ABSTRACT

Yenita Hastuti, 2315025, Students' Translation on Narrtaive Text from English into Indonesian at English Education study Program in IAIN Bukittinggi" a thesis, State Islamic Institute Bukittinggi**,** 2020.

The research was due to several problems found that in the field: the students assumed narrative text is a text difficul to translate. It was because students translate the text literally, also the students were lack of vocabularuies in translating the text. Because of this phenomenon, the researcher conducted the research in order to know about students' translation on narrative text from English text into Indonesia text by the fifth semester students of English Education Study Program in IAIN Bukittinggi. The finding of the research was to find out of students' problem and the causes in translating narrative text from English into Indonesia.

The research used descriptive quantitative approach as the research method. The population was from 55 students at fifth semester students of English Education Study Program in IAIN Bukittinggi and the researcher used *Total Sampling* as the technique sampling, while technique of data collection was the translation test to be translated into Indonesia and questionnaire.

The finding related to students' problems in translating narrative text revealed that on *ambiguity* there was 35% of the students found difficulty, on *structural* was 33,4% found difficulty and on *lexical differences between language* was 36% found difficulty. Overall the students who had problems in translating narrative text from English into Indonesia was 34% and it showed that the poor category. It means that as a problem in translating. Related to the causes it was found that in non linguisic factors was 52% and it showed that in the most category. Thus, this mean is one of the causes in translating. Related in linguistic factors it was found that 55% and it means the students also in most category. In conclusion, the causes of students' difficulties in translating narrative from English into Indonesia text mostly was in linguistic factors.

Key words : Translation, Narrative Text

ABSTRAK

Yenita Hastuti, 2315025, Students' Translation on Narrtaive Text from English into Indonesia at English Education study Program in IAIN Bukittinggi" skripsi, Institut Agama Islam Negeri Bukittinggi, 2020.

Penelitian ini dilakukan karena beberapa permasalahan yang ditemukan di lapangan; mahasiswa berfikir bahwa teks naratif adalah sebuah teks yang sulit untuk diterjemahkan. Ini dikarenakan mahasiswa menerjemahkan teks secara literal, dan juga sedikitnya kosa kata yang dimiliki dalam menerjemahan teks.

Penelitian ini menggunakan penelitian deskriptif kuantitatif sebagai metode penelitian. Populasi penelitian ini adalah 55 mahasiswa semester lima Pendidikan Bahasa Inggris di IAIN Bukittinggi dan *Total Sampling* digunakan sebagai teknik sampel penilitian. Selain itu, penganalisisan data dilakukan dengan mengumpulkan hasil tes terjemahan dan mengidentifikasi jawaban responden dalam menganalisa data dan menarik kesimpulan.

Peneliti menemukan bahwa, masalah yang dihadapi mahasiswa terhadap menerjemahkan dalam hal *ambiguitas* adalah 35% mengalami masalah, dalam *struktur bahasa* 33,4% mengalami masalah, dan dalam *perbedaan leksikal dalam berbahasa* 36% mengalami masalah dan hal tersebut menunjukkan bahwa termasuk dalam kategori buruk yang artinya bermasalah dalam menerjemah. Secara keseluruhan persentase mahasiswa yang mengalami masalah dalam menerjemahkan teks naratif kedalam Bahasa Indonesia adalah 34% dan hal tersebut menunjukkan bahwa termasuk dalam kategori buruk yang artinya bermasalah dalam menerjemah. Kemudian, penyebab kesulitan dalam menerjemahkan di faktor non linguistik adalah 52% dan hal tersebut menunjukkan bahwa termasuk dalam kategori tingkat yang paling sulit sebagai penyebab dalam menerjemah. Penyebab kesulitan dalam menerjemahkan di faktor linguistik adalah 55% dan hal tersebut menunjukkan bahwa termasuk dalam kategori paling sulit sebagai penyebab dalam menerjemah. Dengan demikian dapat disimpulkan bahwa penyebab kesulitan siswa dalam menerjemahkan teks naratif kedalam Bahasa Indonesia paling banyak pada faktor linguistik.

Kata Kunci : Terjemah, Teks Naratif

CHAPTER I

INTRODUCTION

ıckground of the Problems

Translation becomes a primary necessity for students who learn English as a foreign language. Translation it has a large benefit in developing knowledge or sciences as well as internation exchange of culture. The ability in translating is very beneficial to help students in understanding materials from articles, journals, paragraphs, essays, or even a textbook. Translation does not only transform one language to another one, but also gives exact information to convey its message well. According to T. Bell "translation is the process of rendering meaning, ideas, or message of a text from one language to other language"[1]. There are some considerations which follow this process, which mainly related to the accuracy, clarity and naturalness of the meaning, ideas, or messages of the translation. It means that it is an important thing to be considered whether the readers of the target text accept equivalent information as the readers of the source text do.

In the translating, there are things that need to be considered. The first is ʻord choice which is important in order to make translation result is not ımbiguous. Translation activities can be performed to determine the structure of nderstanding a foreign language it means that the students translate each sentence r each paragraph of the text .

[1] Rogert T. Bell, *Translation and Translating Theory and Practicce,* Longman Inc, New York, 1991,p6.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theorities

1. The Nature of Translation

a. Definition of Translation

The linguistics inevitably approaches translation from a 'scientific' point of view, seeking to create some kind 'objective' description of the phenomenon and this will be the fundamental orientation.Larson states that translation is basically change of form. When we speak the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc which are spoken or writen. These form are referred as the surface structure of language. [1] It means that structure is what the translator should take attention for send the message into target language as on the source language.

As similar explanation about translation with Larson, in Kardimin journal Catford also said that translation is an operation performed on languages : a process of subtituting a text in one language for a text in another. [2] In more complete explanation about translation according to Rogert, translation is the expressions in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic

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[1]Mildred. L.Larson*, Meaning-Vased Translation :A Guide to Croos-Language Equivalence*, (London : University of America 1984), P.3

[2]Kardimin, *Ragam Penerjemahan,* UIN Sunan Kalijaga Yogyakarta, Yogyakarta, Vol. 2, NO.1, Juni 2017. P.192

equivalences. (my translation).[3] It means that to translate or express other languages by maintaining the semantics and style of the source language in order to convey it naturally. The nature of equivalence from semantic and stylistic translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language.

A similar ideas with Rogert,in Kardimin journal Newmark states translation is rendering the meaning of a text into another language in the way that the author intended the text[4]. It means that change of a language from the source language to target language with the purpose of the text remains the equivalent meaning.

b. Kinds of Translation

According to Larson, there are two main kinds of translation, there are[5] :

1) Form-based translations

Form-based translations attempt to follow the form of the source language and are known as literal translations. It means that the translate form based translation depends on the source language. Literal translation is internal translation which is lead the translator with form word by word.

For instance, when a translator attempts to translate a sentence in English :you-all shouldn't be doing that !, the translator produce the sentence into Indonesan as : *kamusemuaharustidakmelakukanitu !*

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[3]Rogert T. Bell, *Translation and Translating Theory and Practice*,LongmanInc, New York,1991,P.6

[4] Ibid. p.189

[5] Mildred. L.Larson. *Meaning-VasedTranslation :A Guide to Croos-Language Equivalence. L*ondon : University of America 1984. p.15

The speaker of the target language may comprehend the meaning word by word of the form.

2) Meaning-based translation

Meaning-based translation makes every effort to communicate the meaning of the source language text in the natural forms of the target language. A truly idiomatic translation does not sound like a translatethis translation use the natural from the receptor language but the idiomatic translation both in the grammatical construction and the choice of the lexical meaning. It means that translating a language that should be followed by the target language form in order to be more naturally.For instance, in English : He is a book-worm. If a translator translateit literally into Indonesian would be *diaadalahcacingbuku*, but idiomatically it would be : *diaseorangkutubuku* .

In more complete Jakobson also makes a very important distinction between three types of written translation[6]:

1) Intralingual translation, translation within the same language, which can involve rewording or paraphrase.
2) Interlingual translation, translation from one language to another.
3) Intersemiotic translation, translation of the verbal sign by non verbal sign for example music or image.

In deeply the types of translation according to Catford in Yoce as follows[7] :

[6]J,Munday, and Basil Hatim.*Translation an advanced resource book*. Newyork: Routledge, 2004, p5

1) Word to word translation

This rank translation is done by finding the source language lexical which is equivalent in the target language because it has more than one meaning, so that careful and accurate lexical analysis must be done.

Example: I like the clever student *(sayamenyukaiitupintaranak)*

I will go to New York tomorrow *(sayaakanpergike New York besok).*

2) Group to group translation

The translation is more complete than to word to word translation but it will make easier the concept of meaning of English phrase has a fixed, equivalent in another. So provide we know of have a good command of the phrase meaning there will be no difficulty in translating it.

3) Sentence to sentence translation.

In this translation, the first thing that must be conducted is to do lexical (word to word) and grammatical analysis. And then the message content of the sentence on the basic dynamic and closet natural equivalent principle is done. After that restricting of the message is arranged finally a translation of equivalent is obtained.

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[7]Yoce Aliah Darma, *Metode Pembelajaran Penerjemahan*, No. 067, 15, July 2007, p.679

4) Paragraph to paragraph translation

In doing this, we have to do the first rank until the third one. After doing those steps the transfer to the source language message content into target language equivalent is conducted.

As conclusion, In using those kinds of ranks of translation, can choose them according to the material that we would like to translate or it depends on the material.

In more complete as the one of the famous of the linguist, Catford, clarifies some general types of translations into several parts. These are the types below[8] :

1) The extent of translations

This type assert on the stretch of language in source language which is submitted to the translation process. Extent of translation segmented into :

a) Full translation

In this translation entire text is submitted to the translation process.

For example,

English : How are you doing ?

Indonesia : *Apakabar ?*

b) Partial translation

In this translation some parts or parts of the SL text are left untranslated.

[8]J.cCatford, *A linguistic Theory of Translationn.*Inggris : Oxford University Press, 1978, p.20

For example:

English : I am going to Sauna

Indonesia : *Sayaakanke Sauna*

2) The level of Translations

This translation involving the levels of language which related into :

a) Total translation is defined as replacement of SL grammar and lexical by equivalent TL grammar and lexical with consequential replacement of SL phonology/graphology by (non-equivalent) TL phonology/graphology. It means that what is most usually meant by ‘translations’.

b) Restricted translation

Restricted translation means that replacement of SL textual material by equivalent TL textual material. In only one level, this translltion performed only at the phonological level or only at one of the two levels of grammar and lexis.

3) The rank of translation

It relates to the rank in a grammatical hierarchy at which translation equivalent is established.

a) Rank bound translation

An attempt is always made to select TL equivalent as same rank. e.g. word-rank bound translation is useful for certain purposes. For instance, in for illustrating in a crude way differences between the SL and the TL in structure of higher rank units as in some kinds of

interlinear translation of the texts in exotic languages. It means this translation may applied in point out the language genius or the unique of language.

b) Unbounded translation

Among free, literal and word for word translation, a free translation is always unbounded equivalences shunt up and down the rank scale, but tend to be higher ranks-sometimes between larger units than the sentence. Lexcial adaptation to TL collocatinal or 'idiomatic' requirements seem to be characteristic of free translation, as in this example :

TL : Oh, no problem !	(word for word)
Oh, no matter !	(literal)
Uh, never mind!	(free)
SL : *Oh, tidak masalah !*	

c. Method of Translation

Translation method is a method which is always used in process of teaching and learning new language. The use of translation method in teaching new language or foreign language is aimed to make the students can mastery the new language trough translation exercise. Newmark claims that in translation methods as follows[9]:

a. Word-for-word translations

[9]Ibid

In this translations, the TL closed upon the SL as the interlineal translation. To understand the way in which the source language works an interprate the difficult test is the intention of this method.

Example :

I like that handsome man

Sayamenyukaiitutampanlelaki

b. Literal translations

This translation not equivalent eventhoug SL and TL structure are losed.

Example :

His heart is in the right place

Hatinyaberadaditempat yang benar

c. Faithful translation

This translation focus on the appropriate authentic meaning beside the grammar.

d. Semantic translation

This translation focus on the art of the language that differs it from faithful translation.

Example :

Killing two birds with one stone

Sambilmenyelamminum air

e. Adaptation

In the literature translation the translator usually exert this method such as poem, poetry, comedies, and others. The poem which translated word by word may lead the translator to the deficient adaptation.

d. Procedures of Translation

Translation is a difficult activity because it needs broad knowledge. According to Larson, states that there are eight procedures we should do the translate, there are[10] :

1. Preparation

   There are two kinds of preparation ;

   a) The translator should have prepare before beginning the translation task.

   b) There is the preparation which he undertakes as he begins work on specific translation object.

2. Analysis

   The translator analyzes the source of the text based on the sentences, ambiguous word, figurative meaning, and grammatical structure of the source text.

3. Transfer

   Transfer is the process of going from the semantic structure analysis to the initial draft of the translation. The semantic analysis will have eliminated most of the skewing between the deep and surface of the source of the text. A literal translation of the semantic structure display

[10]Mildred. L.Larson. *Meaning-VasedTranslation :A Guide to Croos-Language Equivalence.* London : University of America 1984. p.476

will no be good translation. In the transfer process, the translator is a producing a receptor language equivalent.

4. Initial draft

As soon a s a translator begins making his initial draft, a translator may find that what he needs more information, as far as analysis is concerned, and may need to go back for more background reading, or check again the dictionary.

5. Reworking the initial draft

The reworking of the initial draft includes checking for naturalness and for accuracy. In doing this a translator should be looking for,

a) Grammatical errors,
b) Places that seem wordy,
c) Wrong order,
d) Places where the connections,
e) Collocational clashes,
f) Questionble meaning,
g) Style(sounds unnatural and foreign should be maekerd and then reworked).

6. Testing the translation

Testing should be begun early in the project. After the chapter completed, it should tested. If early materials are tested, this will give feedback to the translator which will point out his weakness and help him do the better.

7. Polishing the translation
8. Preparing the manuscript

On the other hand to complete the process of translating, according to Roger T. Bell, there are seven procedures in translation.[11] They are follows :

1) Borrowing

In the borrowing is adopt SL text when TL has no equivalent for the SL text.

2) Transliteration

The process is rendering the letter of one alphabet into the letters of other with different alphabet system.

3) Literal translation

The process is one toone structural and conceptual correspondence. It can include borrowing and word for word translations.

4) Transposition

This one of the most common procedures used in translation. It involves the replacing grammatical structures in the SL with one different type in TL in order to achieve the same effect.

5) Modulation

Modulation entails a change in lexical elements., a shift on the point of view. Modulation and transposition are two main processin

[11]Rogert T. Bell. *Translation and Translating Theory and Practice,*Longman Inc. New York,1991.p.70

the translation. Transposition and modulation may take place at the time.

6) Equivalence

Equivalence is the most appropriate meaning of SL in TL. It is the change of the stretch of SL into TL by functional equivalence.

7) Adaptation

This process is used when the another did not suffice. It involves modifying the concept, or using a situations analogous to the SL situationthougt not identical to it. An adaptation may at the same time entail transposition and modulation.

Nida and Taber also state that there are two different systems for translating[12] :

1. The first consists in setting up a series of rules which are intended to be applied strictly in order and are designed to specify exactly what should be done with each item or combination of items in the source language so as to select the appropriate corresponding form in the receptor language.

2. The second system process of translation consists of three steps. There are:

[12]Nida, Eugene. A and Taber, Charles R. (1974).*The Theory and Practice of Translation*, Phestomechanical Reprint-E.J, Brill: Leiden.p.33

a. Analyzing The translator analyzed term of the grammatical relationship and the meanings of the words and combination of words.

b. Transferring The translator analyzed material is transferred in the mind of the translator from SL to TL

c. Restructuring The translator transferred material is restructured in order to make the final message fully acceptable in the receptor language.

g. Problems in Translating

Even though some methods and strategies of translation were already defined by some experts to assist in translating text, some problems in translation still exist.Arnold in Risni said that there are three major problems in translating text as follows[13] :

1. The ambiguity

Ambiguity appears when one cannot decide which meaning that should be chosen. In ambiguity, the problem is sometimes, words in English have multiple meanings and functions whether it is a noun, a verb or even adjective. The term used for this case is polysemy.For example, should the word 'use' is translated into *'menggunakan'* or *'kegunaan'* in Indonesian the answer is both are possible to become the meaning of the word 'use' in

[13]Risni Ade Sandra, *International Journal of Language,Teaching and Education,* Volume 2, No.1, 31 March 2018, p.14

Indonesian based on its context in English, after under-standing the context, it can be decided which one is the most appropriate to be the meaning of the word ‘use’. It must be translated into *‘menggunakan’* if the word ‘use’ in the sentence is functioned as verb, meanwhile, *‘kegunaan’* is used when it is functioned as a noun.

2. Structural

In structural, the problems among others that often arise are, first, the existence of dummy do in English that is not common in Indonesian.

Example :

I - never - not - listen - to the music

Target Text:

(1) *Saya – tidak pernah - tidak - mendengarkan – musik*

(2) *Saya - selalu - mendengarkan - musik*

Even though the translation results are provided understandable in Indonesian , but it is very rare in the culture of Indonesian to use dummy do as shown in the first translation result. Next about the time information that usually failed to be translated, it become a special case and challenge to be able to put time information in the translation result.

Source Text:

He - didn’t - get - the joke, of course

Target Text:

(1) *Tentu saja, dia - tidak – menangkap maksud – dari lelucon itu*

The tense used in The tense used in the source text shows that the event happened in the past, but in the translation result, to show that information is quite confusing. The adverb of time that shows past event is quite the same between English and Indonesia, such as, *kemarin* as the equivalency of 'yesterday' and *yang lalu* for 'ago', for example, 'two days ago' means *dua hari yang lalu* in Indonesia language. In the case above, it did not mention precisely in the translation result about the time when the event happened. In the culture of Indonesian, to show past event with no specific time included, the phrase *waktu itu* or *saat itu* are often used. So here is the alternative for the problem related to time information in tenses that in this discussion is past tense.

(2) *Tentu saja, dia - tidak – menangkap maksud –dari lelucon waktu itu*

Through this translation result, there is no absent of time information as contained in the source text. It also give such a clue for the reader of target text that the event happened in the past.

3. Lexical differences between languages

Catford stated that lexically, equivalence occurs when the lexis of source text can be replaced by the lexis of the target text without the replacement of grammar. Sentences structure in English and Indonesian are quite similar, where acceptable sentence should contain subject (noun) and predicate (verb). But the problem is, in a text there are various types of sentences, such as simple sentence, complex sentence and complex compound sentence.A sentence might contain preposition, articles, adverb,

adverb of time and place and many more.The problems may also come when someone who translate the text rely on what is served in the translation tool one used to find the meaning of the words without considering whether the result of translation will sound natural or not.

Even though translation problems can be generalized into four types of problems which are ambiguity, lexical and structural differences, idioms and collocation and equivalencies, but specific problems may appear depend on the language involved in the translation, the type of the text to be translated, the language unit in focus, and many more. The problems may also not only appear in the text. External factors like the misinterpretation that may appear due to the use of translation tool also should be considered, for example, when students use translation result directly as served in the translation tool online, without analyzing it further whether it is al-ready accurate as the meaning and comprehend reader-ship.

On the other hand to more complete about problems in translating according to in Narcisa's Journal as follows[14] :

1. Languages problems :
    a. Terminological problems

        In this part, will focus on some essential features of this translation that raised some problems when transferring from English into Indonesian regarding terminology in the field of translation studies.

    b. Lexical nature of problems

        At the lexical level, the identification of problems of a translation is based on knowledge of formal construction processes of linguistic forms: the bypass (fixing and suffix), composition (words or terms compounds lexicalized expressions.

    c. Stylistically Problems

        Stylistic problems are related to the expression in the target language of connotations, figurative meanings or figures of speech used in the source text in order to give a particular expression to the words mentioned.

2. Cultural problems

    Culturally translation problems are due to the differences between two different cultures. Understanding the message implies, by the receiver, identification and decoding of the sociocultural type of information in all

[14]Narcisa, Studii de ştiinţă şi cultură, Volumul XII, No 3, septembrie 2016, p. 54

sorts of allusions. These differences are encountered in texts called through cultural elements, “cultural references”.

3. Textual problems

The specific problems of textuality are due to the understanding of the source text, compared to intra-textual characteristics and extra-textual references, including the coherence and cohesion textual elements.The coherence and cohesionare the last two important elements in the analysis of intratextual factors. The coherence is directly related to the meaning and the unity of the text quality and means that the sentences should follow a logical harmony for the message to be clear and understandable.

4. Pragmatic problems

The main differences of a pragmatic nature that appear between the source text and target

text are:

   a. The target text reader / source
   b. The transmission path between the message text source / target text
   c. The motivation of the source text / target text of(usually do not coincide)
   d. The text function target / source.

e. Causes of Difficulties in Translation

Nida and Taber say that many factors are crucial to the process of translating and no explanation of translating can claim to comprehensive if these factors are not systematically considered. Translation is a complex process, involving linguistic and nonlinguistic factors. Translation difficulties they are follows[15]:

1. Linguistic Factors

Linguistic factors exert a direct and crucial influence upon the processof translation. Each of the linguistic factors, lexical, syntactic and textual, can interfere with translation. It can safely be assumed that interlingual differences constitute a main source of translation difficulties.

As similar explanation with Nida and Taber , Nababan also said that problems in in translating of meaning such as lexical meaning, grammatical meaning, contextual meaning, textual meaning and socio cultural meaning and explained as follows[16]:

a) Lexical

Lexical meaning is a meaning which is mentioned in the dictionary. Lexical meaning of words are out of the context.

For example :

English : blue

Indonesia : *biru* and *perasaan sedih*

[15]Nida, Eugine. A and Taber, Charles.A, 1982.*The theory and practice of translation.*E.J Brill: Nedherlands

[16]Siti.*An Analysis Of Students's Error In Translating Indonesian News Text Into English* By Sixth Semester Students Of English Education Department At State Islamic Institite of Bukittinggi Academic Year 2017/2018.p22

b) Grammatical

Grammatical meaning is the relationship of the parts of language in the wider units, for example the relationship between one word and other words in phrase or clause. For example :

English : The can is broken

Indonesia : can it means *kaleng*and its is a predicate

c) Contextual

Contextual meaning is the relationship between the utterences and the situation where the utterences are used. In other word, contextual meaning that is correlated with the situation where the language is used.

For example :

English : Good morning

The utterence might have two meanings, the first meaning is *selamat pagi,* but it can mean “angry” if it is said by mother to her children who come home at midnight.

d) Textual

Textual meaning is related to the connect of a text. It is found in a discourse or a text. For example :

‘Morphology’ in the biology science means the scientific study of the form and structure of animal and plants. Whereas in Linguistics, the word ‘morphology’ means the study of the morphemes of a language and how they are combined the make words.

Other problems, include the sheer size of the undertaking, as indicated by the number of rules and dictionary entries that a realistic system will need, and the fact that there are many constructions whose grammar is poorly understood, in the sense that it is not clear how they should be represented, or what rules should be used to describe the meaning in translation process.

e) Socio-cultural Meaning

In this socio-cultural meaning, the meaning has close relationship to social situation and language user's cultural background. For example :

Nina always walksin front of Aris's house and invites her to go to school together. For the example above, it describes about Indonesia culture which most of societies in Indonesia still keep the intenserelationship especially in rural life.

2. Non – linguistic Factors

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

In conclusion a translator has be careful to translating a text from SL to TL. The translator should pay attention to the context of the text to get a good result of translating.

2. The Nature of Narrative Text

a. Definition

In the context of scientific writing, a good paragraph is a paragraph in which only has a single idea and supporting the sentences or explanatory sentences. The function paragraph describes the main idea of the initial paragraph. The characteristic of a main idea is to present a main paragraph to be described. While the characteristics of explanatory ideas are a sentence that cannot stand alone and a collection of several paragraphs into a text It means that the main ideas and explanatory ideas are two elements that are interrelated to form a paragraph that can be understood by the reader.

Each paragraph has different characteristics depend kind of the paragraph. According to Zubad there are several types of paragraphs, they are[17] :

1. Based on the location of the main idea
2. Based on the nature of content
3. Based on the position and function in the essay.

Based on the nature of the content (form) of developing ideas:

a) Argumentative text(argumentative text)

b) Persuasive text

c) Narrative text

d) Exposition text

[17] M. ZubadNurul Yaqin.2012. *Bahasa Indonesia Keilmuan*..Malang. UIN-Maliki Press. p.58

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. [18] It means that narrative text us a text which as to tell a story that has a series of chronologically connected events.The purpose of narrative text is to amuse or to entertain the reader with a story.

b. Generic structure of narrative text

1. Orientation

   Sets the scene: where and when the story happened and introduces theparticipants of the story: who and what is involved in the story.

2. Complication

   Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3. Resolution

   The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4. Re-orientation/Coda

   This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

B. Review of Related Studies

[18]Ibid.,p.60

There are several relevant studies which has similar topics to support this research. The first study which have been done by Kurnia Akbar (2010) under the title "*An error Analysis of Students' Translating Verbal Conjunction of SMAN 1 Parang''.* The problem of his research was the students translated the text word by words from Indonesia into English so that their translation totally become wrong. After that he found the error occured from the patterns, and this case mother tongue inference, overgeneralization, and teaching material. As the solution, he sugested the teachers to use the suitabale methodology in teaching.

Another study was also conducted by Krisetyawati (2010) which entitled *''An Error Analysis on the Translation of English Noun Phrase English into Indonesia of the Fifth Semester Students of English Department of Teacher Training and Education Faculty,Sebelas Maret* in the Academic Year 2009/2010''. The problem of her research were many experts face the problems in linguistic and non linguistic in translating English noun phrase in Indonesia could make error to the one who translate it. Then, she found that the fifth semester students made in translating English noun phrases into Indonesian were omisition, addition, misformatiion, and misordering errors. She sugested the lectures should pay attention to the students' error on the material which was difficult for students and use new teaching and learning process.

Afterwards, there are also study about students error in translation. This study conducted by Dedek (2018), in her research entitled *An Anlysis of*

Students Difficulties in Translating Argumentative at The Second Grade in MAN Tebing Tinggi. The problems of her research the students can not understand and comprehend the meaning and most of the students find the difficulties to translate the meaning of the text in argumentative text. The result showed that the students had difficulties in translating words related to ideological values, the students have difficulties translating words related to cultural values, the students have difficulties in translating related to technique values, and the students have difficulties in translating words related to economy value.

Sari (2010), in her thesis *"An Analysis of Students" errors in translating English Verbal Idioms Into Bahasa Indonesia (A Study at the Sixth Semester students of the English Study Program in the Academic Year of 2009/2010).* This research aimed to investigate the students‟ errors and their strategies in translating English Verbal idioms into Bahasa Indonesia. The subject consisted of 25 students. The result showed students' difficulties was to find out the suitable term with the context of the sentences and most of them translating English verbal idioms without concerning the suitable meaning with the idioms without concerned the suitable meaning with the idioms of the target language.

Akib (2015) also had conducted a research under the title *"The Analysis of Naturalness and Accuracy of Student"s Translation of Children"s Stories at the Ninth Grade of Junior High School of Madani Alauddin Pao-Pao".* From the research, the researcher concluded the naturalness and

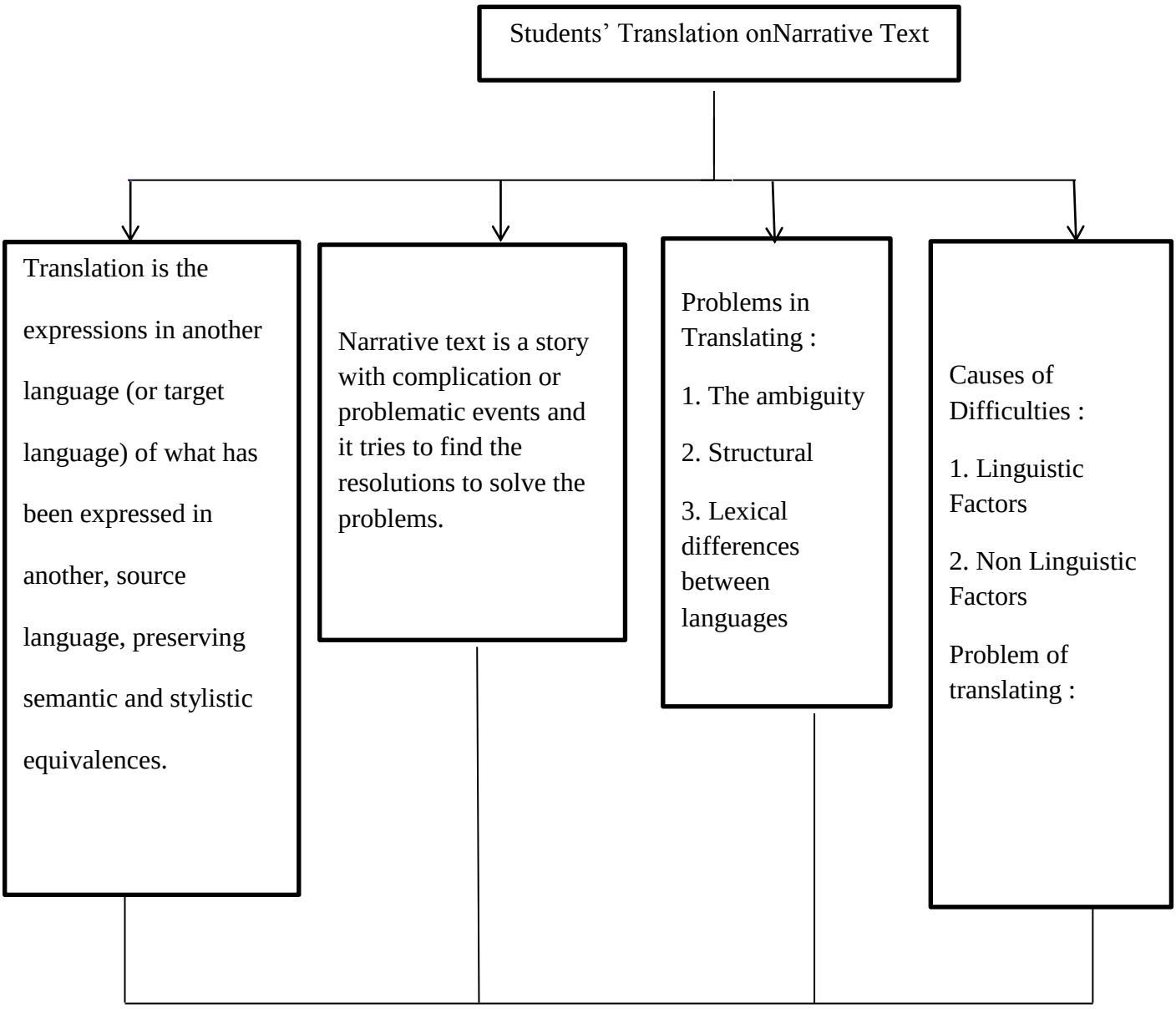
accuracy of students translation of childrens stories was classified as almost completely successful, that was proved by the mean score obtained from the test 6,8.

In doing the quite similar the research, based on the previous study above, this research concluded that, the students' translation on narrative text from English into I of English was still low. The students need a lot of exercises and interesting strategies to increase their translation. The students face many problems in translating which was make the students low in translating the text. From the previous research about translation , this research have some differences between the previous research, one of the differences was the researcher focuses on finding the students'prolems and causes in translating , the researcher analyzed the causes and prolems in translating especially in narrative texts among the fifth semester student' of English Department in IAIN Bukittinggi.

C. Conceptual Frame Work

The conceptual framework of this research as follows :

Figure :2.1 Conceptual Framework



From the conceptual above, it can be stated that this research analyzed about students' translation on narrative text from English into Indonesia text. In this research, researcher provided the test and gave the questionnaire to English students department of IAIN Bukittinggi. Then , analyzed based on students' answer and also made the conclusion.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used descriptive quantitative method. Descriptive quantitative research refers the semantic phenomenon via statistical, mathematical or numerical. The researcher analyzed the phenomenon that was found during te research.

The research was conducted at fifth semester students' of English Education Study Program in IAIN Bukittinggi. The researcher wanted to know the students' translation in translating class of English Education Study Program in IAIN Bukittinggi.

B. Population and Sample

The population and sample are necessary elements to get the data for this research. The population and sample of this research are :

1. Population

Population is all the members of the group that are used by researcher as object of the research. Creswell stated that the population is a group of researcher decided for doing the study that consists of individuals who have the same characteristics.[19] The population of this research was fifth semester students that took Translation subject

[19]Jhon W. Creswell. 2012. *Educational Research; Planning, Conducting and Evaluating Quantitative And Qualitative Research Fourth Edition.* Boston: Pearson Education, p.142.

academic years 2018/2019 of English Education Study Program of State Islamic Institute of Bukittinggi. It can be seen in the next table :

Table 3.1 Fifth semester students of English Education Section

No	Class	Number of students
1	A	18 Students
2	B	20 Students
3	C	17 Students
Total		55 Students

Sources: English Department

So, total number of the population was fifthy five students.

2. Sample

According to Sugiyono, sample is a part of the population itself. For example, the population of one inhabitant in one area, then the sample is half of the population in the habitant[20]. Gay strengthen that sampling is the process of selecting a number of individuals for a study in such a way which the individuals represent the larger group from which they were selected[21]. It means that sample is part of population that will be choosen by researcher with using certain sampling technique

This research used total sampling techniques. From the population, the researcher used total sampling to do the resarch because the

[20] Sugiyono. *op., cit.* P. 216
[21] Gay, L. R., *op., cit* p. 101

population is less than a houndred person and translation is an elective subject and only 55 students took the subject. Suharsimi states that total sampling is the sample take all of the subject in from the population.[22] The reason was the population is less than a hundred person. Therefore the number of sample is the same as the population.

C. Instrumentation

The instruments of the research consist of two types of insntruments.

1. Test

Test is a set of stimuli (stimuli) that are given to someone with the intention to get answers that can be used as the basis for getting a score. In collecting the data this research used test. Amirul and Hadi and Haryono states that, test is stimulus that given for everyone to get the answers.[23] The researcher gave the test to students. In this research, the researcher gave text narrative with the title "*The Eager Beavers and Old Mr. Oldkool"* to students and was asked them to translate it into Indonesian.

Before researcher gave the test, a test should be validated to validators. The researcher used expert validity to valid the test. In order to judge the test, researcher consulted with the expert, they are three lectures at IAIN Bukittinggi.

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[22] Suharsimi Arikunto, *Prosedur Penelitian Satuan Pendekatan Praktek,* Jakarta : Bina Aksara, 1988. P.107.

[23] Amirul Hadi-Haryono, metodologi penelitian Pendidikan, andung, Pustaka Setia 1998, p.139

2. Questionnaires

According to Sugiyono, "Questionnaire explained the technique of data collection carried out by giving a set of questions or statements to the respondent to answer"[24]. Furthermore, according to Prabhat, "A questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired."[25] It means that a questionnaire is a list of a questions or statements to answer by respondent.

Through the questionnaire, the researcher got quantitative data. The research used closed ended questions. Closed ended questions are questions that expect short answer and expect respondents to chose one alternative from the answers to each question that has been available. Closed ended questions help respondents to answer quickly, and also make it easier for researchers to analyze data on all collected questionnaire. The validity of the questionnaire analyzed by content and expert validities. Content validity is concerned with whetaer the questions items represent measurement in the intended content area. In order to judge the wether questionnaires, researcher consulted with the experts, they are lectures at IAIN Bukittinggi.

[24] Prof. Dr. Sugiyono.*Metode Penilitian Kuantitaif Kualitatif dan R&D.* Jakarta : Alfabeta. 2014. p.142

[25] Dr. Prabhat Pandey and Dr. Meenu Mishra Pandey, *Research Methodology: Tools And Techniques*, Romania: Bridge Center, 2015, p.57

This research researcher used Likert scale by providing 4 (four) categories of response options, those are 1 = often *(sering),* 2 = sometime *(kadang - kadang),* 3 = seldom *(jarang),* 4 = never *(tidak pernah).* The questionnaire is given to the fifth semester students consist of some statements and students need to respond by chosing one of the four options. The questions were written Indonesian in order the sample can be easy to understand and answer the questions. It was distributed to English Education Study Program fifth semester students. The researcher directly related the questions that were, what are students' causes of translating narrative text from English into Indonesian made by students.

Items of questionnaires about causes of students translation were formulated based on research guideline taken from theory of Arnold[26] :

[26] Risni Ade Sandra, *International Journal of Language, Teaching and Education,* Volume 2, No.1, 31 March 2018, p.14

Table 3.2
Causes of Students Translation

Variable	Indicator	Sub-indicator	Descriptor
Causes of students' difficulties	Linguistic factors	1. Lexical meaning	1.The students difficulties in translating a context of word.
		2.Grammatical meaning	2.The students have difficulties in translating the relationship between one word and other words in phrase or clause.
		3.Contextual meaning	3. The students have difficulties in a context of the text or situation where the language is used in the text.
		4.Textual	4. The students have difficulties in meaning the related to the connect of a text.
		5.Socio cultural meaning	5.The students have difficulties in translating close relationship to social situation and language user's in cultural background.
	Non linguistic factors	Knowledge (chemistry, science, technical biology, medical, agricultural, and economics).	The students have difficulties in translating in some subject in different linguistic communities.

Source : Risni Ade Sandra (2018 : 2)

D. Technique of Data Collection

In line with the research design before, the data were taken from test and questionnaire. The questionnaire consisted of 14 statements. In collecting the data the researcher had been done the following steps :

1. Gave the test to the sample (students)
2. Gave the questionnaire to the sample (students)
3. Gave explanation how to fill the test
4. Gave explanation how to fill the questionnaire
5. Gave the time to the students for fill the questionnaire and answer the test.
6. Collected the test and questionnaire

Hence, the researcher followed the steps above in the research field for collecting data from the sample.

E. Technique of Data Analysis

The analysis of data used at the end of the research. This analyzed by using descriptive statistic. In this analysis there were important steps : technique of the data anlysis is a process to analyzed the data that had been collected to get the conclusion. The researcher analyzed the data through the following steps :

1. The researcher collected the students' translation of English text into the students' translation Indonesia text.
2. The researcher checked the students' answer and gave score by analyzing the answer.

Maximum score for each questions is 3. In scoring, the writer followed[27] :

Table 3.3
Criteria of Accuracy

No	Criteria	Score
1	Accurate and clear meaning without any omission and addition or change meaning	**3 (Acscurate)**
2	Correct meaning with minimum omission, addition or changes meaning	**2 (Less accurate)**
3	Different meaning, unclear, ambigous	**1 (Inacurate)**

Source : Mangatur Nababan (2012 : 24)

Table 3.4
Criteria of Acceptibility

No	Criteria	Score
1	Natural form, appropriate word, none of grammatical errors, read naturally.	**3 (Acceptable)**
2	Minimum innaproprite word or unnatural word.	**2 (Less acceptable)**
3	Minimum form, any appropriate word.	**1 (Unacceptable)**

Source : Mangatur Nababan (2012 : 24)

3. Finally the researcher collected and analyzed the data. The researcher found descriptive analysis technique percentage of the students translating narrative text, which was described in the table percentage.

[27] Mangatur Nababan,dkk. 2012. *Pengembangan Model Penilaian Kualitas Terjemahan of Kajian Linguistic dan Sastra,* vol.24. No.1,39-50

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

Note : P : Percentage of students

F : Frequency

N : Number of sample or students [28]

It means that, *P* is the result, *F* as frequency of the test, and *N* as the sample of this research.

On the other hand, to find the average of problems the students, the next steps is finding out the mean by applying the formula follow :

$$m = \frac{\sum x}{n}$$

Note : m : Mean

x : The row score

n : Number of students [29]

It means that, to know the mean of the test, the researcher used the formula above to find percentage result. The last step is determining the percentage score of the students' difficulties in tranlsating narrative text

[28] Prof. Drs. Anas Sudijono, Pengantar Statistik Pendidikan, Jakarta : PT Raja Grafindo Persada . 2004. p.43

[29] Ibid.p. 80

from English to Indonesia , the researcher used the formula to find out the result :

$$P = \frac{\sum m}{n}$$

Note : P = Percentage score of students ability

m = The mean

n = The maximum score [30]

It means that, to know the mean of the result causes of students the researcher used the formula. In this research the researcher used the theory to know level of students' competence , according to Harris the theory as follows[31]:

Tabel 3.5 The Interpretation of Translation Percentage

No	Scale	Categories
1	80-100 %	Excellent
2	60-79 %	Good
3	50-59%	Fair
4	0-49%	Poor

(David P Haris : 1996)

Note :

Excellent : translation is accurate and acceptable

Good : translation is less-accurate

Fair : Different meaning

Poor : Unclear meanig, ambiguous

[30] Ibid.p. 134

[31] David P. Haris, Testing English a Second Language. New Delhi : McGraw-Hill Publishing Company. 1996. p. 81

4. Tabulating, the researcher account the data and described it in the table
5. Calculating frequency (f) of respondents' answer. Frequency is number of students respond.
6. Give interpretation of difficulties using table is described below as follow[32] :

Table 3.6

The Data Interpretation

Percentage	Interpretation
0%	Nothing
1%-25%	So little
50%	Fraction
51%-75%	Most
76%-99%	In General
100%	All

Source : Suharsimi Srikunto(1995,p.352)

7. At the last, the researcher made conclusion based on the students result in translating narrative text English into Indonesia.

[32] Suharsimi Arikunto, 1995, *Pengantar Manajemen Penelitian*, Jakarta : Rineka Cipta,p.352

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This research used Descriptive research. The data was collected from fifth semester students of English Education Study Program in IAIN Bukittinggi who learn Translation subject. Sample of this research was 55 respondents. The data collected through test and questionnaire. The questionnaire consisted of 14 statements. The questionnaire divided into two types of causes in translating : non linguistic factors and linguistic factors. Each kind of causes in translating consisted 7 statements in non linguistic factors and linguistic factors. In this chapter, the researcher described the finding and disscussion about two research questions. There were, what are students problems about students translating narrative text from English into Indonesian and what are the causes of students translating narrative text from English into Indonesian by the fifth semesters students of English Education Study Program at IAIN Bukitttinggi . The finding includes of the data description and the ways of the data analyzed.

1. Description of the Data

a. Students' Problems in Translating

This research was done at fifth semester students of IAIN Bukittinggi 2018/2019 on Desember, 3th until 15th 2019. The

researcher used the test in the form of translation English into Indonesian as an instrument. The researcher conducted a test was collected and there were 55 respondents in this research. For answering the first question, after data was gotten, those data were separated based each problems. Then researcher gave the score in term accuracy and acceptibility for each problems and after that, those score were tabulated based on the frequencies. After that, those frequencies are presented and the percentages of each score were interpreted into category table that proposed by David P. Haris:

Table 4.1

The Interpretation of the Translation Percentage

No	Scale	Categories
1	80-100 %	Excellent
2	60-79 %	Good
3	50-59%	Fair
4	0-49%	Poor

Sources : Dafid P.Haris [33]

There are three problems in translating; ambiguity, structural and lexical differences between language. The results of students' answer in translating narrative text are explained by following table and explanation:

[33] David P. Haris, *Testing English a Second Language*. New Delhi : McGraw-Hill Publishing Company. 1996. p. 81

1) Ambiguity

The result of students' problem in ambiguity based on criteria accuracy and acceptibility are displayed with using the following table:

Table 4.2

Ambiguity of Translation Indonesion Text

	Problems	Accuracy	Acceptibility
No	Ambiguity		
1	Lar	1	1
2	VA	2	2
3	DIP	2	2
4	HA	1	1
5	IJ	3	3
6	AG	1	1
7	LA	2	2
8	LS	1	1
9	NM	2	2
10	OA	3	3
11	AC	1	1
12	AO	2	2
13	CA	2	2
14	RW	2	2
15	RS	1	1
16	SI	1	1
17	SNA	2	2
18	SD	3	3
19	RS	1	1
20	YF	3	3
21	BS	1	1
22	CA	2	2
23	FNP	1	1
24	AM	1	1
25	RW	2	2
26	DAAS	1	1
27	RD	1	1
28	FY	1	1
29	SAP	1	1
30	ON	1	1
31	WY	3	3
32	AFA	2	2
33	DOK	1	1

34	SD	2	2
35	SRN	1	1
36	BN	3	3
37	MRA	3	3
38	RY	1	1
39	IK	1	1
40	RPU	1	1
41	RSP	1	1
42	AD	3	3
43	A.Ar	1	1
44	YAH	1	1
45	DS	1	1
46	M.FR	1	1
47	RY	2	2
48	RF	1	1
49	MFT	2	2
50	SLH	1	1
51	DPS	1	1
52	BA	1	1
53	EPM	1	1
54	SN	1	1
55	Ismi	1	1

Source : Research Data

Based on the table above it can be seen the number of students ambiguity in term accuracy and acceptibility. Then it was calculated into each criterian.

After got the score the researcher calculated into the percentages of ambiguty were interpreted into the following table:

Table 4.3
The Students percentage in Translating Ambiguity(accuracy)

Indicator	Acuracy	Frequency	Percentage
Ambiguity	3	12	22,2 %
	2	15	27%
	1	28	51%
Average %			33,4%

Source : research data

Based on the table above it can be seen that the percentage of students ambiguity in tanslating in term accuracy was 33,4 %. If it was calculated to intrepretation scale in the (table 4.1) it was the range 0-49 or in poor category. It means that this percentage was category problem in translating.

After the researcher calculated the score based on accuracy criteria, the researcher gave score based on the acceptibility criteria as the following table:

Table 4.4
The Students percentage in Translating Ambiguity(acceptibility)

Indicator	Acuracy	Frequency	Percentage
Ambiguity	3	9	16,3%
	2	20	36,3%
	1	26	47,2%
Average %			33,2%

Source : Research data

Based on the table above it can be seen that the percentage of students ambiguity in tanslating in term acceptibility was 33,2 %. If it was calculated to intrepretation scale in the (table 4.1) it was the range 0-49% or in poor category. It means that this percentage was category problem in translating.

Then, the researcher calcutaed the score into the percentage. It can be seen as the table below:

Table 4.5

The Students percentage in Translating Ambiguity

Indicator	Percentage
Accuracy	33,4%
Acceptibility	33,2%
Average %	33,3%

Source : Research data

From the table above, it can be seen that the average of students translating in ambiguty based on calculated accuracy and acceptibility was 33,3%. If it was calculated to intrepretation scale in the (table 4.1) it was the range 0-49% or in poor category. It means that this percentage was category problem in translating.

2) Lexical

The result of students' problem in ambiguity based on criteria accuracy and acceptibility are displayed with using the following table:

Table 4.6
Lexical of Translation Indonesion Text

No	Lexical	Accuracy	Acceptibility
	Problems		3
1	Lar	3	3
2	VA	2	2
3	DIP	2	2
4	HA	1	1
5	IJ	2	2
6	AG	2	2
7	LA	2	2
8	LS	1	1
9	NM	2	2
10	OA	2	2
11	AC	2	2
12	AO	2	2

13	CA	1	1
14	RW	1	1
15	RS	2	2
16	SI	2	2
17	SNA	3	3
18	SD	2	2
19	RS	2	2
20	YF	3	3
21	BS	2	2
22	CA	1	1
23	FNP	2	2
24	AM	2	2
25	RW	2	2
26	DAAS	2	2
27	RD	2	2
28	FY	2	2
29	SAP	2	2
30	ON	2	2
31	WY	3	3
32	AFA	1	1
33	DOK	2	2
34	SD	3	3
35	SRN	2	2
36	BN	2	2
37	MRA	3	3
38	RY	2	2
39	IK	2	2
40	RPU	3	3
41	RSP	2	2
42	AD	2	2
43	A.Ar	2	2
44	YAH	2	2
45	DS	1	1
46	M.FR	1	1
47	RY	2	2
48	RF	2	2
49	MFT	2	2
50	SLH	2	2
51	DPS	2	2
52	BA	1	1
53	EPM	2	2
54	SN	2	2
55	Ismi	1	1

Source : Research Data

After got the total score, the percentage of students problem in ambiguity can bee seen in the following table :

Table 4.7
The Students percentage in Translating Lexical Differences Between Language(accuracy)

Indicator	Acuracy	Frequency	Percentage
Lexical	3	15	27,2 %
	2	35	64%
	1	5	16,3%
Average %			36%

Source : research data

Based on the table above it can be seen that the percentage of students ambiguity in tanslating in term accuracy was 36 %. If it was calculated to intrepretation scale in the (table 4.1) it was the range 0-49% or in poor category. It means that this percentage was category problem in translating.

The students' percentage in translating narrative text in lexical differences based on criteria acceptibility it can be seen in the following table :

Table 4.8
The Students percentage in Translating Lexical Differences Between Language(acceptibility)

Indicator	Acuracy	Frequency	Percentage
Lexical	3	11	20 %
	2	37	67,2%
	1	7	13%
Average %			33%

Source : research data

Based on the table above it can be seen that the percentage of students ambiguity in tanslating in term acceptibility was 33 %. If it was calculated to intrepretation scale in the (table 4.1) it was the range 0-49%

or in poor category. It means that this percentage was category problem in translating.

After got the score based on criteria accuracy and acceptibility, the researcher also calculated the percentage of the students' translating narrative text into the following table :

Table 4.9
The Students percentage in Translating Lexical Differences Between Language

Indicator	Percentage
Accuracy	36%
Acceptibility	33%
Average %	35%

Source : Research data

From the table above, it can be seen that the average of students translating in lexical differences between language based on calculated accuracy and acceptibility was 35%. If it was calculated to intrepretation scale in the (table 4.1) it was the range 0-49% or in poor category. It means that this percentage was category problem in translating.

3) Structural

The result of students' problem in structural based on criteria accuracy and acceptibility are displayed with using the following table:

Table 4.10
Structural Problem of Students of Translation

No	Structural Problem	Accuracy	Acceptibility
1	Lar	2	2
2	VA	2	3
3	DIP	2	2
4	HA	1	2
5	IJ	2	2
6	AG	3	2
7	LA	2	2
8	LS	1	2
9	NM	2	2
10	OA	3	2
11	AC	2	2
12	AO	2	2
13	CA	2	3
14	RW	1	2
15	RS	2	2
16	SI	2	2
17	SNA	2	2
18	SD	2	2
19	RS	2	3
20	YF	3	2
21	BS	2	1
22	CA	2	3
23	FNP	2	2
24	AM	2	2
25	RW	2	1
26	DAAS	2	1
27	RD	2	2
28	FY	2	2
29	SAP	2	2
30	ON	2	2
31	WY	3	2
32	AFA	1	2
33	DOK	2	2
34	SD	2	2
35	SRN	2	1

36	BN	2	2
37	MRA	3	3
38	RY	1	2
39	IK	2	2
40	RPU	2	2
41	RSP	1	1
42	AD	2	3
43	A.Ar	2	2
44	YAH	2	2
45	DS	1	1
46	M.FR	1	1
47	RY	2	2
48	RF	2	2
49	MFT	2	2
50	SLH	2	2
51	DPS	2	2
52	BA	2	2
53	EPM	2	2
54	SN	2	2
55	Ismi	1	1

Source : Research Data

After got the score, the percentage of students' problem in structural based criteria ccuracy can bee seen in the following table :

Table 4.11
The Students Ability in Translating Structural(accuracy)

Indicator	Acuracy	Frequency	Percentage
Structural	3	9	16,3 %
	2	41	75%
	1	5	9%
Average %			33,4%

Based on the table above it can be seen that the percentage of students structural in tanslating in term accuracy was 33,4%. If it was calculated to intrepretation scale in the (table 4.1) it was the range 0-49% or in poor category. It means that this percentage was category problem in translating.

After got the score, the percentage of students' problem in structural based criteria ccuracy then the percentage based on criteria acceptibilty can bee seen in the following table :

Table 4.12

The Students Ability in Translating Structural (acceptibility)

Indicator	Acuracy	Frequency	Percentage
Structural	3	5	9%
	2	42	76%
	1	8	15%
Average %			33%

Based on the table above it can be seen that the percentage of students structural in tanslating in term acceptibility was 33 %. If it was calculated to intrepretation scale in the (table 4.1) it was the range 0-49% or in poor category. It means that this percentage was category problem in translating.

Then the percentage of students' problem of criteria accuracy and acceptibility in structural can bee seen in the following table :

Table 4.13
The Students percentage in Translating Structural

Indicator	Percentage
Accuracy	33,4%
Acceptibility	33,2%
Average %	33,3%

Source : Research data

From the table above, it can be seen that the average of students translating in structural based on calculated accuracy and acceptibility was

33,3%. If it was calculated to intrepretation scale in the (table 4.1) it was the range 0-49% or in poor category. It means that this percentage was category problem in translating.

To know the mean of students' problems in translating narrative text it can be seen in the next table :

Table 4.14
Mean of Students Problem in Translating

Indicator	Percentage
Ambiguity	33,3%
Structural	33,3 %
Lexical	35%
Average	**34%**

Based on the table above the mean of students' problem was 34% and if it interpreated in the table (3.5) it means that the category of students' problem was poor.

b. Causes of Students' Difficulties in Translating

Then, the researcher gave the questionnaire. The questionnaire is used for knowing causes of difficulties in translating narrative text from English into Indonesian. After data was gotten, then those were tabulated based on the frequencies for each factors and then those were calculated into percentages and average. Then, the average of the percentage were interpreted into table by Arikunto[34] :

[34] Suharsimi Arikunto, 1995, Pengantar Manajemen Penelitian, Jakarta : Rineka Cipta,p.352

Table 4.15
The Data Interpretation

Percentage	Interpretation
0%	Nothing
1%-25%	So little
50%	Fraction
51%-75%	Most
76%-99%	In General
100%	All

Source : Suharsimi Srikunto

The causes of difficulties include of two factors, the linguistic factors and non linguistic factors. The data below discuss :

1) Non Linguistic factor

In non linguistic factors there were seven statements. The result of students' answer for causes in non linguistic factors are displayed with using the following table:

Table 4.16 The Result of Questionnaires

Non Linguistic Factors

No	Item Questionnaires	Option	F	X	Fx	Percentage∑fx/n×100
1	Saya mengalami kesulitan dalam menerjemahkan kata-kata yang berhubungan dengan budaya.	Often	14	1	14	**106/220×100**
		Sometimes	32	2	64	
		Seldom	8	3	24	
		Never	1	4	4	
	Total		**55**		**106**	**48%**
2	Saya mengalami kesulitan menerjemahkan teks yang berkaitan dengan sejarah (historical)	Often	12	1	12	**108//220×100**
		Sometimes	34	2	68	
		Seldom	8	3	24	
		Never	1	4	4	
	Total		**55**		**108**	**49%**

3	Saya mengalami kesulitan dalam menerjemahkan kata-kata yang berhubungan dengan agricultural	Often	24	1	24	**96/220×100**
		Sometimes	22	2	44	
		Seldom	8	3	24	
		Never	1	4	4	
	Total		**55**		**96**	**44%**
4	Saya mengalami kesulitan dalam menerjemahkan katakata yang berhubungan dengan bidang sains	Often	18	1	18	**102/220×100**
		Sometime	28	2	56	
		Seldom	8	3	24	
		Never	1	4	4	
	Total		**55**		**102**	**46%**
5	Saya mengalami kesulitan dalam menerjemahkan kalimat yang berhubungan dengan bidang ekonomi	Often	10	1	10	**115/220×100**
		Sometimes	31	2	62	
		Seldom	13	3	39	
		Never	1	4	4	
	Total		**55**		**115**	**52%**
6	Saya mengalami kesulitan dalam menerjemahkan kata-kata yang berhubungan dengan social.	Often	0	1	0	**158/220×100**
		Sometimes	13	2	26	
		Seldom	36	3	108	
		Never	6	4	24	
	Total		**55**		**158**	**72%**
7	Saya mengalami kesulitan dalam menyesuaikan pemilihan kata yang tepat dalam menerjemahkan teks yang berhubungan dengan ideologi	Often	10	1	10	**117/220×100**
		Sometimes	31	2	62	
		Seldom	11	3	33	
		Never	3	4	12	
	Total		**55**		**117**	**53%**
	AVERAGE				**362**	**52%**

Based on the table (4.14) there were 55 students respondents. In the questionnaire there were 7 statements about causes of students translating in non linguistic factors. The data showed that there were 18 respondents who answered always. Then, there were 14 respondents who answered often, 32 respondents who answered sometimes,8 respondents answered seldom and one respondents who answered never. In addition, the percentage of the first statement was 48% and it means that they had fraction as a causes toward the first statement.

The second, point ilustrated that the majority of the students choose option sometimes, 34 respondents. Then, there were 12 respondents who choose option often toward the statements. The table also showed 8 respondents who chose seldom, one respondent chose never toward the statements. Then, the percentage of the second statement was 49% which means the students got fraction and the students consider this statement as a cause in translating toward the second statement.

The third point, explained that popular answered was often with 24 persons chose it. Then 22 students who chose sometimes and 8 respondents chose seldom also one students chose never with the statements. In brief, the percentage of the third statements was 44%, it means the students got fraction toward the third statement and the students consider it a cause in translating toward the this point.

The fourth statement showed that the majority of the respondents answered sometimes, 28 students, and the minority of respondents answered who seldom , 1 respondent. Then, there were 18 respondents who sometimes with the statement, and 8 respondents chose seldom. In brief, the percentage of this item was 46% and it means the students had fraction as a cause in this statement.

The fifth statement showed that popular survey was sometimes, 31 respondents. Then 10 respondents answered often, 13 respondents chose seldom and one student answered never. In addition, the percentage of this

statement is 52% and it means that the students got mostly as a causes in in translating toward the statements.

The sixth illustrated that were that majority of respondents, 36 respondents seldom toward the statement. Then, there were 13 respondents who chose sometimes with the statement, there 6 respondents who chose never and none respondent often toward the statements. In conclusion, the percentage of this statements is 72% it means that the respondents got most toward the statement.

The last item in non linguistic factors that the majority of respondents, 31 respondents sometimes, 11 respondents who chose seldom with the statements, there 10 respondents chose often and 3 respondents never with the statments. In brief, the percentage item is 53% and it explained that in mostly the students considered the last statement as a cause.

In conclusion , the mean of non linguistic factors was 51% and it showed that the students got mostly as a cause in non linguistic factors which means that students explained fraction as a cause in translating.

2) Linguistic factor

In linguistic factors there were seven statements. The result of students' answer for causes in non linguistic factors are displayed with using the following table:

Table 4.15 The Number of Students Causes of Difficulties in Linguistic Factors

No	Item Questionnaires	Option	F	X	fx	Percentage∑fx/n×100
8	Saya menemukan kata-kata yang memiliki arti ganda sehingga menyulitkan saya dalam menemukan makna yang benar kebahasa target	Often	18	1	18	**118/220×100**
		Sometimes	17	2	34	
		Seldom	14	3	42	
		Never	6	4	24	
	Total		**55**		**118**	**54%**
9	Saya mengalami kesulitan dalam menyesuaikan pola kalimat yang telah diterjemahkan dari Bahasa Inggris ke pola kalimat Bahasa Indonesia	Often	8	1	8	**125/220x100**
		Sometimes	29	2	58	
		Seldom	13	3	39	
		Never	5	4	20	
	Total		**55**		**125**	**56%**
10	Saya mengalami kesulitan dalam mengartikan keseluruhan kalimat walaupun saya mengetahui arti per katanya	Often	8	1	8	**128/220×100**
		Sometimes	24	2	48	
		Seldom	20	3	60	
		Never	3	4	12	
	Total		**55**		**96**	**44%**
11	Saya mengalami kesulitan dalam merangkai kata-kata dalam Bahasa Indonesia sehingga menghasilkan kalimat rancuh yang sulit dipahami pembaca kebahasa target	Often	8	1	8	**126/220×100**
		Sometimes	25	2	50	
		Seldom	20	3	60	
		Never	2	4	8	
	Total		**55**		**126**	**57%**
12	Saya mengalami kesulitan dalam mencari ketertaitan makna setiap kalimat dalam menerjemahkan teks ke bahasa target	Often	12	1	12	**121/220×100**
		Sometimes	26	2	52	
		Seldom	11	3	33	
		Never	6	4	24	
	Total		**55**		**121**	**55%**
13	Saya mengalami kesulitan dalam menerjemahkan idiom	Often	21	1	21	**104/220×100**
		Sometimes	21	2	42	
		Seldom	11	3	33	
		Never	2	4	8	
	Total		**55**		**104**	**47%**

14	Saya mengalami kesulitan dalam menerjemahkan kata atau kalimat sesuai dengan topik atau konteks yang di dalam teks ke bahasa target	Often	6	1	6	**131/220×100**
		Sometimes	28	2	56	
		Seldom	15	3	45	
		Never	6	4	24	
	Total		55		**131**	**60%**
	AVERAGE				**385**	**55%**

Source : research data

Based on the table in questionnaire there were 7 statements about causes of students translating in linguistic factors. The first ilustrated that there were in linguistic factor based on the table above, the first item explained 18 respondents were chose often with statements. Then, there were 17 respondents chose sometimes in the statement. There were, 14 respondents chose seldom. There were 6 respondents chose never with the statements. Then, the percentage of the first statements in linguistic factors was 54% it means mostly as a cause in translating.

Second, showed that the popular answered 29 chose sometimes and 13 respondents were seldom. Then, 8 respondents chose often and 5 respondents chose never with the statement. In conclusion, the percentage of the data was 57% it means the students had most as a cause this statements.

The third item showed that, the popular answered, 24 respondents chose sometimes and 20 respondents seldom then 8 respondents who often also two respondents chose never in this statement. The percentage, of the statement was 44% it means the students got fraction as a cause in translating toward the statements.

The fourth statements showed that the majority of the respondent answered, there were 25 respondents who sometimes toward the statements, there were 20 respondents who chose seldom , there 8 respondents chose often and two students who chose never t. In brief, the percentage of this statement was 57% had most as a causes in translating.

The fifth statements showed that the majority of the respondent answered toward the statement, there were 26 respondents who sometimes toward the statements, there were 11 respondents who chose seldom , there 12 respondents chose often and 6 respondents who chose never. In brief, the percentage of this statement was 55% had most as causes in translating.

The sixth, showed that option often and sometimes are equal answered, often 21 and sometimes 21 respondents. Then, 11 respondents chose seldom and two persons chose never with the statement. In conclusion, the percentage of the data is 47% it means the students had fraction as a causes in translating this statement.

The last item explained that the majority of respondent, 28 respondents chose sometimes with the statement. Then, there were 15 respondents who seldom toward the statement, there were the students answered in often and never is equal, 6 respondents chose sometimes and 6 respondents chose never toward this tatemments. In brief, the percentage of this statement is 60% and it explained that the students had most as a causes in translating toward the last statement.

In conclusion,the mean of linguistic factors was 55% and it showed the students had most as a cause in translating. Then, the highest mean was 60% which indicated most as a causes in translating and the lowest 44% which explained fraction as a causes in translating.

Based on data above, it can be seen that the result of students' answer in both non linguistic factor and no linguistic factor is showed by following table :

Table 4.17
Non linguistic Factors and Linguistic Factors

No	Causes	Sub indicator	%	Category
1	Non Linguistic	Culture	48%	Fraction
		Historial	49%	Fraction
		Agricultural	44%	Fraction
		Sains	46%	Fraction
		Economi	52%	Most
		Social	72%	Most
		Ideologi	53%	Most
		SUM	**364/7×100 52%**	**Most**
2	Linguistic	Lexical	54%	Most
		Grammatical	57%, 58%	Most
		Contextual	55%	Most
		Textual	47%	Fraction
		Socio cultural	60%	Most
		SUM	**387/7×100 55%**	**Most**

Source : Research Data

Based on table above, it can be seen that students the percentage of students in non linguistic factor was 51% and in linguistic factor was 56% if it was interpreted in (table 3.6) in most category.

It can be concluded that linguistic factors were the most factors that cause for students' difficulties in translating narrative text by English

students at IAIN Bukittinggi in Academic year 2018/2019 in most category.

2. Analysis of the Data

This part focused on the steps to describe the result of the test and questionnaire. In this part, the researcher analyzed the problems of translating on narrative text and the causes of students difficulties in translating narrative text. The data were collected at the fifith semester students of English Education Study Program at IAIN Bukittinggi.

a. Problems in Translating

This part focuses on the results of the test. The data were collected at the fifth semester students of English Education Study Program at IAIN Bukittinggi. In this part, the researcher described about the students problem in translating. The problems in translating found by the researcher were, ambiguity, structural and lexical differences between languages. Finding of the research can be seen in the explanation below :

Based on the (table 4.5) in ambiguity the students got average percentage was 33%. If it is interpreted in table interpretation (table 4.1) it was in the range 0-49% or in “poor” category. It means that ambiguity is one of the problem in translating English text into Indonesian.

Based on the (table 4.7) in lexical differences between language showed that students got percentage 35%. If it is interpreted in (table 4.1) it was poor category. It means that lexical differences between language is one of the problems in translating English text into Indonesia.

The last, based on the (table 4.7) in structural showed that students got percentage 33,3%. If it is interpreted in (table 4.1) it was poor category. It means that structure is one of the problems in translating English text into Indonesian.

In conclusion, based on table (3.5) and explanation above, the average of students in problems in translating was in "poor" category. If it is interpreted into table category (3.6), it is in the range 0%-49% (poor category). It means that the students' translating in English text into Indonesian is in poor category. Thus, poor category it means that as a problems in translating in English text into Indonesian.

b. The causes of translating

Based on the questionnaire that was conducted on Desember, 3th until 15th 2019 to the fifth semester students of IAIN Bukittinggi in academic year 2018/2019 to know the cuases of students in translating narrtive text from English into Indonesian. The result of questionnaire:

1) Non Linguistic Factors

Based on the table (4.14) can be seen that 7 statements in non linguistic factor. The first statement was that the students got 48%. If it is interpreted in table (3.6) it is in the range 50% the range was in fraction. Thus, this statement is one of the causes in translating a text based on English into Indonesian.

The second, point ilustrated that the percentage of the second statements was 49% it is in the range 50% the range which means the students got fraction , based on the table (4.14) it means that this statement is one of the causes in translating.

The third point, explained that was the percentage of the third statements was 44%, based on the table (3.6) the range was 50% it means the students got fraction toward the third statements and it means that this statement is one of the causes in translating.

The fourth statement showed that the percentage of this item was 46% . If it is interpreated in the table (3.6) the range was 50%. It means that the students got fraction toward the this statements and it means that this statement is one of the causes in translating.

The fifth statement showed that the percentage of this statements is 52% it is in the range 51-75% and it means that the students got most. It means that this statement is one of the causes in translating.

The sixth illustrated that the percentage of this statements is 72% it means it is in the range 51-75% is that the respondents got most toward the statement. It means that this statement is one of the causes in translating.

The last item in non linguistic factors that the majority of respondents sometimes, the percentage item is 53% it means it is in the range 51-75% is that the respondents got most toward the statement. It means that this statement is one of the causes in translating.

In conclusion , the mean of inguistic factor statements was 52%. If it is interpreted in table category (3.6), it is in the range 51%-75% (most). It means that in non linguistic factors is one of most the causes in the translating.

2) Linguistic Factor

The first illustrated that the percentage of this statements is 52%. If it is interpreted in table category (3.6), it is in the range is 51-75% (most category) that the respondents got most toward the statement. It means that this statement is one of the causes in translating.

The second illustrated that the percentage of this statements is 57%. If it is interpreted in table category (3.6), it is in the range is 51-75% (most category) that the respondents got most toward the statement.
It means that this statement is one of the causes in translating.

The third illustrated that the percentage of this statements is 44%. If it is interpreted in table category (3.6), it is in the range is 50% (fraction

category) that the respondents got fraction toward the statement. It means that this statement is one of the causes in translating.

The fourth illustrated that the percentage of this statements is 57%. If it is interpreted in table category (3.6), it is in the range is 51-75% (most category) that the respondents got most toward the statement. It means that this statement is one of the most causes in translating.

The fifth illustrated that the percentage of this statements is 55% If it is interpreted in table category (3.6), it is in the range is 51-75% (most category) that the respondents got most toward the statement. It means that this statement is one of the most causes in translating.

The sixth illustrated that the percentage of this statements is 55%. If it is interpreted in table category (3.6), it is in the range is 51-75% (most category) that the respondents got most toward the statement. It means that this statement is one of the most causes in translating.

The last item in linguistic factors that the majority of respondents is sometimes, the percentage item is 60% it means it is in the range 51-75% is that the respondents got most toward the statement. It means that this statement is one of the causes in translating.

In conclusion , the mean of inguistic factor statements was 55%. If it is interpreted in table category (3.6), it is in the range 51%-75% (most). It means that in non linguistic factors is one of most the causes in the translating.

B. Discussion

Translation is not only translating each word from the source language to target language . but also it looks for the meaning or message in the source language language to be transfered into the target language. Translation is a process which involves activities such as grammatical structural and lexical differences between source language into target language.

In translating, there are several problems, ambiguity, strucural and lexical differences between language. Then, in this research, researcher analyzed on students translation toward narrative text. It is important to know the students translation because this research to know what are the students problems in translating.

Ambiguity appears when one cannot decided which meaning that should be chosen. Based on the data was obtained from test, this research found that the students was got problem proposed that ambiguity is a problem in translating a text. It was suitable with the theory said that three major problems in translating is ambiguity, structural and lexicl differences[35].

The second point is students' structural in translating. The majority of the students was got problem with the structural in translating. The

[35] Risni Ade Sandra, *International Journal of Language, Teaching and Education*, Volume 2, No.1, 31 March 2018, p.14

average in the category was poor in aspect structural in translating. Then, there was synchronous betwen the result with the theory Risni.

The last in lexical differences between language. The research found that the students got problem in translating lexical differences. The average in translation of lexical differences was students got poor in translating toward lexical differences between language. The finding was suitable with the theory stated previous researcher because students had problem in the equivalence of the word, the students did not have any vocabularies in translating, and most of students errors in grammar and spelling.

In conclusion the problems finding in this research in line with the theory and previous study stated that there were three problems in translating; ambiguity, structural and lexical differences between language. Risni said that there are three major problems in translating ; ambiguity, structural and lexical diffrences.[36]

The second part, there are two causes of translating, linguistic factors and non linguistic factors. In this research, there were two causes of students' difficulties in translating. The causes of students difficulties in non linguistic factors and in linguistic factors.

In general that was found in the field, the causes of students' difficulties in translating was in linguistic factors. After analyzed the data

[36]Ibid

in non linguistic factors the most problems was in social value, and in linguistic factors was in contextual meaning factor.

In translating non linguistic factors according the students answer from the questionaire was found that the causes of students dificulties factors were in aspect social and ideologi. Thus, it means that this is one of the cause in translating. This statement in line with the theory stated by Nida and Taber , they involves social value as a causes of students' difficulties in translating. Beside in ideology, cultural, historical, political-social, chemistry, science, technical biology, medical, agricultural, and economics also as a causes of translating.

Based on the result of the research, this finding was similar with the prefious study by Dedek (2018), in her research entitled *An Anlysis of Students Difficulties in Translating Argumentative at The Second Grade in MAN Tebing Tinggi*, the population with the data was 35 students and the data were collected by test and interview was found that the students had difficulties in translating words related to ideological values, the students have difficulties translating words related to cultural values, the students have difficulties in translating related to technique values, and the students have difficulties in translating words related to economy value.

In linguistic factor the students found that the causes of students difficulties factors were in grammatical, lexical, contextual, and textual. It means that the causes of students difficulties in translating text is almost in

linguistic factors. According to Nababan, lexical meaning is a meaning of words are out of the context. It is suitabale with Nababan this reseach found that one of the causes of students' difficulties in translating is lexical. That is why in the problem found that the students assume that narrative text is quite difficult to translated because in the narrative text contained of idiom.

This results of this research, the finding was similar from the research conducted by Sari (2010), in her research entittled *An analysis of Stidents' Eror in Translating English Verbal Idiom into Bahasa Indonesia a Study at sixt Semester students of English Section*, it was that the students had difficulties in in finding out the suitable terms with the context of sentences.

In this finding was the same from the research was conducted by Dedek research entitled *An Anlysis of Students Difficulties in Translating Argumentative at The Second Grade in MAN Tebing Tinggi,* it was found that the students difficulties finding words that are not in the dictionary, the students difficulties adjusting sentence patterns that have been translated from English into Indonesia sentence patterns. The last finding in her thesis was, the students difficult interpreting the whole sentence even though the students know the meaning of the sentence and the students difficult understanding the meaning of the source language so it makes it difficulties for them to translate it into the target language. This causes of difficulties excisted because the students translate the text

literally and lack of the context of the text that they needed to have in translating.

In conclusion, students of English Education Study Program at IAIN Bukittinggi academic year 2018/2019 students' problems in translating narrative text was in poor category. Based on the causes of students' difficulties in translating narrative text was found in the field, the causes of students' difficulties in translating narrative text was in linguistic factors .

CHAPTER V

CONCLUSION AND SUGGESTIOSN

A. CONCLUSION

Based on the finding of the research abouts students translation on narrative text from English into Indonesian. By having test and questionniares, there fifth semesters students in English Education Study Program at IAIN Bukittinggi can bee seen that the students have difficulties which are some problems and caused by some factors.

1. The students problems in translating narrative text that are :
    a. The students problems in translating ambiguity was 35 % and it showed that poor category as a problem in translating.
    b. The students promblems in translating structural was 33,4 % it showed that poor category as a problem in translating.
    c. The students problems in translating lexical differences was 36% it showed that poor category as a problem in translating.

    In conclusion, mean of students' problem was 34% it showed that in poor category and it means as a problem in translating.

2. The students causes in translating narrative text that are :
    a. The mean of students' in non linguisic factors was (52%) and it means the students got most category. Thus, this mean is one of the causes in translating.
    b. The mean of students' in linguistic factor was (55%) and it means the students also got most category of linguistic factor was one of the causes in translating.

       In conclusion mostly as the causes of students' difficulties was in linguistic factors.

B. SUGESTIONS

By giving explantion above, the following suggestions might be useful in learning process in translating, the researcher suggests :

1. The students should improve their literacy in translating .
2. The lecturer should give various practices to the students in translating a text and search more information about linguistic and non-linguistic problem in translation by browsing in the internet or finding some books that are about translation.

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