

STATEMENT OF APPROVAL

**STUDENT'S PROBLEM IN TRANSLATING NARRATIVE TEXT AT
THE NINTH GRADE STUDENTS OF SMPN 4 LANGSA**

Submitted to the Tarbiyah and Teacher Training State Institute for Islamic Studies
Langsa as Fulfillment of the Requirements For the degree of *Sarjana Pendidikan*
(S.Pd) of English Education

By

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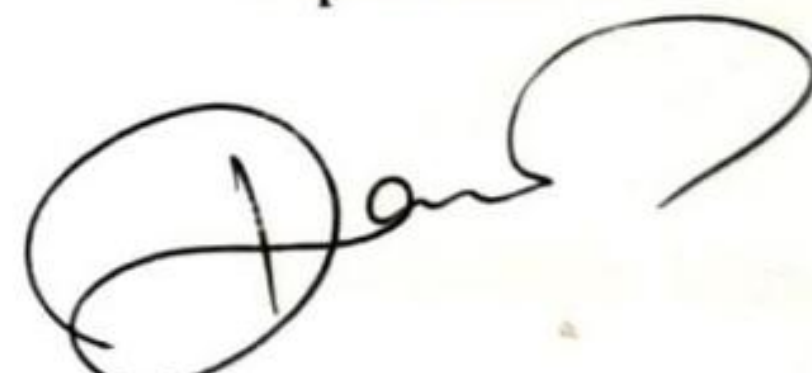
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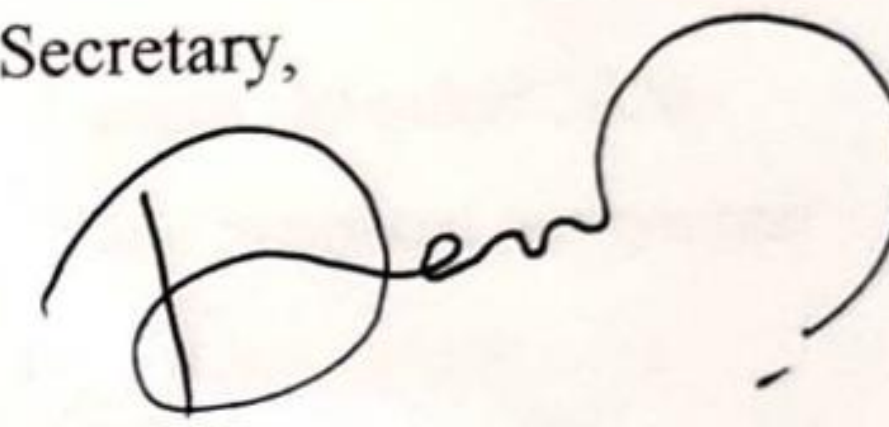
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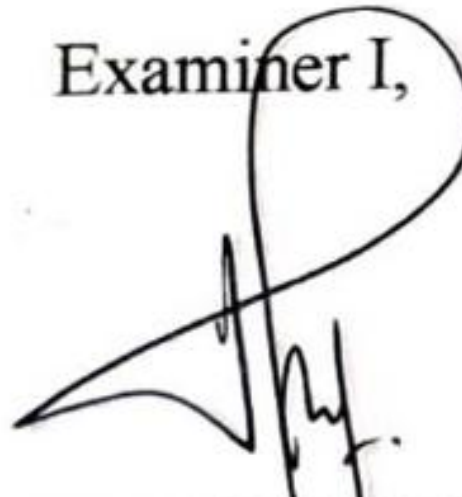
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THESIS

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LANGSA

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ABSTRACT

Muliana. 2020. Student's Problem in Translating Narrative Text at the Ninth Grade Students of SMPN 4 LANGSA. *Skripsi* English Department, Tarbiyah and Teachers Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

Supervisor (1). Ruly Adha, **(2).** Dessy Kurniasy

The research investigated the students' problem in translating narrative text. The subject of this research is the ninth grade students of SMPN 4 Langsa. The writer gave a questionnaire to the students and also interviewed the teacher. A questionnaire was given to one class containing 25 students. The questionnaire consisted of 16 questions. The writer gave a close questionnaire with four possible answer. The writer interviewed the teacher with 5 questions. Based on the results of research that has been done by the writer, students have problems in adjusting sentence patterns, they also have difficulty in finding meanings of words that do not exist in the dictionary and they have problems in translating long English sentences.

Keyword: *Narrative Text, Translation and Problems.*

CHAPTER 1

INTRODUCTION

A. The Background of the Study

Language is a mean of communication. By using language, people can express their thoughts and feelings. English is used as a communication tool among nations in the world. English is widely accepted by give people around the world as their communication language. Learning English give advantages such as, a the development of science and technology because most books, articles, science journals are written English. Studying English text means learning the meaning of word and sentences. There are four skills in learning English, such as speaking, listening, reading and writing. The topic of narrative text includes in writing.

According to Hyland, writing is a way to share personal meanings.¹ This means that writing is a way to express personal feelings and thoughts so that what is written has a meaning that can be understood and accepted. In the process of writing the meaning of words and sentences in English, there are many problems in translating the meaning of words and sentences.

According to Catford, "*translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)*".² That means is translation is challenging thing to do in every process of transferring

¹ Hyland, *Second Language Writing* (London : Cambridge University Press, 2004), 9

² John Catford, *A Linguistic Theory of Translation* (London : Oxford, 1965,) 20

meaning from source language (SL) to the target language (TL). It can be concluded that the wrong translation will cause errors in getting the message.

The translated target of words and sentences are usually taken from a text. The text that is usually used to translate is narrative text. Narrative text is the common source of translation's material. The narrative text is a type of text that is purposed to amuse and to deal with actual and various experience in different ways, narrative text also deals with problematic events which lead to a crisis or turning points of kind, which in turn find a resolution.³ It means that narrative text is a type of text in the form of fantasy stories, real stories that are fabricated or fairy tale.

Narrative texts are usually mostly translated by students. In interpreting narrative texts, students of SMPN 4 Langsa have problems when translating narrative texts. They tend to translate the text of each word for word by using a dictionary so that the meaning they translated becomes confusing, For example:

1. "Long time ago" was translated into *panjang waktu lalu*, which actually means *dahulu kala*.
2. "Once upon a time" was translated into *sekali atas sebuah waktu*, which actually means *pada zaman dahulu*.
3. "A few days later" was translated into *sebuah sedikit hari-hari kemudian*, which actually means *beberapa hari kemudian*.
4. "Unable to hang on" was translated into *tidak bisa untuk menggantung*, which actually means *tidak bisa bertahan*.

³ Text Types(https://en.wikipedia.org/wiki/Text_types, 30th April 2015)

5. “Soon the older brother and his family moved to the house with star-fruit tree”, was translated into *segera lebih tua saudara dan keluarganya terharu ke rumah dengan pohon buah belimbing*, which actually means *segera saudaranya dan keluarganya pindah kerumah yang ada pohon belimbing*.

In fact, students still have problems in translating the source of texts. Students did not have enough exposing practice in encompassing the texts, so students often made errors in translation such as determining the main idea, using the appropriate word, and arranging sentences in context. Therefore, students needed to master the structure of English and must have sufficient vocabulary, and also knew foreign words so that the translation will be correct.

From the explanation above, students at SMPN 4 Langsa have problems when translating a text, especially in translating narrative texts that tell about folklore whose title is "golden star-fruit tree". Therefore, the writer conducted the research entitled “Student's Problems in Translating Narrative Text in SMPN 4 Langsa”.

B. The Problem of the Study

The writer formulates a research question, “what are the students’ problems in translating narrative text at the ninth grade students of SMPN 4 Langsa?”

C. The objective of the study

The objective of research is to find out students' problems in translating narrative text at the ninth grade students of SMPN 4 Langsa.

D. The significance of the study

Theoretically, the writer hopes that this research can enrich translation theory, especially understanding students' problems in translating narrative texts. Practically, the result of this research can be motivation for students in learning translation. For teachers, the result of this research can be useful information in teaching translation and developing the teacher's ability to anticipate those problems in teaching translation.

CHAPTER II

LITERATURE REVIEW

A. Translation

1. Definition of Translation

There are many theories about translation that presented by many translators. According to Newmark (in Farida), translation is rendering the meaning of the text into another language in the way that the author intended the text.⁴ Catford states that a translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).⁵ Moreover, Larson highlighted about that translation is basically a change of form.⁶ That means when we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences and paragraphs.

Translation is an interesting subject not only for professional and amateur translators, but also for students. If students can translate well, they will gain knowledge and improve their abilities in comprehending English texts resources to be broad-minded. Then, they creatively produce new findings and new ideas. However, translation is not an easy component for translators. Translators face a lot of complexity during the process of translating the text or words over words to be translated. Not infrequently, some students still consider that English is a difficult subject to learn especially when they translate English texts into Indonesian.

⁴ Farida Repelita Waty Kembaren, *Translation 1* (Medan: Islamic University, 2016), 16

⁵ John Catford, *A Linguistic Theory of Translation...*, p20

⁶ Mildred L. Larson, *Meaning- Based Translation* (America: University Press of America, 1998), 3

According to Nababan (in Muchtar), the translation process was divided into three stages, namely analysis source language text, transfer and restructuring.⁷

a. Analysis is the most decisive step for translators. Each translation activity begins with analyzing the source language text because the translator always faces the source language text first. Analyzing the source text of a language is a reading activity. Furthermore, the activity of reading the source language text is intended to understand the content of the text. Not possible, a translator can understand the contents of the text if he does not read the text first.

b. Transfer is the stage used by translators to transfer content, messages, or meanings contained in the source language to the target language. After the translator can understand the meaning and structure of the source language, the translator will reveal the a message in it. The next step is to transfer content, meanings and messages from the source language to the target language. In this step, the translator must find the equivalent of the source language words in the target language. The process for transferring, content, meaning, and messages is an internal process. The process takes place in the minds of translators. After the content, meaning and message are in the minds of translators, they express it in a larger language verbally or in

⁷ Muchtar Muhizar, *Penerjemahan, Teori, Praktik, dan Kajian.* (Medan:Batongjaya, 2016) 12

writing. To get a better translation in accordance with the purpose of the translation itself, the translation must be restructured.

c. and finally, Restructuring is changing of the transfer process be stylistic form that match with target language, that the reader or listener. Thus, at the restructuring step, a translator needs to pay attention variety of language to determine style of language according to the type of text to be translated. A translator also need to pay attention for whom its translation. “If the following step have been fulfilled, the translator should have finished the translation process.”

Larson (in Farida) said that “Translation is basically a change of form. When we speak of the form of the language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc.⁸, which are spoken or written. These forms are referred to as the surface structure of a language. It is the structural part of language which is actually seen in print or heard in speech. In translation the form of source language is replaced by the form of the receptor (target) language. ” Here, Larson emphasize the element of language such us word, phrases, even clauses should be acceptable into target language when doing the translation. The translation touch surface element which mentioned above and meaning as the deeper element.

2. Types of Translation

⁸ Farida Repelita Waty Kembaren, translation 1...,p.23

Larson (in Langgeng and Aan) proposes two main kinds of translation namely literal and idiomatic translation. Literal translation is a form-form based translation attempting to follow the form of the source language, so the translator uses source language words with literal meaning as stated in the source language as the source language structure. In order to produce natural forms of the target language both in grammatical constructions and in the choice of lexical items he proposes idiomatic translation.⁹

3. Technique of Translation

The translation techniques are:

a. Borrowing

Borrowing or as can be labeled "transference" is a method in which the source language word is transferred directly to the target language without being translated.¹⁰ For example, in Indonesian the words "lobby" and "bank" are borrowing words from English.

b. Calque

This is a special kind of borrowing, where the source language expression or structure is transferred in a Literal translation.¹¹ A calque is a phrase borrowed

⁹ Langgeng and Aan, *A Practical Guide for Translation Skill* (Malang: Uin Maliki Press, 2010) 7

¹⁰ Vinay. and Darbelnet. *Comparative stylistics of French and English: a methodology for translation*, translated by: J.C. Sager and M.J. Hamel (Amsterdam / Philadelphia: John Benjamins 1995) 85

¹¹ Vinay. and Darbelnet. *Comparative stylistics of French and English: a methodology for translation...*,85

from another language and translated literally word-for-word. For example, “big head” and “dark horse” are translated into *kepala besar* and *kuda hitam*.

c. Literal technique

A word-for-word translation can be used in some languages and not others dependent on the sentence structure. Example “I buy a book” will be translated into *Aku membeli sebuah buku*.

d. Synonym

Synonym is a strategy used by finding the most similar word for the target language, for example the translation of “What a cute baby you’ve got!” is *Alangkah lucunya bayi Anda!*

e. Adaptation

Adaptation occurs when something specific to one language culture. It is expressed in a totally different way that is familiar or appropriate to another language culture. It is a shift in cultural environment. For example “Dear Sir” will become *Dengan hormat*.

f. Generalization

Generalization is to use a more general or neutral term. For example “renthouse” will become *rumah kos*.

g. Particularization

Particularization is to use a more precise or concrete term. For example “Air transportation” will become *Helikopter*.

h. Addition

Addition is a strategy used by giving additional information the target language as an obligatory. For example, *saya murid* will become “I am a student”.

i. Reduction

It is to reduce the language component of source language. For example “Automobile” will become *mobil*.

j. Discursive creation

Discursive creation is an operation in the cognitive process of translating by which a non-lexical equivalence is established that only works in context. For example *Kata pengantar* will become Preface.

k. Transposition

Transposition is replaced or changes the form of word in source language to the other form.¹² For example, *alat musik* will become musical instrument.

¹² Faisol Fatawi, *Seni Menerjemah Tataran Teoritis dan Tuntunan Praktis* (Malang: UIN Malang, 2009), 41

1. Equivalent

Equivalent usually used in the context for matching meaning of the different language, between source language and target language.¹³ For example, where there is a will, there is a way, will be translated into *dimana ada kemauan, disitu ada jalan*.

4. Models of Translation

According to Newmark, there are eight translation methods.¹⁴ The methods in this context are principles which provide the basis of the way people translating text which obviously headed to the kinds of translation. Translation can be done by choosing one of the eight methods. The methods can be classified into two: four of them are oriented in source language (SL Emphasis) and the other four are oriented in target language (TL Emphasis).

a. SL Emphasis

1. Word-for word translation: in which the SL word order is preserved and the words translated singly by their most common meaning, out of context.

¹³ Faisal Fatawi, *Seni Menerjemah Tataran Teoritis dan Tuntunan Praktis...*,p23

¹⁴ Peter Newmark, *A Text Book of Translation* (New York: Prentice Hall, 1988),

2. Literal translation: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.

3. Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

4. Semantic translation: which differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text.

b. TL emphasis

1. Semantic translation: which differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text.

2. Adaptation: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.

3. Free translation: it produces the TL text without the style, form, or content of the original.

4. Idiomatic translation: it produces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

B. Narrative Text

1. Definition of Narrative Text

According to Sudarwati & Grace (in Merindriasari et al) said that narrative is a kind of texts that the purpose is to amuse or entertain and to deal with actual/imaginative experiences in different ways. Narrative texts usually tell about story that actually happened or imaginary story. For example, novel, short story, folktale, legend, fairytale, vacation and story of our unforgettable moment.¹⁵ Naela states the narrative text is the part of the text that tells a story that explains or informs the reader or listener.¹⁶ This text has character, settings, and action. That means the narrative text is a type of text in the form of a fantasy story, a fabricated true story, or a fairy tale. The narrative text tells a story that has a series of interconnected chronological events. The purpose of narrative text is to entertain the reader.

2. Types of Narrative Text

In narrative texts, a writer has the opportunity to make a story that only he knows the type of text that is created comes from personal experience or is only a

¹⁵ Merindriasari et al, *The Use of Short Film as Media for Teaching English: Narrative Text*. (<http://jurnal.untan.ac.id/index/phpjdpdp/articleview91179061>, 4 december 2016).

¹⁶ Rumza Naela, *The Use of Pictures in Narrative Text to Improve Students' Attention in Learning English* (Malang: University Salatiga, 2013), 20

fantasy story. By using sensory details that is make who, what, where, when, why and how and basic story structure, any subject can be made exciting.¹⁷ Common forms of types in the narrative text which are studied in high school are:

a. A legend

Legend is based on real events in the past. However, the story may have changed from time to time to take on some special mythical features. Legend usually has real heroes at the center of the story and they are often placed in fantastic places. The story will be passed from person to person, sometimes over a very long period of time. The fact is that so many people have kept this story alive, because usually this legend story indirectly has a very important meaning in the area where the story was first told. For example, Timun Mas and Roro Jonggrang.

b. A myth

Myth is not the same as legend. Sometimes myths are based on real events, but myths are more often stories that have been created to teach people about something very important and meaningful. Myths are often used to describe the world and major events at that time, people did not understand earthquakes, floods, volcanic eruptions, sunrise and sunset, illness and death. Many of the myths related to such events have survived for a very long time, sometimes for thousands of years, because only recently have we begun to understand why some of this happened.

¹⁷ Rumza Naela, *The Use of Pictures in Narrative Text to Improve Students' Attention in Learning English...*,p.33

This is considered a true sacred story in the distant past. For example, *Malin Kundang*.

c. A fable

Fable is a story that illustrates the character and behavior of humans, but played by animals. So in the fable story, animals are compared to have a role like humans who can talk, make a living, make friends, there are people who have good characters and some are evil. Therefore, fables are included as fictitious or unreal stories which are merely writings by the writer. Creating fable stories should not be careless, other than entertaining fable stories must contain positive moral and learning messages for the reader, especially children. For example, *The Ants and The Grasshopper*.

3. Characteristic of Narrative Text

According to Keraf, the characteristics of narrative texts namely, highlighting the elements of actions or actions arranged in sequence in time. Narration is built by a story line. This flow will not be interesting if there is no conflict.¹⁸

In addition to the story line, conflict and chronological order, the features of the narrative are more fully expressed by Semi which is in the form of a story about the event or the author's experience. Events or events that are delivered in the form of events that actually happened, can be in the form of mere imagination or a

¹⁸ Gorys Keraf, *Aargumentasi dan Narasi* (Jakarta:Gramedia Pustaka Utama, 2007), 139

combination of both and based on conflict, because without conflict narratives are usually not interesting.¹⁹

Based on the opinion of the two experts, it can be concluded that the characteristics of the narrative text are:

1. In the form of an action or event
2. The setting in the form of the time and place of the event
3. Emphasizing the chronological order
4. The completeness of the story elements
5. The use of good and correct spelling
6. Neatness of writing.

4. Generic Structure of Narrative Text

According to Anderson, the structure of narrative text are:²⁰

a. Orientation/exposition

The readers are introduced to the main character and possibly some minor character. Some indicators are generally given of where the action is located and when it is taking place.

b. Complication/Rising action

The complication is pushed along by a series of events, during which usually expect some sort of complication of the problem to arise. It just would not be so interesting if something unexpected did not happen, this

¹⁹ Semi, *Menulis Efektif* (Padang: Angkasa Raya, 1990), 32

²⁰ Mark Anderson, *Text Type in English 2* (Australia: Mackmillan, 1997), 8

complication will involve the main character and often serves to temporarily delay them from reaching the goal.

c. Sequence of events/climax

This is where the narrator tells how the character reacts to the complication. It includes the feeling and what they do. The event can be told in chronological order or in flashback. The audience is given the narrator's point of view.

d. Resolution/falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative which leaves us wondering "how did it end").

5. Language Features of Narrative Text

According to Gerot and Peter cited (in Akmalia), states those language features of narrative text are:²¹

a. Focus on specific and usually individualized participant

Example: Aladdin, Shifu

b. Use of relational processes and mental processes

Example: everything was so so weird, tigress was unhappy

c. Use of temporal conjunctions and temporal circumstances

Example: few years ago, sometimes, once upon a time

²¹ Akmalia, The use of animated film to improve students' ability in writing narrative text: a classroom action research at the 10 grade of SMP Al-Falaah in the academic year of 2010/2011. <http://library.walisongo.ac.id/digilib/files/disk1/105/jtptiain-gdl-tatumaries-5202-1-tatumar-a.pdf> Dec 21, 2013

d. Use of past tense

Example: lived, stayed, was

e. Use of verbal processes

Example: said, told, promised

f. Use of material processes

Example: the bomb exploded

CHAPTER III

RESEARCH METHOD

A. Research Design

The writer used qualitative research methods in this study. Qualitative research methods are research methods based on the philosophy of post positivism, used in natural object conditions, (as opposed to experiments) where the researcher is a key instrument, data source sampling is done in a purposive and snowball manner, collecting techniques with triangulation (combined), data analysis is inductive/ qualitative, and qualitative research results emphasize meaning rather than generalization.²² This means that the results of this study are descriptive.

B. Research Setting

The writer chose SMPN 4 Langsa as the location of research which is located at Jl. Prof. Majid Ibrahim, Matang Seulimeng, Langsa Barat, Kota Langsa, Aceh. The research was conducted on 21st and 22nd February 2020.

C. The Subject of the Study

The subject of the study was the ninth grade students of SMPN 4 Langsa. It consists of 171 students. The writer took a class that consisted of 25 students.

²² Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2017), 15

D. The Technique Collecting Data

The writer used questionnaire and interview as the instrument of the research.

1. Questionnaire

Questionnaire is a data collection technique that is done by giving a number of questions or written statements to respondents to be answered.²³ This type of questionnaire is a closed questionnaire with 16 statements and 4 answer choices that must be answered. The questionnaire was given to students in SMPN 4 Langsa.

2. Interview

In this study, the writer interviewed a teacher who taught the class that had been studied. The writer will give 5 open questions to the teacher.

E. The Technique of Data Analysis

Data analysis is the process of systematically searching and collecting data obtained from interviews, field notes, and documentation, by organizing data into categories, translating into units, synthesizing, organizing into patterns, choosing what is important and being studied, and making conclusions so that easily understood by yourself and others.²⁴

²³ Sugiyono, *Metode Penelitian Pendidikan...*,p199

²⁴ Sugiyono, *Metode Penelitian Pendidikan...*,p335

According to Miles and Huberman there are three main elements in the process of data analysis in qualitative research, namely: data reduction, data presentation, drawing conclusions.²⁵

1. data reduction

Data reduction is a sensitive thought process that requires intelligence and breadth and depth of insight.²⁶ That means is data reduction is part of the process, which is a form of analysis to strengthen, shorten, focus, discard unnecessary things, to organize data so that conclusions can be drawn. Data reduction is the process of selecting, focusing, simplifying, and abstraction of rough data in the field notes.

2. Presentation data

Presentation data is the composition of information that can be used to complete research. By looking at the presentation data, the researcher will know what is happening and provide the opportunity for the researcher to do something on the analysis or other actions based on their understanding.

3. Conclusions

After the data are presented which are also in the data analysis series, the next process is to draw conclusions. Conclusions in the first stage are loose, remain open and skeptical, unclear and then corrected into more detailed and firm roots.

²⁵ Effi Aswita Lubis, *Metode Penelitian Pendidikan* (Medan: Unimed Press, 2012), 139

²⁶ Sugiyono, *Metode Penelitian Pendidikan...*, p339

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. The Result of Questionnaire

The writer gave questionnaires to 25 students consisting of 16 statements.

The results of the questionnaire provided were as follows:

- a. I have difficulty in adjusting sentence patterns that have been translated from English into Indonesian sentence patterns (*saya mengalami kesulitan dalam menyesuaikan pola kalimat yang telah diterjemahkan dari bahasa inggris ke pola kalimat bahasa indonesia*).

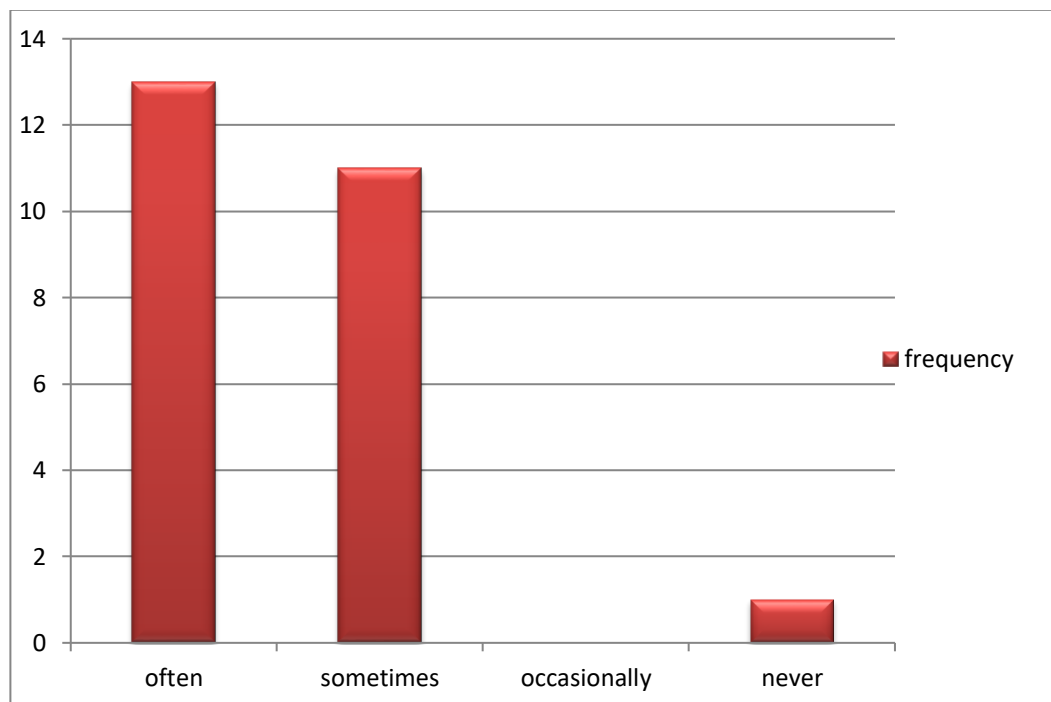


Figure 4.1

The results showed there were 13 students who chose often, 11 students chose sometimes, and 1 student chose never.

b. I have difficulty translating words related to cultural values (*saya kesulitan menerjemahkan kata yang berhubungan dengan nilai-nilai budaya*).

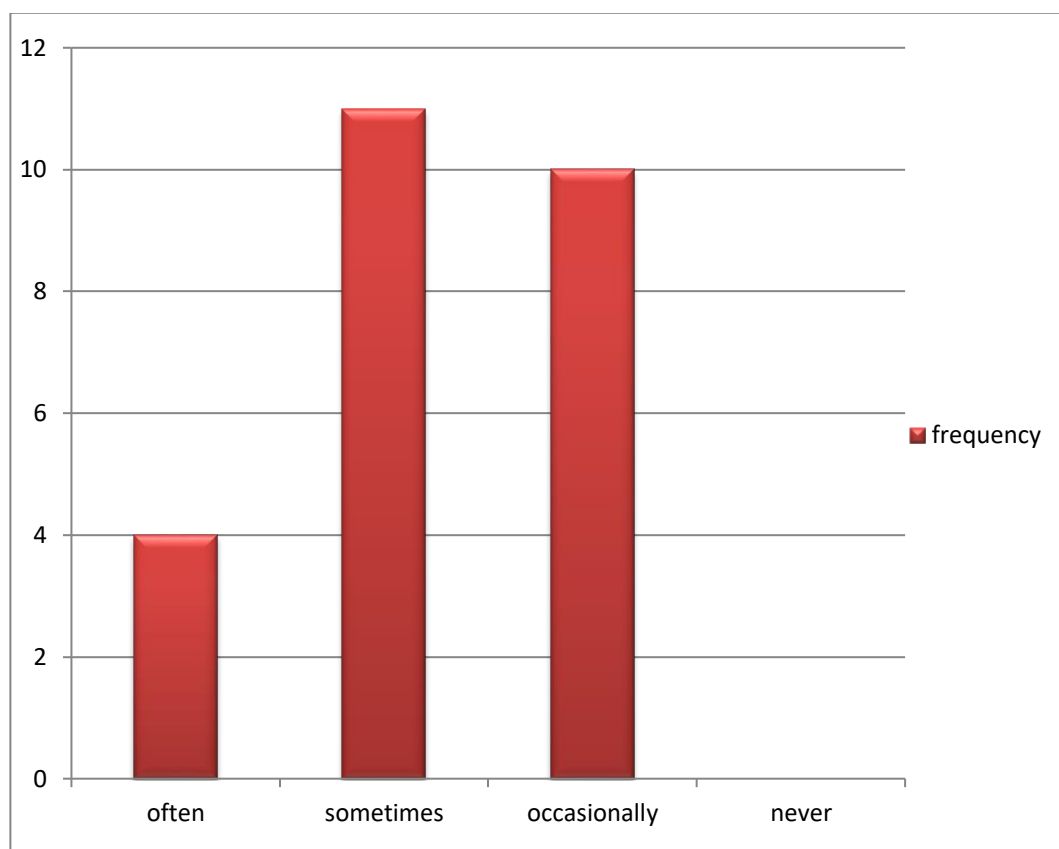


Figure 4.2

The results showed there were 4 students who chose often, 11 students chose sometimes, and 10 students chose occasionally.

- c. I have difficulty finding the meaning of words that are not listed in the dictionary (*saya mengalami kesulitan dalam mencari arti kata yang tidak tertera dalam kamus*).

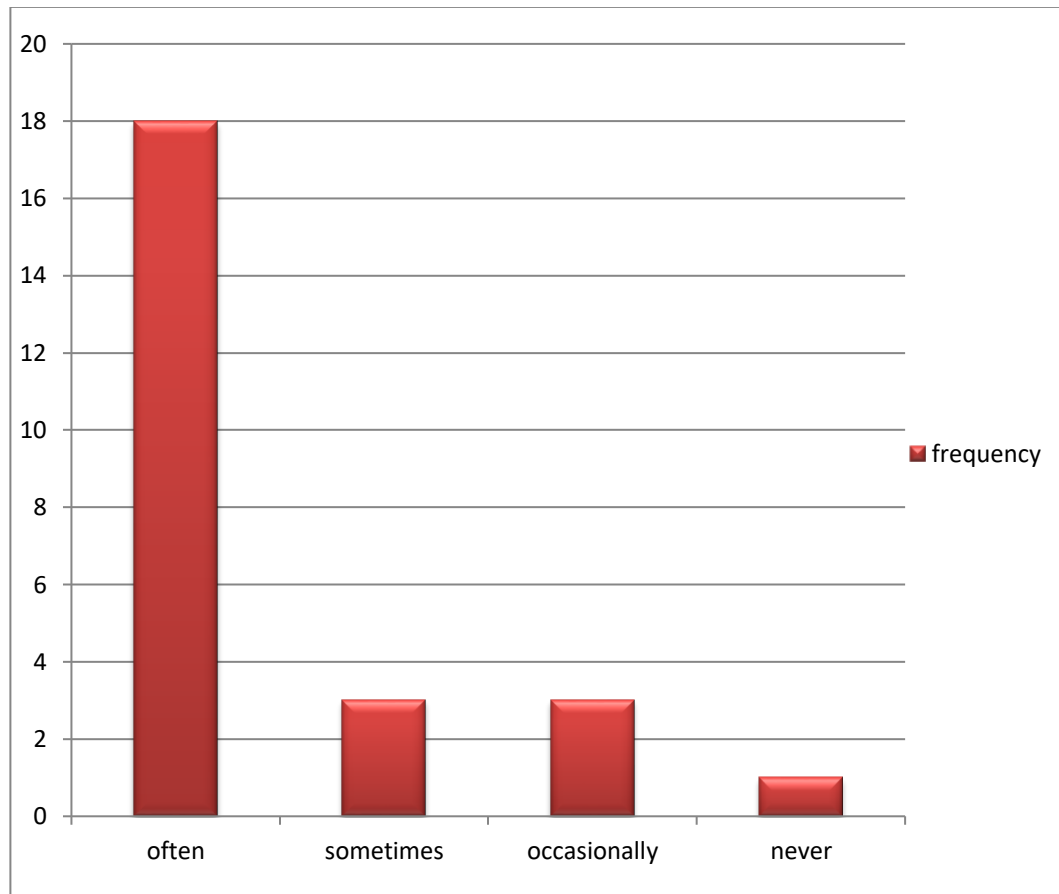


Figure 4.3

The results showed there were 18 students who chose often, 3 students chose sometimes, 3 students chose occasionally and 1 student chose never.

d. I have difficulty translating words related to historical values (*saya kesulitan menerjemahkan kata yang berhubungan dengan nilai-nilai budaya*).

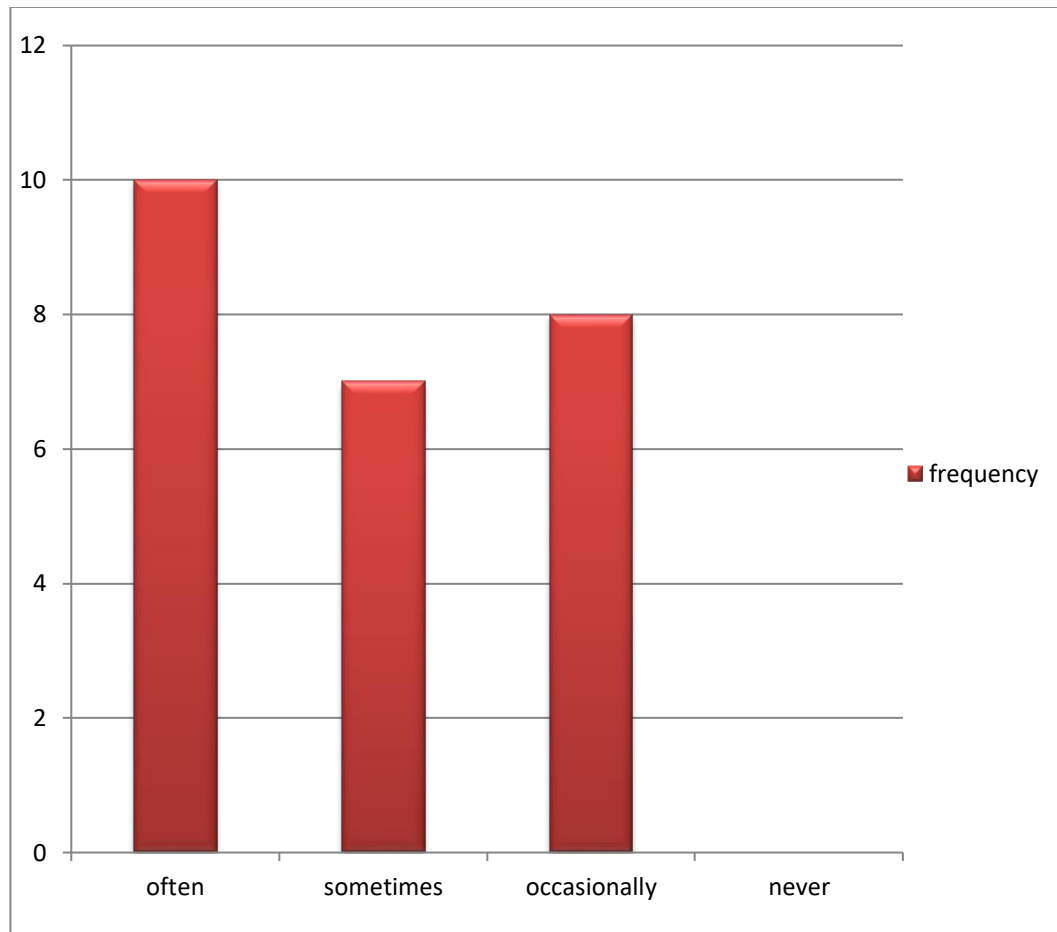


Figure 4.4

The results showed there were 10 students who chose often, 7 students chose sometimes, and 8 students chose occasionally.

- e. I find words that have multiple meanings that make me translate (*saya menemukan kata-kata yang memiliki arti ganda sehingga menyulitkan saya dalam menerjemahkan*).

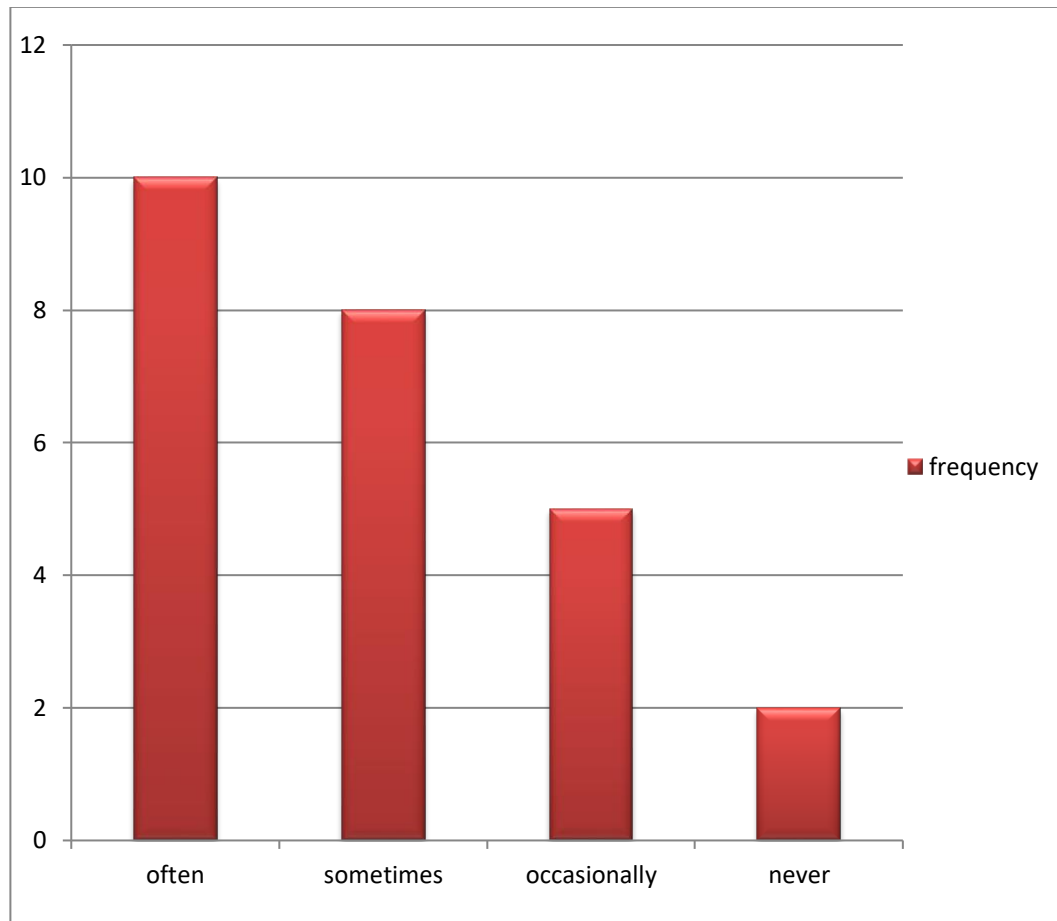


Figure 4.5

The results showed there were 10 students who chose often, 8 students chose sometimes, 5 students chose occasionally and 2 students chose never.

f. I have difficulty translating words related to economic values (*saya kesulitan menerjemahkan kata yang berhubungan dengan nilai-nilai ekonomi*).

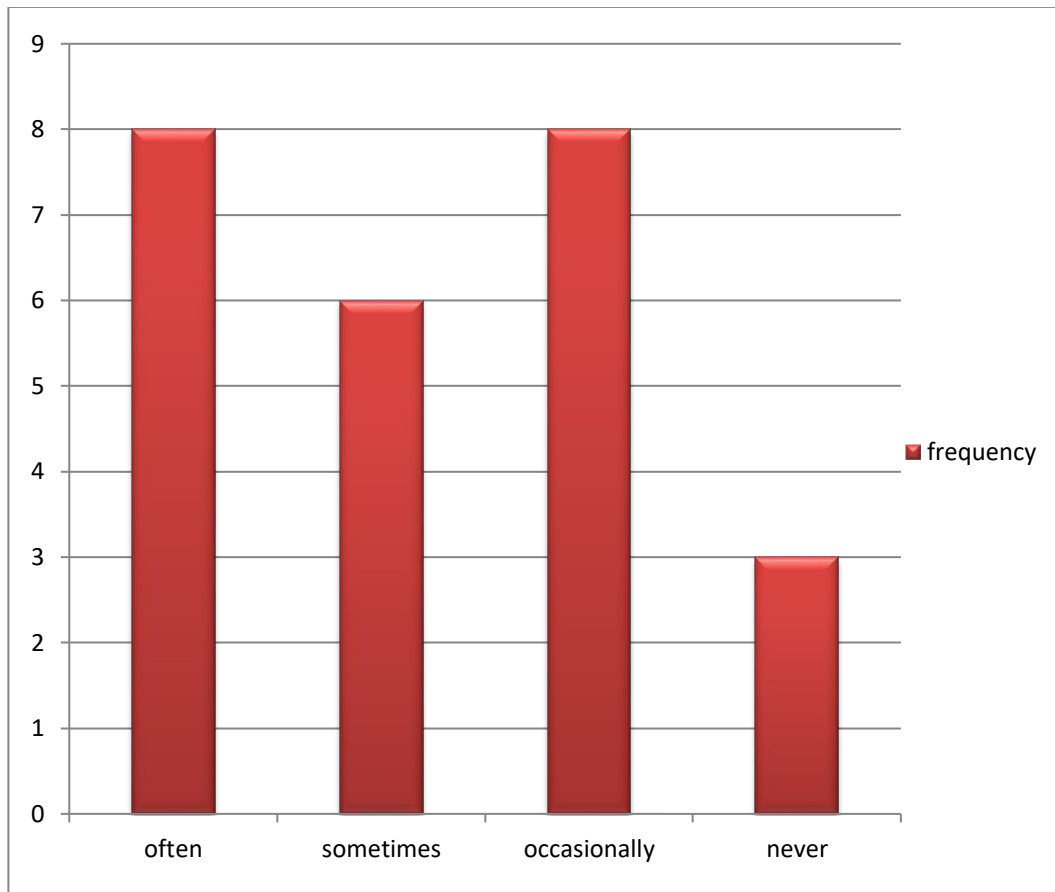


Figure 4.6

The results showed there were 8 students who chose often, 6 students chose sometimes, 8 students chose occasionally and 3 student chose never.

g. I have difficulty translating very long English sentences (*saya mengalami kesulitan dalam menerjemahkan kalimat bahasa inggris yang sangat panjang*).

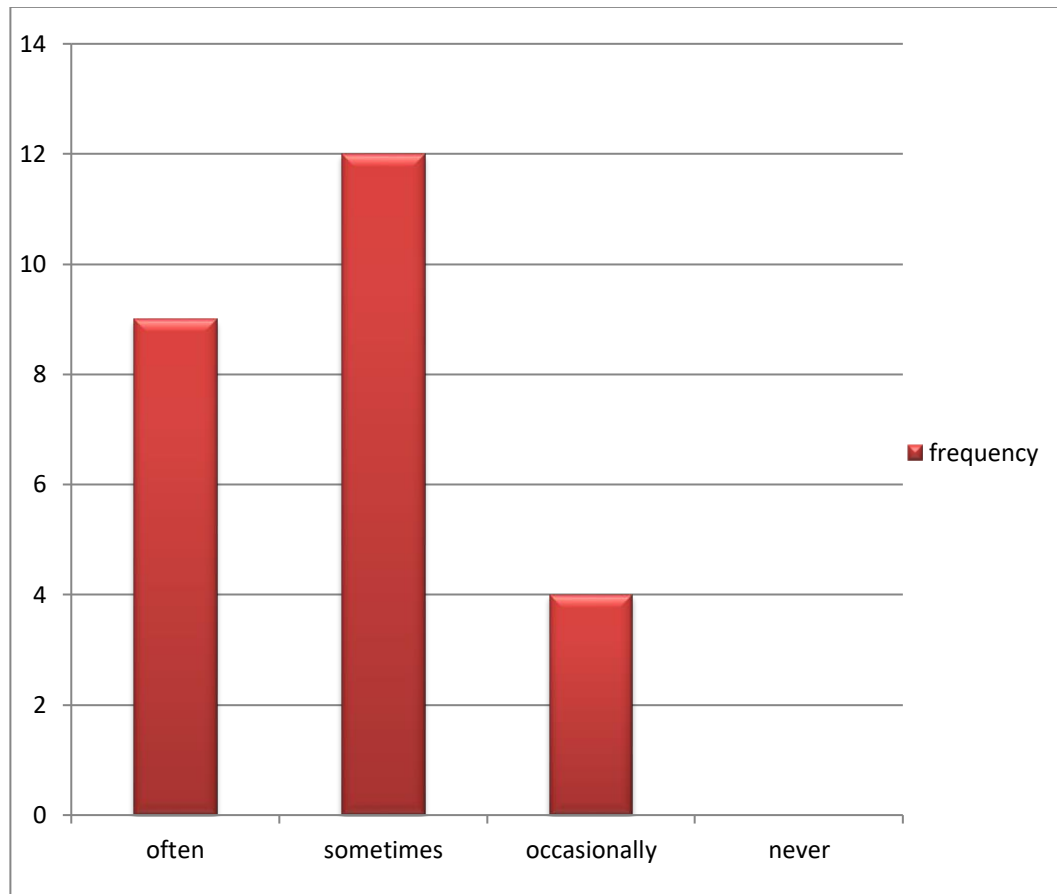


Figure 4.7

The results showed there were 9 students who chose often, 12 students chose sometimes, and 4 student chose occasionally.

h. I have difficulty translating words related to legal values (saya mengalami kesulitan dalam menerjemahkan kata yang berhubungan dengan nilai-nilai hukum).

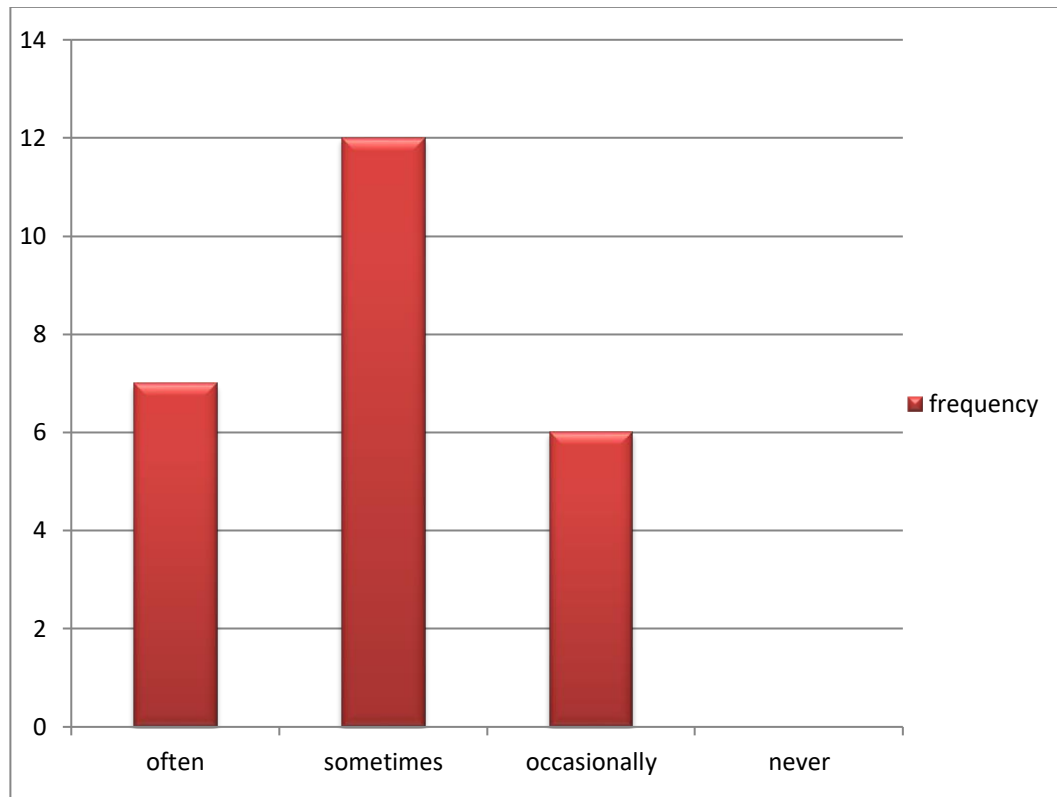


Figure 4.8

The results showed there were 7 students who chose often, 12 students chose sometimes, and 6 student chose occasionally.

- i. I have difficulty in assembling Indonesian words so that they produce confusing sentences and are difficult for readers to understand (*saya mengalami kesulitan dalam merangkai kata-kata dalam bahasa indonesia sehingga menghasilkan kalimat yang rancuh dan sulit dipahami pembaca*).

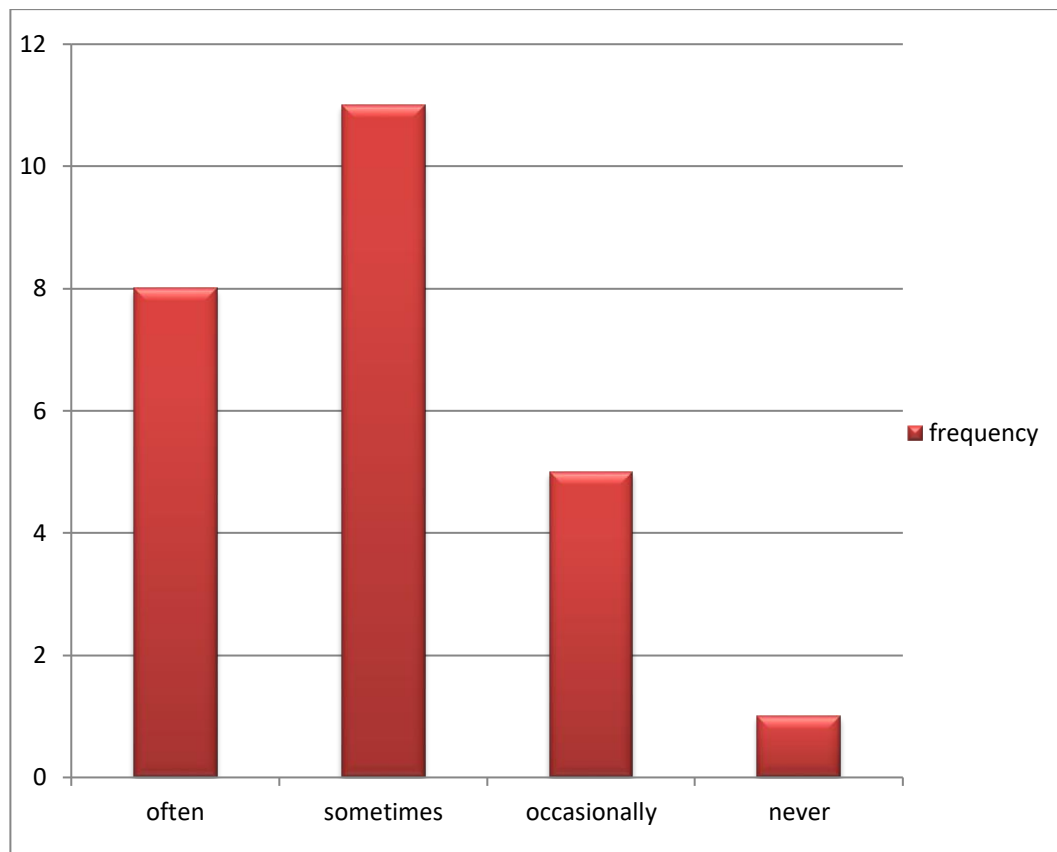


Figure 4.9

The results showed there were 8 students who chose often, 11 students chose sometimes, 5 students chose occasionally and 1 student chose never.

j. I have difficulty translating words related to religious values (*saya kesulitan menerjemahkan kata yang berhubungan dengan nilai-nilai agama*).

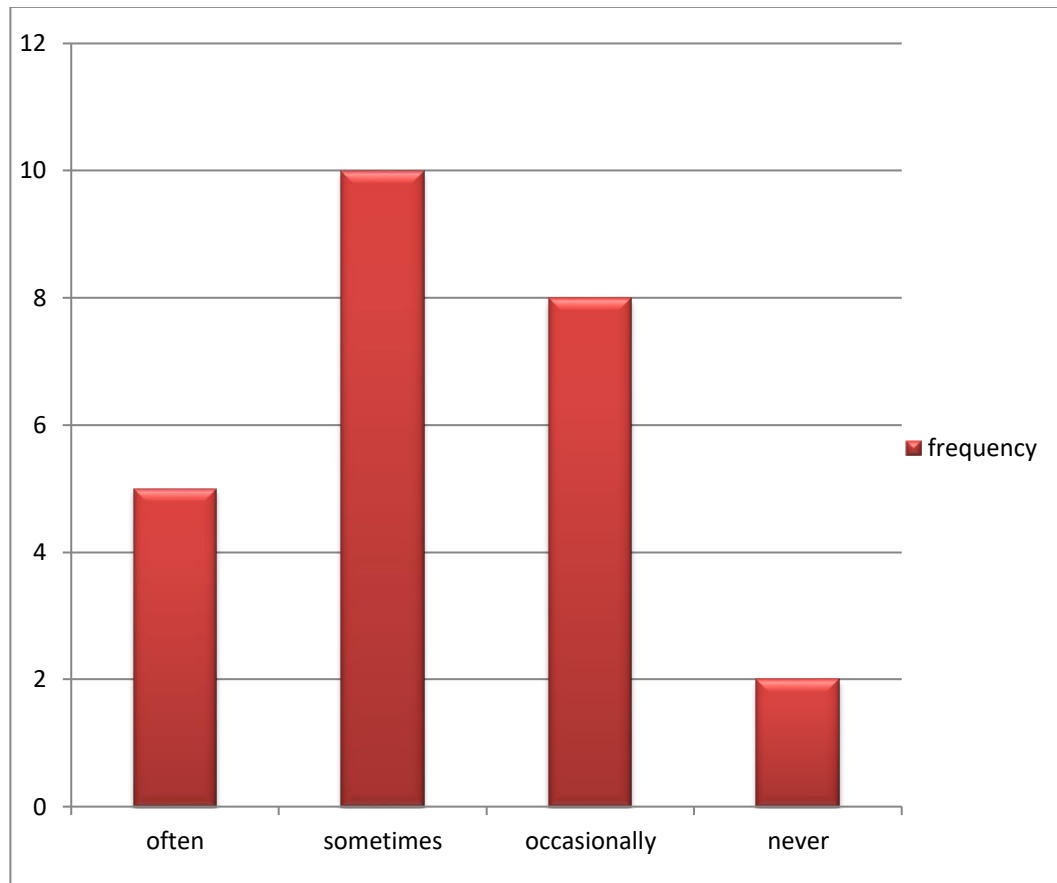


Figure 4.10

The results showed there were 5 students who chose often, 10 students chose sometimes, 8 student chose occasionally and 2 student chose never.

k. I found some confused sentence patterns in English so that it was difficult for me to translate into Indonesian (*saya menemukan pola kalimat bahasa inggris yang berbelit-belit sehingga menyulitkan saya dalam menerjemahkannya kedalam bahasa indonesia.*

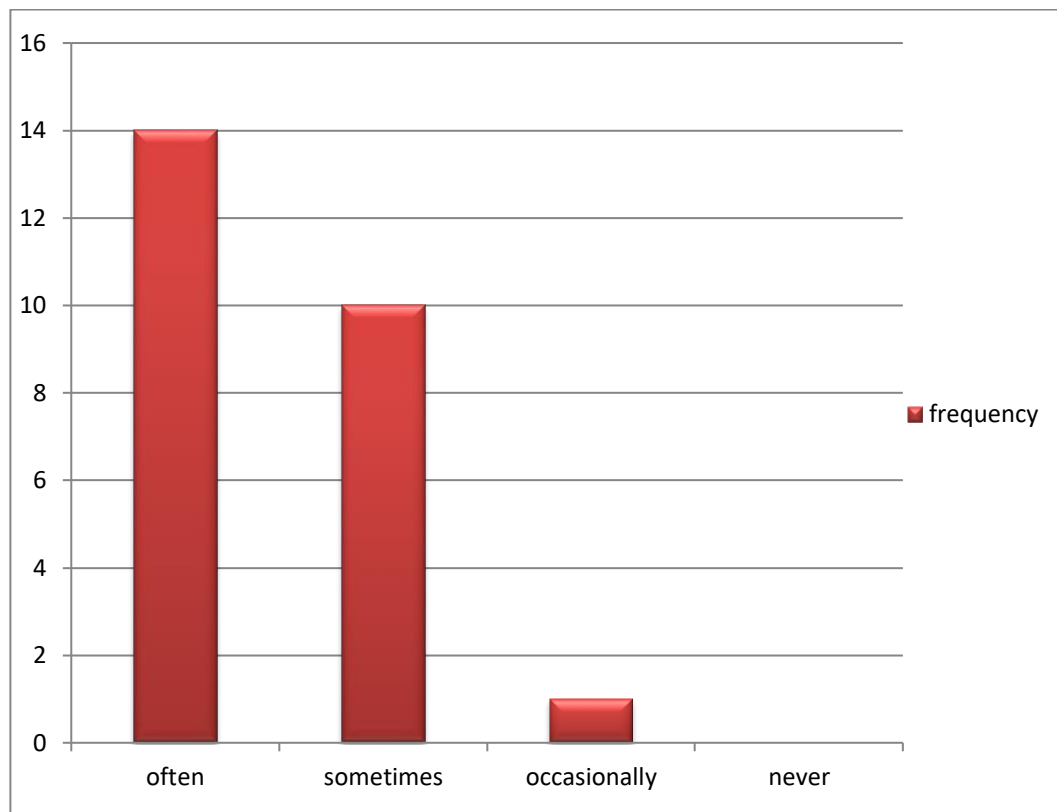


Figure 4.11

The results showed there were 14 students who chose often, 10 students chose sometimes, and 1 student chose occasionally.

l. I have difficulty translating words related to medical values (*saya kesulitan menerjemahkan kata yang berhubungan dengan nilai-nilai kedokteran*).

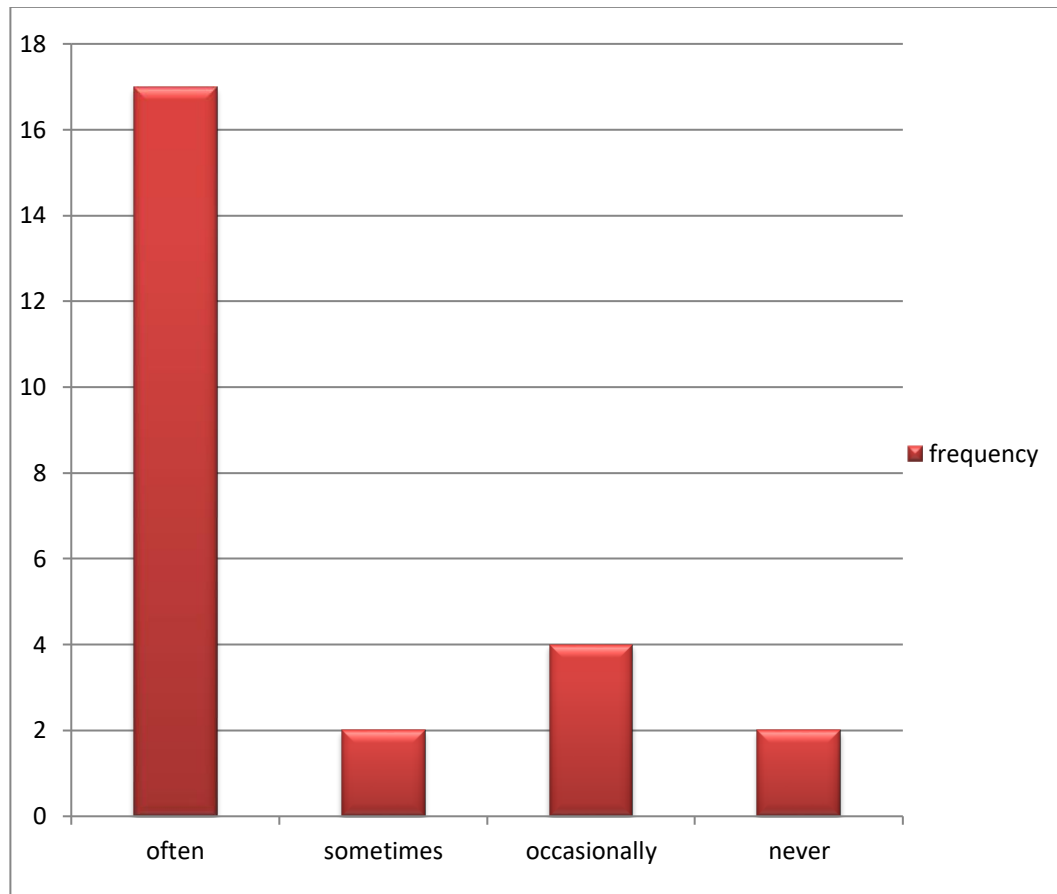


Figure 4.12

The results showed there were 17 students who chose often, 12 students chose sometimes, 4 student chose occasionally and 2 student chose never.

m. I found the difference between the structure of Indonesian and the structure of English, making it difficult for me to translate (*saya menemukan perbedaan struktur bahasa inggris sehingga menyulitkan saya dalam menerjemahkannya*).

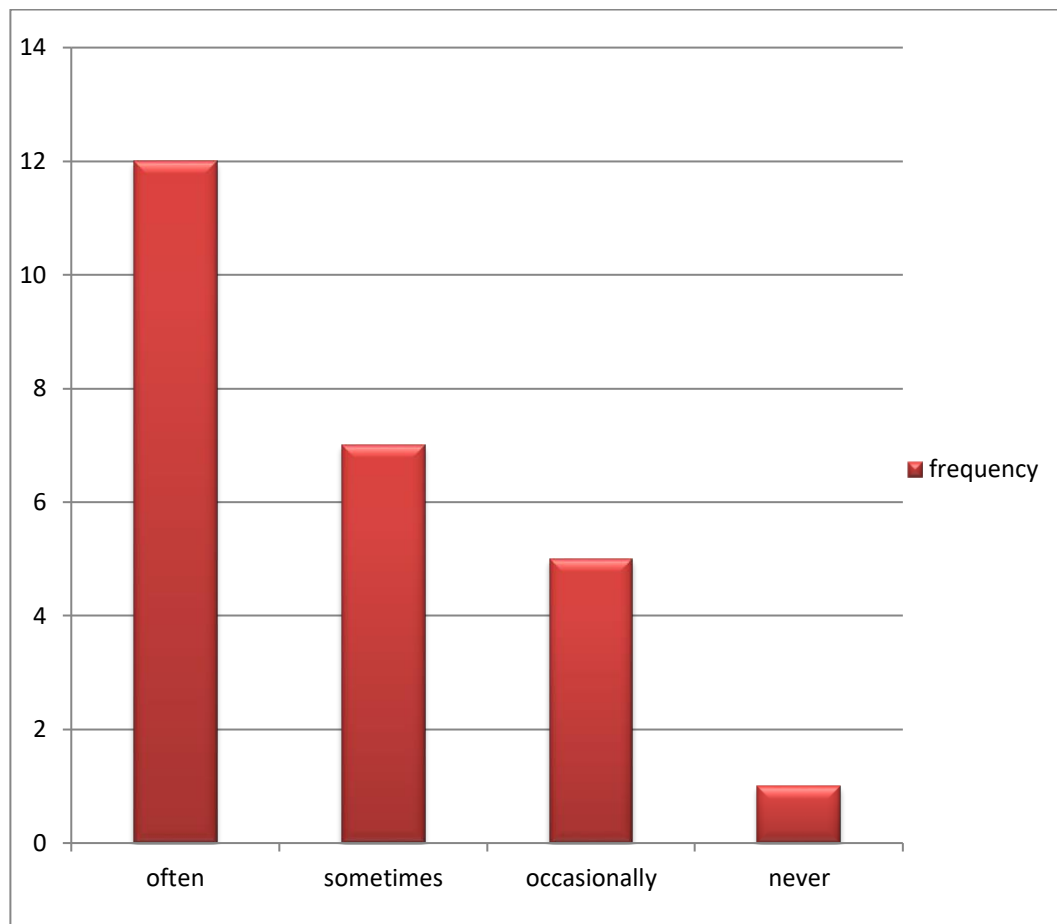


Figure 4.13

The results showed there were 12 students who chose often, 7 students chose sometimes, 5 student chose occasionally and 1 student chose never.

n. I have difficulty translating words related to ideological values (*saya kesulitan menerjemahkan kata yang berhubungan dengan nilai-nilai ideologi*).

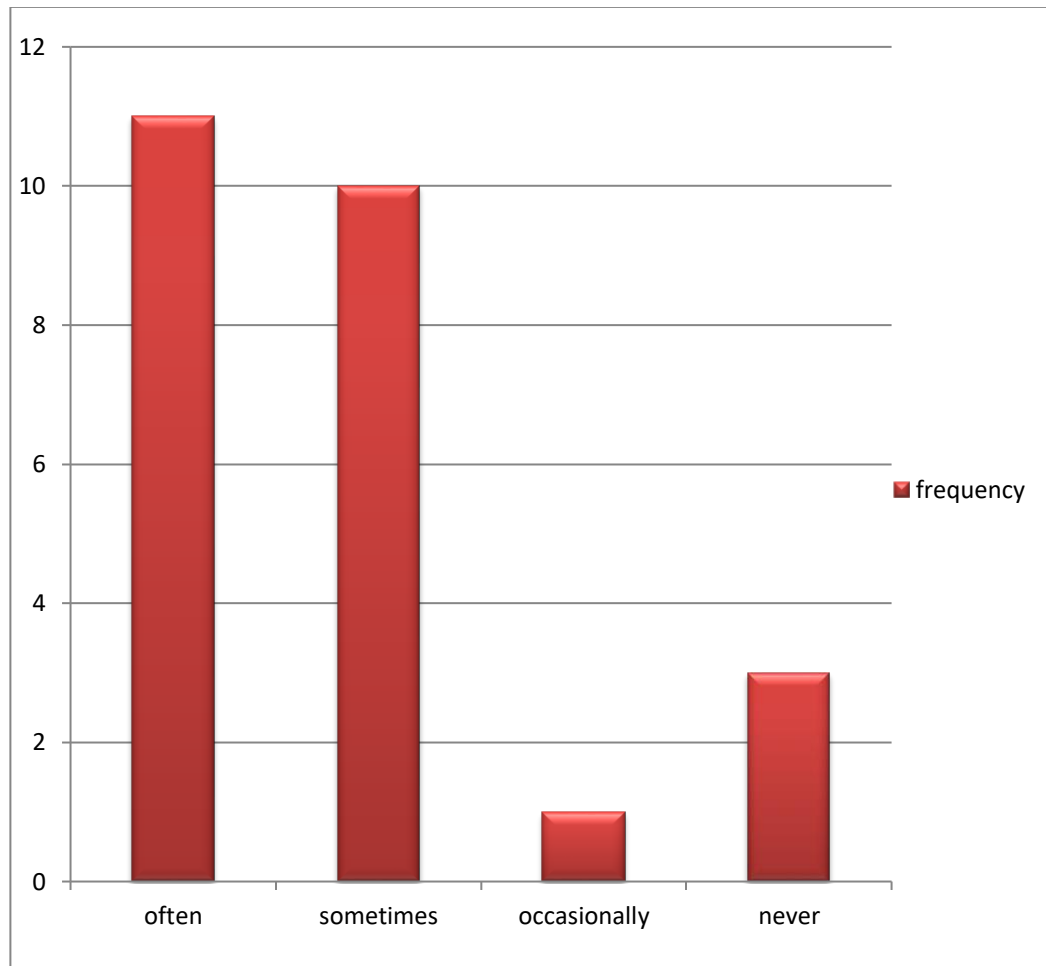


Figure 4.14

The results showed there were 11 students who chose often, 10 students chose sometimes, 1 student chose occasionally and 3 students chose never.

- o. I have difficulty understanding the meaning of the source language (English) so it is difficult for me to translate into the target language (Indonesian) (*saya mengalami kesulitan dalam memahami maksud bahasa sumber (bahasa inggris) sehingga menyulitkan saya dalam menerjemahkan kedalam bahasa sasaran (bahasa indonesia)*).

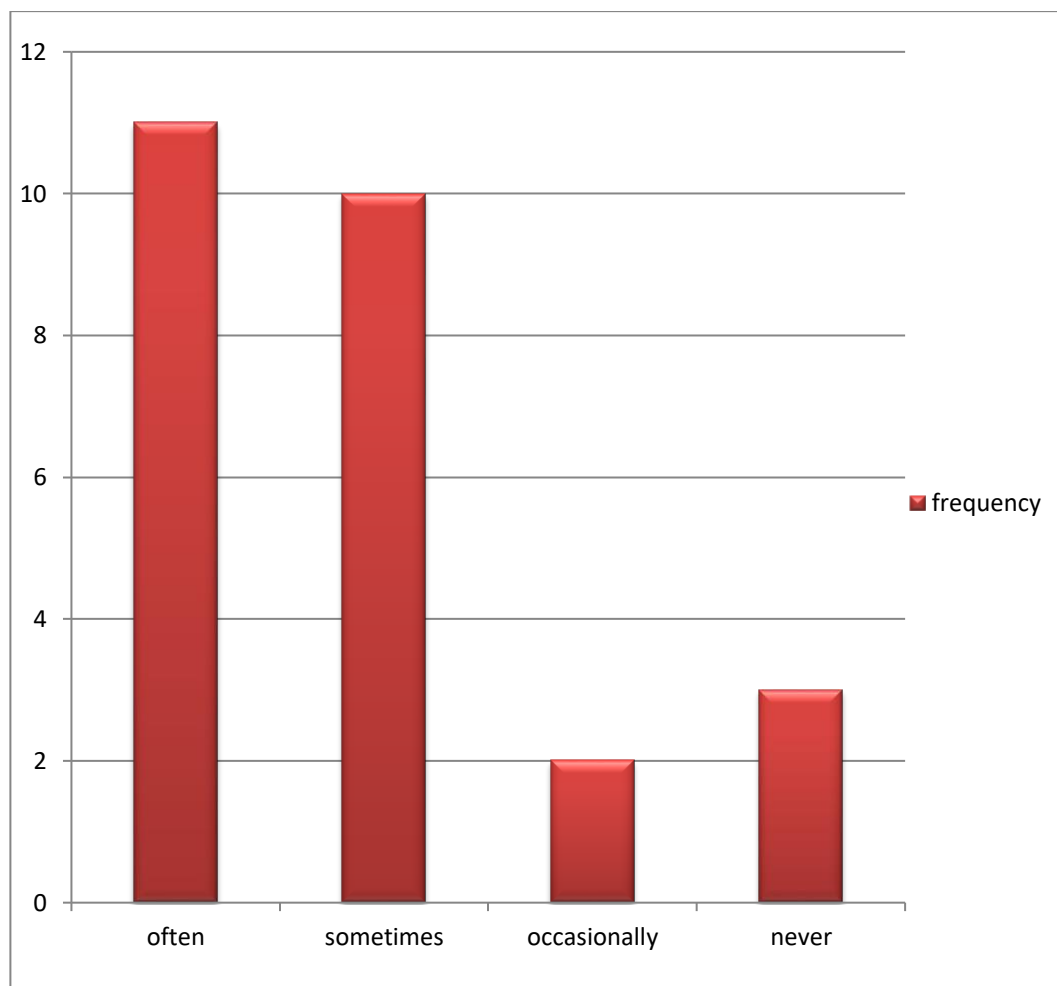


Figure 4.15

The results showed there were 11 students who chose often, 10 students chose sometimes, 2 students chose occasionally and 3 student chose never.

p. I have difficulty translating words related to agricultural values (*saya kesulitan menerjemahkan kata yang berhubungan dengan nilai-nilai pertanian*).

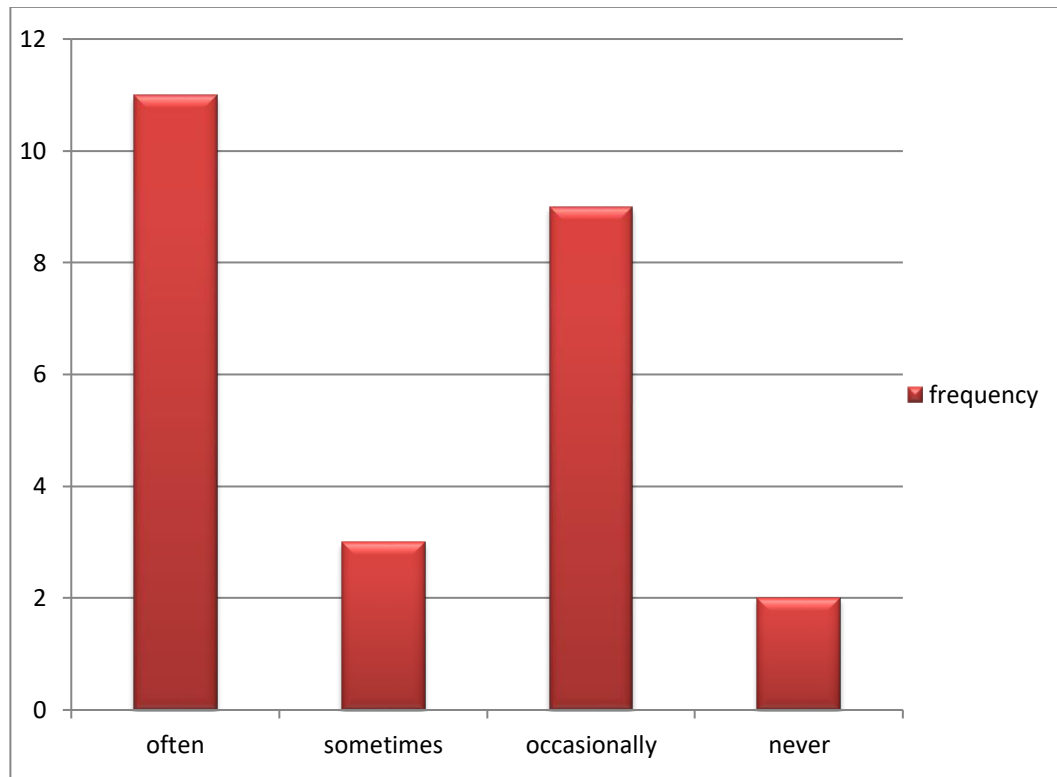


Figure 4.16

The results showed there were 11 students who chose often, 3 students chose sometimes, 9 students chose occasionally and 2 students chose never.

2. The Result of Interview

The writer gave an interview to an English teacher who taught the ninth grade students. There were 5 questions in this interview including:

- a. What are the constraints of students when translating narrative texts? (*apa saja kendala siswa ketika menerjemahkan teks narrative?*)

The teacher replies, "Usually our students lack vocabulary, they use a dictionary when translating narrative texts so it creates a lack of time when translating text, which should be fast but takes too long to use a dictionary". (*biasanya kalau siswa kami kurang vocabulary, jadi kurang nya waktu juga karna yang seharusnya cepat jadi lama karna pake kamus*).

- b. In what form, usually the students' difficulties when translating narrative texts? (*apa saja bentuk kesulitan yang mereka alami ketika menerjemahkan teks narrative*)

The teacher replies, "especially in the past tense form, if in the dictionary they find it difficult to find words especially verbs in the past tense form because there is no sentence, while usually in the dictionary there are only basic verbs". (*terutama dalam bagian-bagian yang dalam bentuk past tense, jadi dikamus agak sulit mereka temukan kata-kata terutama kata kerja dalam bentuk past tense agak sulit karna dikamus Cuma ada kata dasar*)

- c. What students often ask the teacher when translating narrative texts?(*apa yang paling sering mereka tanyakan kepada guru ketika sedang menerjemahkan teks narrative*)

The teacher answered, "They will definitely ask a word that is not in the dictionary.
(*mereka akan bertanya kata yang tidak ada dikamus*)

- d. What are the mistakes students often find when checking their translation results?(*apa saja kesalahan siswa yang sering anda temukan ketika memeriksa hasil terjemahan siswa*)

the teacher answers, "understanding, for example the word" turn off "they only search for the word "turn" while the meaning is different, the word" turn "means to turn and" turn off "means to turn off. They have difficulty understanding words like that because one word can has several meanings, it could be that the meaning in the dictionary is different from the meaning intended in the text".(*pemahaman, misalnya kata "turn off" mereka hanya mencari kata "turn" sementara artinya berbeda, kata "turn" berarti untuk berbalik dan "turn off" berarti mematikan. Mereka mengalami kesulitan memahami kata-kata seperti itu karena satu kata dapat memiliki beberapa makna, bisa jadi makna dalam kamus berbeda dari makna yang dimaksudkan dalam teks*)

- e. What makes it difficult for students to translate narrative texts?(*apa yang membuat siswa kesulitan ketika menerjemahkan teks narrative*)

The teacher answered, "they have difficulty translating long sentences because organizing words into sentences is difficult for students here especially they rarely use everyday English". (*mereka mengalami kesulitan menerjemahkan kalimat yang panjang karena mengatur kata menjadi kalimat sulit bagi siswa di sini terutama mereka jarang menggunakan bahasa Inggris sehari-hari*)

B. Discussion

After the writer conducted the result, the writer found that there were some problems faced by students in translating narrative text. The problems found in translation text for the ninth grade students in SMPN 4 Langsa were as follows

1. Students often experienced problems in adjusting sentence patterns that have been translated from English into Indonesian. This was also justified by the statement of their teacher who said that it was difficult for them to adjust the pattern especially in the form of past tense.
2. Students often experienced problems in finding the meaning of words that are not listed in the dictionary. This was also justified by the teacher's statement that students often asked the teacher about words that were not in the dictionary which made difficult for them to translate narrative texts.
3. Sometimes students experienced problems translating long English sentences. This was also justified by the teacher's statement which said that students found it very difficult to translate long English sentences into sentences that have the correct meaning.

4. Students often found confused English sentence patterns so that it was difficult for them to translate into Indonesian

5. Students often had difficulty translating words related to medical values.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After doing the research, the writer found several problems of students in translating narrative text, namely the first, students experienced problems in adjusting sentence patterns that had been translated from English into Indonesian sentence patterns. This is also confirmed by the teacher's statement that it is difficult to adjust the pattern, especially in the past tense. second, students have difficulty finding the meaning of words that are not listed in the dictionary. This is also confirmed by the teacher's statement that students often ask the teacher about words that are not in the dictionary so that it is difficult for them to translate narrative text. and third, students have problems translating long English sentences. This is also confirmed by the teacher's statement that students find it very difficult to translate long English sentences into sentences that have the correct meaning.

B. Suggestion

The writer gave some suggestions as follows:

1. The teacher should give various practices to the students and search some information about strategies or methods in teaching translation so that can make the students will be interested in translating the text, and it will overcome the problem of the students in translating narrative text.

2. The students should often practice translating text using dictionaries in their daily lives so that it will reduce their problems in translating narrative texts.

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