

STUDENTS' DIFFICULTIES IN TRANSLATING NARRATIVE TEXT

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Abstract

Understanding many kinds of text is very crucial to get much information we are looking for especially narrative text. Narrative text is one of texts that should be mastered by ninth grade students. This study aims to investigate the students' difficulties in translating narrative text in Empat Lawang schools. The samples of this study are 9 students from SMPN 1, SMPN 2, and SMPN 4 Pendopo Barat. The qualitative method is the method used in the study. The study found 5 difficulties faced by students namely a lack of vocabulary, a lack of idiomatic knowledge, difficulty in locating an appropriate phrase in context, difficulty in understanding whole sentences, and grammatical errors. Therefore, the researcher suggests teachers to identify the best approach to taking on problems like the one in this study.

Keywords: Difficulties; Translating; Narrative Text

INTRODUCTION

English is now a required subject in almost all schools, including those at the university level. English will be taught in Indonesian schools as a foreign language, according to the national education. From elementary schools to universities, it is taught. People understand how crucial and necessary it is to take this level of English instruction seriously. In addition, it plays a significant part in advancing one's status as well as their career. English is a foreign language that students in Indonesia are required to master in order to learn other languages. The government came to the conclusion that students should learn English as part of the school curriculum in order to master it. The four abilities of speaking, writing, reading, and listening should be mastered by the students. Writing is a method of written communication. According to Tillema (2012), writing is one of the most crucial talents for academic achievement but is also one of the most difficult to learn. The researcher must be able to translate using their thinking while using writing skills, especially translation. In addition, there are a lot of English-language writings used in restaurants, hospitals, hotels, and other establishments that Indonesians must interpret in order to understand and obtain information or instructions. According to Catford, as described in Herman, translation is the substitution of content in one language (SL) with telling in another language (2017:73). (TL). As a result, when we translate a text into some other language, we simply change the language; the original text's meaning is unaffected. Rajagukgut et all (2016:9), claims that translating is the process of changing one language, usually known as the source language, into another (known as Target Language). As is common knowledge, translation is the act of transferring meaning from one language (the source language) to another (TL). Students should be able to translate a sentence from the source language (SL) to the target language while translating English into Indonesia (TL). Translation has important role as a tools in life, especially for Indonesian people. It is because there are much information which does not exist in Indonesian but it is presented in foreign languages, especially in english, Wulan (2015). It takes a translation from the original language

language in order to understand a foreign language. Translation, based on Bassnet (1991), entails transforming the source language into a target language. Translation is the act of changing a language from one to another, such as from the English language into the Indonesian language. However, one way to obtain information is through translation. When Indonesian students read English material, for instance, and they don't comprehend what the words mean, they can translate the text into Indonesian and grasp what the words mean. Translations are always made in one language into the intended language. Additionally, translation is the method or process used to convert one language into another, It is possible to define translation as the process of translating a text from one language into something else. According to Larson, during translation, the meaning of the original text is transmitted into the recipient language (1984). Accordingly, the transferred must be maintained constant. The researcher can thus draw the conclusion that translating is one method of learning, comprehending, and understanding a foreign language as well as the steps of finding the meaning from one language or one's native tongue into another language or target tongue. This study is related to earlier research by Dedek (2018). In her study, *An Analysis of Students Difficulties in Translating Argumentative at The Second Grade in MAN Tebing Tinggi*, the researchers anticipated that the students would have difficulty interpreting terms associated with ideological, technical, and economic values. Additionally, According to Roza (2018), the results of the other study show that while students are explaining the concepts and examples in translation class, they use four macro negotiating tactics. They continue to use English as much as they can for conversation, occasionally switching to Indonesian and regional tongues as necessary to get their point through

There are issues with translation that some individuals encounter. Translation issues are challenges that force us to pause our work in order to reflect. The frequent problems with translation that practically everyone encounters might have a variety of root reasons, including grammatical, lexical, and cultural issues. According to Silviana (2008:1), a translator has challenges when they attempt to translate a text but are unable to properly employ adverbs, verbs, or nouns, resulting in imperfect sentences. The students should have a wide vocabulary and an understanding of grammatical structure in order to interpret the phrase accurately. When undertaking translation, one of the issues that many learners have is the grammatical structure. According to previous research by Hadrus (2017:17), there are four main categories of student translation difficulties, including those related to finding the meaning of words that are not found in dictionaries, translating idiomatic expressions that cross cultural boundaries, translating lengthy and complex sentences, and organizing the text in the target language. As a result, the issues with translation may be split into two categories: linguistic issues and cultural issues. Grammar, various vocabularies, and word meanings all play a role in linguistic issues. The language issue will be the main focus of this study. The study, titled "Students' Difficulties in Translating Narrative Text in the Ninth Grade of SMPN 1, SMPN 2, and SMPN 4 Pendopo Barat," aims to examine how difficult it is for students to translate texts, particularly narrative texts from English into Indonesian.

METHOD

The participants in the study were 101 students of grade nine in SMPN 1, SMPN 2, and SMPN 4 Pendopo Barat in academic year 2022-2023. The number of female participants was 51 while the number of male participants was 50. The researcher chose those schools because they were in different accreditation and area to enrich the results of this study. Furthermore, the samples of this study were 9 students. The researcher chose random sampling technique in choosing the sample of this study due to members of the population are considered homogeneous, and the method used is qualitative which focus on the quality of the subject. This inquiry falls under the qualitative category. The qualitative technique is being employed since the goal of this

research is to describe the circumstances, occurrences, or occurrences of the essential facts. Creswell (2014) claims that qualitative research is used to examine and understand the significance that people or groups attach to social or human problems. In other words, it aims to help us better understand our social environment and the causes of why things occur the way they seem to be. The interview and observation are the method used to collect the data in the study. The researcher first determined the issue with the research before classifying the primary issue with the data as non-data. The researcher classified the students' challenges with translating narrative content in this second phase. Conclusion drawing or verification is the final phase. The study discovered that students had trouble interpreting narrative material from the data display in this stage.

RESULTS AND DISCUSSION

Results

Translation from the SL into TL is necessary for many languages. The process of translating involves the conversion of one language, known as the "Source Language" (SL), into another, known as the "Target Language" (TL). Not only does translation replace the original text with the translated content in the target language, but it also necessitates an action to replace the original text's meaning and purpose. Because individuals convert the source text into the destination text to communicate, translation is essential to human life. This study aims to investigate the students' difficulties in translating narrative text from English text into Indonesian. Moreover, in order to get depth information about student's difficulties in translating narrative text, an interview was conducted. The interview took place in some junior high schools in Empat Lawang Regency, after the teaching learning processes. The most frequent difficulties which students faced when they asked to translate narrative text is grammar. One of the respondent said "I don't know the meaning, and the grammar, and lack of the vocabulary". That is the general problem that faced by the students when they've a task to translate a narrative text. Other respondent said "I'm always confused about finding the right words when translating into Indonesian, then I'm also confused if there are words that aren't in the dictionary, I'm confused about the word structure or the grammar". In addition, "Eventhough I understand the context of what to say, but still, if I want to translate it into Indonesian, I'm still confused about what I have to write". Similarly, the difficulties are the students lack of vocabulary. The students need to enrich their vocabulary to simplify in translating. As said by the respondent that "Translating narrative text into Indonesian is very difficult, I don't understand a lot, I also don't understand a lot of vocabulary so it makes me even more confused" similar with the statement that "Narrative texts are very difficult to translate, I often get confused about the meaning in Indonesian, and I also lack of vocabulary". Furthermore, students were afraid of making mispronunciation since English is not their first language. They are afraid of being judge by their friends especially when they want to pronounce the words. Students reported "I did not understand the grammar, and don't know how to pronounce the words correctly and appropriately." In addition, "I am bad in grammar and sometimes I get it wrong, I also can't say the words correctly so I feel Embarrassed to speak the words, and there's also a lot of vocabulary that I don't understand". Students did not know how to say the words correctly and it make them felt that translating text was difficult task.

Discussion

Students who are learning English as a second language can run into problems with grammar, incorrect pronunciation, and a lack of vocabulary that prevents them from even understanding the meaning of the words. In addition, when students attempted to translate English into

Indonesian, the disparities in English and Indonesian grammatical structures occasionally left them perplexed. Students who can translate a foreign language into their native tongue are considered to have learned the language successfully (Larsen & Freman, 2013). It implies that students will be effective in learning a new language provided they comprehend the text's meaning. As a result, one of the instruments used by students to acquire a foreign language is translation. For students learning English as a foreign language, translation becomes absolutely necessary. Translation provides accurate information to effectively communicate a message in addition to changing one language into another. According to Bell (1991), translation is the process of conveying the meaning, concepts, or message of a text from one language to another. Following this procedure, there are various concerns that are primarily concerned with the translation's correctness. The meaning, thoughts, or messages are expressed clearly and naturally. The first issue with this research was that some students believed that translation was difficult to master and that their lack of vocabulary made it challenging for them to translate the material. This is consistent with Varasarin's description from 2007 that while majority of the students believe that learning English will be difficult for them, they still desire they could speak it well. According to the argument put out by Irwandi (2018), the first issue is that young learners have difficulty using the appropriate terms in context, which presents a further barrier to vocabulary development. For instance, in distinguishing between two terms whose meanings overlap. You prepare a cup of coffee and you complete your assignment, which are examples of the verbs "make" and "do." The meaning of both phrases is incompatible. Making something or generating it is called "making," whereas "doing" is called "doing." Unfortunately, if the instructor does not teach them how to use acceptable terms in context, most young learners find it difficult to distinguish between the two words. It is a frequent issue that occurs. However, when young learners become adult learners, the issue will become more serious since failure would affect their everyday activities. The students' presumption that text is more challenging to translate, particularly narrative writing, which is challenging to do, was the second issue. Because narrative texts frequently contain idioms, which make it difficult for students to keep the implicit meaning, it is difficult for them to transfer the meaning from the source language to the target language. As a result, the students' translation is not accurate for the target language. Moreover, students also faced mispronunciation. According to some experts, the educational objectives, the teacher's personality, and the wrong teaching and learning in this field have all contributed to poor pronunciation (Varasarin, 2007). The students have trouble pronouncing words due to how English words and pronunciation varied from one another. Pronunciation is really one of the factors that contributes to someone having good English. According to research done by Sari (2016) and Dedek (2018), the third issue was that students had trouble figuring out the right words to use in the context of sentences, finding words that weren't in dictionaries, and modifying sentence structures that had been translated from English into Indonesian. According to a different research by Veni (2018). Veni claims that some professionals define the context as the relationship between the interlocutors, the environment, and the interlocutors themselves. On the other hand, if the identical query is directed towards an unforeseen stranger, it is grammatically correct and semantically proper, but pragmatically unsuitable. The fourth issue with the study was that even though the students understood the meaning of the phrase, they had trouble understanding it in its entirety. This made it difficult for the students to transfer the meaning of the source language into the target language. This is apparent since the students interpret the text literally and do not include the background that was necessary for translation. This observation is consistent with the idea put out by Mellan Melyann (2014). When readers attempt to comprehend the messages that the researcher tries to express in the text, Melyann claims that reading is also a comprehension process. Reading's primary objective is comprehension, and every cognitive function that takes place when reading has some connection to this basic objective. Reading involves interaction because the text

conveys knowledge that the author wants the reader to have, and the reader creates meaning by connecting the text to what they already know. In that readers employ many tactics to foresee the text, reading is also a strategic endeavor. Reading is a flexible, deliberate, critical-thinking, and educational activity. Finally, reading is a linguistic activity that necessitates an understanding of morphology, syntax, and semantics. Grammatical error was the fifth issue. The study's findings were consistent with those of Hastuti, Kardeni, and Eliza (2020). In their answer sheets, the majority of the students had trouble translating narrative material, particularly in terms of grammar, therefore they just translated the text into the target language. Some students attempt to translate the material without proof reading their grammar. They often employ v1, whereas v2 is used as a previous event in the narrative text. It might be challenging to switch pronouns inside a statement. They failed to pay attention to the pronouns, which led to inaccurate translations. It is backed by Haryanto (2007), who makes the case that studying grammar and a foreign language go hand in hand. Unfinished messages without hearing communications and vocabulary mistakes were frequently used interchangeably because vocabulary errors happened when students lacked the essential language and did not understand what they should say. They sometimes stopped talking because they were confused because it was hard to express the full meaning of the sentences. Alufohai (2016) asserts that sentence-level grammar is essential for composition writing in the English language. According to Cook and Ricard, referenced in Muhsin, there are several rules in grammar, such as those governing articles, elements of speech, sentence structure, and tenses (2016, p. 81). Students' poor comprehension of English grammar can lead to a variety of faults.

CONCLUSION

Establishing an equivalent relationship between the source and target texts is the aim of translation in order to guarantee that both texts convey the same meaning. The students are capable of excellent translation, knowledge acquisition, skill improvement, and open-mindedness. They can then imaginatively come up with fresh information and concepts. Junior high school students are exposed to a variety of texts. The researcher's focus in this study is on the challenges of translating narrative texts. Finally, the study identified five issues that students in SMPN 1, SMPN 2, and SMPN 4 Pendopo Barat faced: a lack of vocabulary, a lack of idiomatic knowledge, difficulty in locating an appropriate phrase in context, difficulty in understanding whole sentences, and grammatical errors. In conclusion, linguistic problems are the primary causes of the ninth-grade students in SMPN 1, SMPN 2, and SMPN 4 Pendopo Barat's struggles with narrative text translation. In terms of language aspects, the students discovered that their problems stemmed from grammatical, vocabulary, situational, and structural challenges. It implies that language variables are nearly entirely to blame for the reasons why students have trouble interpreting texts. As a result, the researcher advised instructors to identify the best approach to taking on problems like the one in this study. Any writing, especially narrative literature, may be translated appropriately and accurately by students.

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learning narrative material. The researcher also hopes this publication will be valuable to anyone who are conducting similar research with this journal.

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