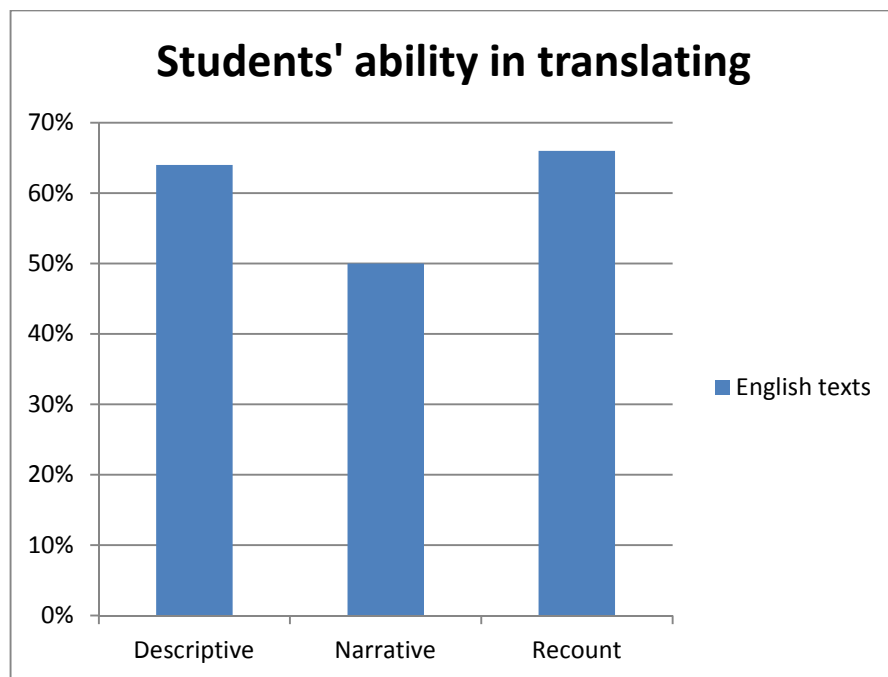
Based on the table 4.1, the students' ability in translating Indonesian texts into English texts of descriptive texts where there 6.4 score and there were 64%. The students' ability in translating Indonesian



texts into English texts of narrative text where there 5.0 score and there were 50%. The last, the students' ability to translate Indonesian texts into English texts of recount text where there 6.6 score and there were 66%.

**Graphic 4.1**

**Data of Students' Ability in Translating English Text**



Based on the graphic 4.1, the dominant percentage of students' ability in translating Indonesian texts into English texts was in recount text category, there were 6.6%. Then, in descriptive text category had 64%. As the lowest, the percentage of students' ability in translating Indonesian texts into English texts was in narrative text category there were 50%.

The researcher concluded that recount text was the dominant of students' ability in translating Indonesian texts into English text made by the second grade students of SMAN 2 Pangkep.

## **B. Discussion**

In this part, the researcher presented the discussion of the result in data analysis. This discussion showed the products of the students in translation especially in translating Indonesian texts into English texts.

1. The students' ability to translate Indonesian descriptive text into English descriptive text.

Descriptive text is one of some genres in English that should be mastered by the learners both in junior or senior high school students beside other English text. Based on Setiawan (2014: 1) descriptive text is the text that more focus on describe something and usually uses the description words. It means that, the descriptive text is a text which says what a person or a thing is like.

To know the students' ability in translating Indonesian texts into English texts, the researcher gave the test to the students. The test consisted of a paragraph of Indonesian text then analyzed and counted the data related with the students' answer. The data showed that, the students' ability in translating descriptive text was good. According to the percentage there were 64%. Although, It showed good category, they should gave the attention in several

aspects, because they were still made the mistakes in translating descriptive text such as, omission in several words like religion and resident in plural form it should be religions and residents. Minimum inappropriate word like the meaning of love was different with the meaning of like. For example:

*“Saya senang tinggal di Indonesia”*

“I love to live in Indonesia”

The word “love” was wrong, it should be like.

2. The students’ ability to translate Indonesian narrative text into English narrative text.

According to Fathoni (2012: 2) defines that the narrative text is the one of thirteen English texts. It is a kind of writing that tells reader a story or relates an event whether in personal experience or in a personal way.

To know the students’ ability in translating Indonesian texts into English texts, the researcher gave the test to the students. The test consisted of a paragraph of Indonesian text then analyzed and counted the data related with the students’ answer. The data showed that, the students’ ability in translating narrative text was fair. According to the percentage there were 50%. They were still made the mistakes in translating narrative text, there were grammatical error when they were translating the narrative text such as, tenses. They were using simple present, and sometimes they combined between simple present and simple past. For example:

*“Ruba melompat tapi dia gagal mendapatkan buah anggur tersebut”.*

“The fox jumps but he fails to get the grapes”.

They were still used the simple present in translating the paragraph of Indonesian narrative text. They should used the simple past.

### 3. The students’ ability to translate Indonesian recount text into English recount text.

According to Rugayamanan (2012: 1) defines that recount text is text that retell about a story, experience, and other. Recount text talk about the experience in the past moment.

To know the students’ ability in translating Indonesian texts into English texts, the researcher gave the test to the students. The test consisted of a paragraph of Indonesian text then analyzed and counted the data related with the students’ answer. The data showed that, the students’ ability in translating recount text was good. According to the percentage there were 6.6%. Although showed good category, they should gave the attention in several aspects, because they were still made the mistakes in translating recount text such us, tenses. They were using the verb 1 in recount text and sometimes they combined between simple past and simple present. For example:

*“Saya telah mempersiapkan segala sesuatu sebelum kami pergi ke Jogja”.*

“I have prepared everything before we go to Jogja”.

In this sentence the student combined the simple past and simple present.

Those were the test and the score of students’ ability in translating Indonesian texts into English texts in each text:

### **Student 1**

Descriptive text: correct meaning with minimum omission, addition, and minimum inappropriate word. “... with such a vast ocean.” It should be with the vast ocean, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such as, takes, runs, tries, and fails, so that, the researcher gave score 3.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. There were used the wrong tenses such as, go, so that, the researcher gave score 3.

### **Student 2**

Descriptive text: correct meaning with minimum omission, addition, and minimum inappropriate word, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such as, takes, runs, tries, and fails, so that, the researcher gave score 3.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. There were used the wrong tenses such us, go, so that, the researcher gave score 3.

### **Student 3**

Descriptive text: correct meaning with minimum omission, addition, and minimum inappropriate word. Islamic, It should be Muslim, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such us, taking, runs, tries, and fails, It should be in past form, so that, the researcher gave score 2.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong subjects and tenses such us, go, it should be in past form, so that, the researcher gave score 3.

### **Student 4**

Descriptive text: correct meaning with minimum omission, addition, and minimum inappropriate word. Islamic, It should be Muslim, and resident in plural form, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong

tenses such as, tries, and fails, It should be in past form, so that, the researcher gave score 3.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such as, go, it should be in past form, so that, the researcher gave score 4.

### **Student 5**

Descriptive text: correct meaning with minimum omission, addition, and minimum inappropriate word. "... with such a vast ocean." It should be with the vast ocean, so that, the researcher gave score 3.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such as, jumps, fails, runs, tries, and fails, It should be in past form, so that, the researcher gave score 2.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such as, go, it should be in past form, so that, the researcher gave score 3.

### **Student 6**

Descriptive text: correct meaning with minimum omission, addition, and minimum inappropriate word. "... my inhabitants." It should be inhabitants in my country, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such as, jumped, and get, It should be in past form, so that, the researcher gave score 3.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such as, go, it should be in past form, so that, the researcher gave score 3.

### **Student 7**

Descriptive text: correct meaning with minimum omission, addition, and minimum inappropriate word. "...resident." It should be inhabitants, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such as, takes, tries, and fails, It should be in past form, so that, the researcher gave score 3.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such as, go, it should be in past form, so that, the researcher gave score 3.

### **Student 8**



Descriptive text: correct meaning with minimum omission, addition, and minimum inappropriate word. "... spacious." It should be vast, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such as, runs, tries, and fails, It should be in past form, so that, the researcher gave score 3.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such as, go, it should be in past form, so that, the researcher gave score 3.

### **Student 9**

Descriptive text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. There were verbs still in present form, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such as, takes, runs, tries, and fails, It should be in past form, so that, the researcher gave score 2.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong

tenses such as, go, it should be in past form, so that, the researcher gave score 3.

### **Student 10**

Descriptive text: correct meaning with minimum omission, addition, and minimum inappropriate word. "... work, apart, and to the found." It should be works, most of them, and there are, so that, the researcher gave score 2.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such as, takes, tries, and fails, It should be in past form, so that, the researcher gave score 3.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. My and my family, it should be my family and I and used the wrong tenses such as, go, it should be in past form, so that, the researcher gave score 3.

### **Student 11**

Descriptive text: Correct meaning with minimum omission, addition, and Minimum inappropriate word. "...indonesian." It should be Indonesia, so that, the researcher gave score 3.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses, It should be in past form, so that, the researcher gave score 2.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. My and my family, it should be my family and I and used the wrong tenses such us, go, it should be in past form. So that, the researcher gave score 3.

### **Student 12**

Descriptive text: Correct meaning with minimum omission, addition, and Minimum inappropriate word. "...indonesian." It should be Indonesia, so that, the researcher gave score 3.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses, It should be in past form, so that, the researcher gave score 2.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. My and my family, it should be my family and I and used the wrong tenses such us, go, it should be in past form, so that, the researcher gave score 3.

### **Student 13**

Descriptive text : correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. There were verbs still in present form, so that, the researcher gave score 4.

Narrative text : unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Some of the verbs used the present form, so that, the researcher gave score 3.

Recount text : correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. There were verbs still in present form, so that, the researcher gave score 4.

#### **Student 14**

Descriptive text : correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. "...indonesian." It should be Indonesia, so that, the researcher gave score 3.

Narrative text : unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Some of the verbs used the present form, so that, the researcher gave score 3.

Recount text : correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. There were verbs still in present form, so that, the researcher gave score 4.

#### **Student 15**

Descriptive text : correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. Not accept but, it should be although, so that, the researcher gave score 3.

Narrative text : unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Not fractions but, bunch and some of the verbs used the present form, so that, the researcher gave score 3.

Recount text : unsuitable meaning with omission, addition or changes meaning, inappropriate, minimum unnatural word, and any grammatical error. Not family but, family and any verbs still in present form, so that, the researcher gave score 2.

### **Student 16**

Descriptive text : correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. There were verbs in past form, so that, the researcher gave score 3.

Narrative text : different meaning, ambiguous, in appropriate, unnatural word, and any grammatical error. All of the verbs used the wrong form, so that, the researcher gave score 1.

Recount text : different meaning, ambiguous, in appropriate, unnatural word, and any grammatical error. Any verbs still in present form, so that, the researcher gave score 4.

### **Student 17**

Descriptive text : different meaning, ambiguous, in appropriate, unnatural word, and any grammatical error. Not religae but, religions, so that, the researcher gave score 4.

Narrative text : unsuitable meaning with omission, addition or changes meaning, inappropriate, minimum unnatural word, and any grammatical error. Some of the verbs used the wrong form, so that, the researcher gave score 2.

Recount text : correct meaning with minimum omission, addition, Minimum inappropriate word, and any grammatical error. Not something but, everything and any verbs still in present form, so that, the researcher gave score 3.

### **Student 18**

Descriptive text : Correct meaning with minimum omission, addition, Minimum inappropriate word, and any grammatical error. Not religion but, religions. Not love but, like, so that, the researcher gave score 3.

Narrative text : Correct meaning with minimum omission, addition, Minimum inappropriate word, and any grammatical error. They used the wrong form of the verb, so that, the researcher gave score 3.

Recount text : unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error. Not I am and my family but, my family and I, and any verbs still in present form, so that, the researcher gave score 2.

### **Student 19**

Descriptive text : correct meaning with minimum omission, addition, Minimum inappropriate word, and any grammatical error, so that, the researcher gave score 3.

Narrative text : unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Some of the verbs used the present form, so that, the researcher gave score 3.

Recount text : correct meaning with minimum omission, addition, Minimum inappropriate word, and any grammatical error. Any verbs stilled in present form, so that, the researcher gave score 4.

### **Student 20**

Descriptive text: correct meaning with minimum omission, addition, and Minimum inappropriate word. "... spacious." It should be vast, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such us, runs, tries, and fails, It should be in past form, so that, the researcher gave score 3.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses such us, go, it should be in past form, so that, the researcher gave score 3.

### **Student 21**

Descriptive text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. Not Indonesian but, Indonesia, so that, the researcher gave score 3.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong

tenses such as, runs, tries, and fails, It should be in past form, so that, the researcher gave score 3.

Recount text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Not go but, it went, so that, the researcher gave score 3.

### **Student 22**

Descriptive text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. Not contry but, country. Not religion but, religions. Not love but, like, so that, the researcher gave score 3.

Narrative text: unclear meaning with omission, addition, inappropriate word, minimum unnatural word, and any grammatical error. Used the wrong tenses, so that, the researcher gave score 3.

Recount text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. Not go but, it went, so that, the researcher gave score 4.

### **Student 23**

Descriptive text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. There were omission of like, so that, the researcher gave score 4.

Narrative text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any



grammatical error. There were the words in Indonesian form, so that, the researcher gave score 2.

Recount text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. Not go but, it went, so that, the researcher gave score 4.

#### **Student 24**

Descriptive text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. Not religion but, religions. Not with but, together, so that, the researcher gave score 3.

Narrative text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. There were used the verbs 1, so that, the researcher gave score 3.

Recount text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. There were used the verbs 1, so that, the researcher gave score 4.

#### **Student 25**

Descriptive text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. Not religion but, religions. And there was the omission of them, so that, the researcher gave score 3.

Narrative text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. There were used the verbs 1, so that, the researcher gave score 3.

Recount text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. There were used the verbs 1, so that, the researcher gave score 3.

### **Student 26**

Descriptive text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. Not ask but, as. Not religion but, religions, so that, the researcher gave score 3.

Narrative text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. There were used the verbs 1 or simple present, so that, the researcher gave score 3.

Recount text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. Not go but went, so that, the researcher gave score 4.

### **Student 27**

Descriptive text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. Not religion but, religions, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. There were used the verbs 1, so that, the researcher gave score 3.

Recount text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. Used the wrong tenses, so that, the researcher gave score 3.

### **Student 28**

Descriptive text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. Not religion but, religions, and there were some of the wrong words, so that, the researcher gave score 3.

Narrative text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. There were used simple present, so that, the researcher gave score 3.

Recount text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. Not go but, went, so that, the researcher gave score 4.

### **Student 29**

Descriptive text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. Not religion but, religions, and not love but, happy, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. Some of the verbs were used simple present, so that, the researcher gave score 3.

Recount text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. Used simple present, so that, the researcher gave score 4.

### **Student 30**

Descriptive text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. There was Indonesian word, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. Some of the verbs were used simple present such as takes and fails, so that, the researcher gave score 3.

Recount text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. Used simple present, so that, the researcher gave score 4.

### **Student 31**

Descriptive text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. Not

majority but, inhabitants, and not religion but, religions, so that, the researcher gave score 4.

Narrative text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error. There were used the verbs 1, so that, the researcher gave score 2.

Recount text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error. Not me and my family but, my family and I, and not going but, went, so that, the researcher gave score 2.

### **Student 32**

Descriptive text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. There was not them, and not religion but, religions, so that, the researcher gave score 3.

Narrative text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error. There were used the wrong tenses, so that, the researcher gave score 2.

Recount text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error. There was omission of a sentence, so that, the researcher gave score 2.

### **Student 33**

Descriptive text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. Not working but, works, and not half but most of, so that, the researcher gave score 3.

Narrative text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error. There was used simple present, so that, the researcher gave score 2.

Recount text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error. There was used simple present, so that, the researcher gave score 2.

### **Student 34**

Descriptive text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error, so that, the researcher gave score 2.

Narrative text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error, so that, the researcher gave score 2.

Recount text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error, so that, the researcher gave score 2.

**Student 35**

Descriptive text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error, so that, the researcher gave score 3.

Narrative text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error, so that, the researcher gave score 2.

Recount text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error, so that, the researcher gave score 3.

**Student 36**

Descriptive text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error, so that, the researcher gave score 3.

Narrative text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error, so that, the researcher gave score 2.

Recount text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error, so that, the researcher gave score 3.

**Student 36**

Descriptive text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error, so that, the researcher gave score 3.

Recount text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error, so that, the researcher gave score 4.

### **Student 37**

Descriptive text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error, so that, the researcher gave score 3.

Narrative text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error, so that, the researcher gave score 3.

Recount text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error, so that, the researcher gave score 4.

### **Student 38**



Descriptive text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error, so that, the researcher gave score 3.

Narrative text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error, so that, the researcher gave score 3.

Recount text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error, so that, the researcher gave score 4.

### **Student 39**

Descriptive text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. Not countries but, religions, so that, the researcher gave score 4.

Narrative text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error. There was used simple present, so that, the researcher gave score 2.

Recount text: unsuitable meaning with omission, addition or changes meaning, in appropriate, minimum unnatural word, and any grammatical error, so that, the researcher gave score 2.

### **Student 40**

Descriptive text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. Not love but, happy, so that, the researcher gave score 4.

Narrative text: unclear meaning with omission and addition, inappropriate word, minimum unnatural word, and any grammatical error. There was used the verb 1, so that, the researcher gave score 3.

Recount text: correct meaning with minimum omission, addition, minimum inappropriate word, and any grammatical error. Not go but, went, so that, the researcher gave score 4.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

There were 3 problems in this research. They were about students' ability in translating Indonesian text into English text such as, descriptive, narrative, and recount text at the second grade of SMAN 2 Pangkep. All the research problems had explained in chapter IV and the researcher concluded that:

1. The students' ability in translating descriptive text 6.4 total mean score and gained that the percentage of students' ability was 64% which classified as good categories in translating the texts. Although, they were still made the mistakes in translating descriptive text such as omission in several words like religion and resident in plural form. And the minimum inappropriate word.
2. The students' ability in translating narrative text 5.0 total mean score and gained that the percentage of students' ability was 50% which classified as fair categories in translating the texts. Because they were still made the mistakes in translating narrative text, there were grammatical errors when they were translating the narrative text such as, tenses. They were using simple present, and sometimes they combined between simple present and simple past.

3. The students' ability in translating recount text 6.6 total mean score and gained that the percentage of students' ability was 66% which classified as good categories in translating the texts. Although some of them were still made the mistakes in translating recount text, there were grammatical errors such as, tenses. They were using the verb 1 in recount text.

The researcher indicated that, the data analysis in written text showed the dominant percentage of students' ability in translating Indonesian texts into English texts was in recount text category, there were 6.6 total mean score and gained that the percentage of students' ability was 66%. Then, in descriptive text category had 6.4 total mean score and gained that the percentage of students' ability was 64%. And then, as the lowest the percentage of students' ability in translating Indonesian texts into English texts was in narrative text category there were only 5.0 total mean score and gained that the percentage of students' ability was 50%.

Therefore, the researcher concluded that recount text was the dominant of students' ability which classified as good categories in translating the text, the descriptive text which also classified as good categories and then, the narrative text as the low of students' ability which classified as fair categories made by the second grade students of SMAN 2 Pangkep.

In short, students' ability in translating English texts were still made the mistake in several aspects such as in grammatical meaning especially their tense,

their acceptability affects and the accuracy of translation so that, they had to pay attention of the aspects.

## **B. Suggestion**

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

1. It is 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 Indonesian texts into English texts. In order that, the students can reduced their mistakes especially in grammatical translation.
2. It is suggested to the students to practice their ability in translation especially in translating Indonesian texts into English texts.
3. It is suggested to the other researchers, it can be a good reference to do a research about the students' translation with another point of view.

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# **A p p e n d i x**



## **Appendix 1**

### **Instrument**

**Name :**

**Class :**

Translate the paragraphs into English form!

#### **Text 1**

Indonesia adalah negaraku. Saya lahir dan tumbuh di negaraku, Indonesia. Indonesia adalah negara besar dengan lautan yang begitu luas. Banyak penduduk di negaraku bekerja sebagai nelayan. Di negaraku sebagian besar beragama islam tetapi terdapat 5 agama resmi. Meskipun kami berbeda tetapi kami tetap bersama. Saya senang tinggal di Indonesia.

#### **Text 2**

Pada suatu hari, ada seekor rubah yang sedang berjalan melalui hutan dan melihat sekelompok anggur tergantung di cabang yang tinggi. "Hanya ini yang bisa memuaskan dahaga saya," kata si rubah. Mengambil beberapa langkah mundur, rubah

melompat tapi dia gagal mendapatkan buah anggur tersebut. Sekali lagi rubah mengambil beberapa langkah mundur, berlari, dan mencoba untuk menjangkaunya tapi ia masih gagal.

### **Text 3**

Minggu lalu, saya menghabiskan liburan saya di Jogjakarta. Aku pergi ke Candi Borobudur. Saya dan keluarga saya pergi ke sana di pagi hari. Kami pergi ke Candi Borobudur dengan mobil. Saya telah mempersiapkan segala sesuatu sebelum kami pergi ke Jogja.

*Good luck*

Text 1

### My country, Indonesia

Indonesia is my country. I born and grow up in my country, indonesia. Indonesia is a big country with the very wide ocean. Many inhabitant in my country work as the fisherman. In my country generally are islam religion but there are 5 formal religions. Although we are different but we are still together. I am happy to live in indonesia.

Text 2

### The Fox and the Grapes

One day there was a fox that was walking through the forest and saw a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," said the fox. He took a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few steps backward, ran, and tried to reach them but he still failed.

Text 3

### A Trip To Borobudur Temple

Last week, I spent my holiday in Jogjakarta. I went to Borobudur Temple. My family and I went there early morning. We went to Borobudur Temple by private car. I had prepared everything before we went to Jogja.

## Appendix 2

Data of students' score in translating English text.

No.	Nama Siswa	English Texts		
		Descriptive text	Narrative text	Recount text
1	A1	4	3	3
2	A2	4	3	3
3	A3	3	2	4
4	A4	4	3	4
5	A5	3	2	3
6	A6	4	3	3
7	A7	4	2	3
8	A8	4	3	3
9	A9	4	2	4
10	A10	2	3	4
11	A11	3	2	4
12	A12	3	4	4
13	A13	4	3	4
14	A14	2	2	4
15	A15	3	3	3
16	A16	2	1	4
17	A17	3	1	1
18	A18	2	2	3
19	A19	2	3	1
20	A20	4	2	3
21	A21	3	2	2
22	A22	4	3	4
23	A23	4	2	4
24	A24	3	3	4
25	A25	3	3	4
26	A26	3	3	4
27	A27	4	3	4
28	A28	3	3	4
29	A29	4	3	4
30	A30	4	3	4
31	A31	3	2	2
32	A32	3	2	2

33	A33	2	1	1
34	A34	2	2	1
35	A35	3	2	4
36	A36	2	3	4
37	A37	3	3	4
38	A38	3	3	4
39	A39	4	2	2
40	A40	4	3	4

### Appendix 3

Data of students' ability in translating English text

No.	Nama Siswa	English Texts		
		Descriptive text	Narrative text	Recount text
1	A1	Score = $\frac{4}{5} \times 100 = 80$	Score = $\frac{3}{5} \times 100 = 60$	Score = $\frac{3}{5} \times 100 = 60$
2	A2	Score = $\frac{4}{5} \times 100 = 80$	Score = $\frac{3}{5} \times 100 = 60$	Score = $\frac{3}{5} \times 100 = 60$
3	A3	Score = $\frac{3}{5} \times 100 = 60$	Score = $\frac{2}{5} \times 100 = 40$	Score = $\frac{4}{5} \times 100 = 80$
4	A4	Score = $\frac{4}{5} \times 100 = 80$	Score = $\frac{3}{5} \times 100 = 60$	Score = $\frac{4}{5} \times 100 = 80$
5	A5	Score = $\frac{3}{5} \times 100 = 60$	Score = $\frac{2}{5} \times 100 = 40$	Score = $\frac{3}{5} \times 100 = 60$
6	A6	Score = $\frac{4}{5} \times 100 = 80$	Score = $\frac{3}{5} \times 100 = 60$	Score = $\frac{3}{5} \times 100 = 60$
7	A7	Score = $\frac{4}{5} \times 100 = 80$	Score = $\frac{2}{5} \times 100 = 40$	Score = $\frac{3}{5} \times 100 = 60$

8	A8	Score = $\frac{4}{5} \times 100 = 80$	Score = $\frac{3}{5} \times 100 = 60$	Score = $\frac{3}{5} \times 100 = 60$
9	A9	Score = $\frac{4}{5} \times 100 = 80$	Score = $\frac{2}{5} \times 100 = 40$	Score = $\frac{4}{5} \times 100 = 80$
10	A10	Score = $\frac{2}{5} \times 100 = 40$	Score = $\frac{3}{5} \times 100 = 60$	Score = $\frac{4}{5} \times 100 = 80$
11	A11	Score = $\frac{3}{5} \times 100 = 60$	Score = $\frac{2}{5} \times 100 = 40$	Score = $\frac{4}{5} \times 100 = 80$
12	A12	Score = $\frac{3}{5} \times 100 = 60$	Score = $\frac{4}{5} \times 100 = 80$	Score = $\frac{4}{5} \times 100 = 80$
13	A13	Score = $\frac{4}{5} \times 100 = 80$	Score = $\frac{3}{5} \times 100 = 60$	Score = $\frac{4}{5} \times 100 = 80$
14	A14	Score = $\frac{2}{5} \times 100 = 40$	Score = $\frac{2}{5} \times 100 = 40$	Score = $\frac{4}{5} \times 100 = 80$
15	A15	Score = $\frac{3}{5} \times 100 = 60$	Score = $\frac{3}{5} \times 100 = 60$	Score = $\frac{3}{5} \times 100 = 60$
16	A16	Score = $\frac{2}{5} \times 100 = 40$	Score = $\frac{1}{5} \times 100 = 20$	Score = $\frac{4}{5} \times 100 = 80$
17	A17	Score =	Score =	Score =

		$\frac{3}{5} \times 100 = 60$	$\frac{1}{5} \times 100 = 20$	$\frac{1}{5} \times 100 = 20$
		Score =	Score =	Score =
18	A18	$\frac{2}{5} \times 100 = 40$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$
		Score =	Score =	Score =
19	A19	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$	$\frac{1}{5} \times 100 = 20$
		Score =	Score =	Score =
20	A20	$\frac{4}{5} \times 100 = 80$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$
		Score =	Score =	Score =
21	A21	$\frac{3}{5} \times 100 = 60$	$\frac{2}{5} \times 100 = 40$	$\frac{2}{5} \times 100 = 40$
		Score =	Score =	Score =
22	A22	$\frac{4}{5} \times 100 = 80$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
23	A23	$\frac{4}{5} \times 100 = 80$	$\frac{2}{5} \times 100 = 40$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
24	A24	$\frac{3}{5} \times 100 = 60$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
25	A25	$\frac{3}{5} \times 100 = 60$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
26	A26	Score =	Score =	Score =



		$\frac{3}{5} \times 100 = 60$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
27	A27	$\frac{4}{5} \times 100 = 80$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
28	A28	$\frac{3}{5} \times 100 = 60$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
29	A29	$\frac{4}{5} \times 100 = 80$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
30	A30	$\frac{4}{5} \times 100 = 80$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
31	A31	$\frac{3}{5} \times 100 = 60$	$\frac{2}{5} \times 100 = 40$	$\frac{2}{5} \times 100 = 40$
		Score =	Score =	Score =
32	A32	$\frac{3}{5} \times 100 = 60$	$\frac{2}{5} \times 100 = 40$	$\frac{2}{5} \times 100 = 40$
		Score =	Score =	Score =
33	A33	$\frac{2}{5} \times 100 = 40$	$\frac{1}{5} \times 100 = 20$	$\frac{1}{5} \times 100 = 20$
		Score =	Score =	Score =
34	A34	$\frac{2}{5} \times 100 = 40$	$\frac{2}{5} \times 100 = 40$	$\frac{1}{5} \times 100 = 20$
		Score =	Score =	Score =
35	A35	Score =	Score =	Score =

		$\frac{3}{5} \times 100 = 60$	$\frac{2}{5} \times 100 = 40$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
36	A36	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
37	A37	$\frac{3}{5} \times 100 = 60$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
38	A38	$\frac{3}{5} \times 100 = 60$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
39	A39	$\frac{4}{5} \times 100 = 80$	$\frac{2}{5} \times 100 = 40$	$\frac{2}{5} \times 100 = 40$
		Score =	Score =	Score =
40	A40	$\frac{4}{5} \times 100 = 80$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
		Score =	Score =	Score =
	$\sum X$	2560	2000	2620

Mean score:

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

Notes:

$\bar{X}$  = Mean score

$X$  = Total score

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

1. Descriptive text

$$\begin{aligned}\bar{X} &= \frac{2560}{40} \\ &= 64\end{aligned}$$

2. Narrative text.

$$\begin{aligned}\bar{X} &= \frac{2000}{40} \\ &= 50\end{aligned}$$

3. Recount text.

$$\begin{aligned}\bar{X} &= \frac{2620}{40} \\ &= 65.5\end{aligned}$$

**APPENDIX 4**







## CURRICULUM VITAE



Muh. Sultan was born on Mei, 15<sup>th</sup> 1994 in Kattena, South Sulawesi. He has one brother and one sister. He is the third child from the marriage of her parents, Amiruddin and Saenab.

In 2000, he began his education in SD Negeri 33 Boddie and graduated in 2006. He continued his study in SMP Negeri 1 Mandalle and graduated in 2009, and then he continued his study in SMA Negeri 1 Segeri and graduated in 2012. In the same year, he was accepted as a student in English Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. He could finished her study in 2017 with the Thesis under title **“The Students’ Ability to Translate the Indonesian texts into English at Second Grade of SMA Negeri 2 Pangkep (A Descriptive Study)”**.