

# CHAPTER 1

## INTRODUCTION

### **1.1 The Background of the Study**

Language is a tool of communication with other people to express ideas and wishes to understand one and another. Without language, it is hard to imagine how people can cooperate and get along with one another. Language has an important role in human life. Wibowo (2001:3) states language is a system of human symbol in express feelings and thoughts. Based on the definition above, the writer concludes the function of language is for communication. People use language to communicate with each other. Without language people cannot do anything, such as ask help, give argument and show their feelings. Language is the important media of communication or speaking. Humans use language to speak with the other people. Futher more the listeners understand what will the speakers say. From the definition above, the language is very essential for human life. English language takes the role to make people understand each other from different century and background.

English is the primary of several languages that important to diverse, global economy, facilities cross cultural communication between people from different regions and nations. People from all over the world use English as a tool of communication with each other. English is one of demand language to learn as it is an international language. Futhermore English is an effective language to communicate with other people around the world who have different languages. It should be a standard language of people to communicate among different

countries. As an International language, English is use in many countries over there world as means of their International contact. The government of Indonesia includes English language in the curriculum of junior and senior high schools, nowadays it learnt to the students of elementary school. The students require English to across the message that they want to convey. English has four language skills to learn in teaching and learning activity in school, they are listening, speaking, writing, and reading.

There are some languages component which not neglect in English teaching and learning process, namely grammar, vocabulary, spelling, pronunciation and translation. Furthermore, there are many languages that need to translate from source language into target language. Translation is activity of translate one language call Source Language (SL) into another language call Target Language (TL). It is the act of transfer the linguistic entities from one language and their equivalents into target language. Hatim and Munday (2004: 6) define translation as the process of transfer a written text from source language (SL) to target language (TL). Translation is the process of interpret one language into the other language without change a meaning of the word. Translation is not only replaces the source language text into the target language text but also it needs an activity to replace idea and purpose in the same way of the target text.

One of the ways to learning English is by translating a text or a book. Translation does not permit to change the meaning of message in the source language so the translator can admit or change the word in order to get natural, accurate and communicative translation. Translation is transfer the meaning from one language into the target language. Without translation one country is difficult

to understand the language from the other country, because the language in one country sometimes different with the other country. Peoples change written source language into written target language. It is very important for human today to translate especially in transfer technology, science from western world.

Translation is very important in human's life, because peoples change the source text into target text to show the purpose of communication. Source language (SL) is the language to be translated from and target language (TL) is the language that is to be translated into. Suryawinata and Hariyanto (2003:27) state translation is the process of master the source language, the target language and cultures for both SL and TL. The translation topics or focuses is what texts are translate, capable of comprehending written texts receptively, able to express, write and product ideas as well as able to use any kinds of dictionaries and other references. Translation is use to transfer written or spoken SL texts to equivalent written or spoken TL texts, Such as from Indonesia language to English language. In general, the purpose of translation is to reproduce various kinds of texts includes religious, literary, scientific, and philosophical texts in target language.

The goal of translation is to establish a relation of equivalence of intent between the source and target text that is to say, to ensure, that both text communicates the same message. Translation is an interesting subject not only to professional and amateur translator, but also to students. The students can translate well, they able to get knowledge and improve their capability and also be broad-minded. Then, they can creatively produce new finding and new ideas. The students in Senior High School level must deal with many kinds of the text.

Narrative text is one of the kinds of text. Narrative text is a text to retell the

story in the past. Narrative text have been learnt since junior high school, but some students still consider that they cannot translate Indonesia Narrative text into English. Sometimes the students find the new or rarely word in one language, furthermore they difficult to transfer the language into good target language. By translate Indonesian narrative text into English the students can practice in make sentence. There are many texts or story in narrative to student translation practice. Narrative text is a story with complication or problematic events and it tries to find the resolutions, solve the problems. An important part of narrative text is the orientation, complication, resolution and coda.

In this study, the writer deals with the difficulties in translate the narrative text as her topic because when practiced in the field (PPL at SMP Negeri 1 Baktiraja) the writer found that students difficult to translate. The students are difficult to translate a text especially in the narrative text, in another power disincentive is the fear that they have nothing to say. They are lack of vocabulary, and they did not consider the grammatical aspect of the narrative text. Some students are not able to translate the narrative text with good grammar from Indonesian to English, there are not accurate between one and other word, sometimes the sentence are consist of grammar mistakes, vocabulary mistakes and the addition. Sometimes they were not transmitted hole of the meaning of the sentence in the text.

The students has difficulties in translating Indonesia text into English, it is more difficult than translating English text into Indonesia. Because Indonesia language and English language has a different structure and culture, between Indonesia and English there is inter-language that usually makes some errors. In

this case, the writer analyzed the difficulties and the components face by the students in translating Indonesia text into English especially in narrative text.

### **Seekor Keledai dan Seekor Anjing Piaraan**

Pada masa lalu ada seorang petani yang memiliki anjing kecil yang ia terus menerus di sisinya dan seekor keledai, yang tinggal di sebuah kandang yang hangat dan mendapat banyak biji-bijian segar dan jerami. Tapi, sayangnya keledai tersebut tidak puas dengan kondisinya.

"Saya menjadi budak sepanjang hari, mengangkut kayu atau menarik gerobak ke pasar sementara anjing tidur di pangkuan tuanku dan makan dari piringnya!," keledai menggerutu. "Mungkin, pikirnya, jika ia berperilaku seperti anjing, tuannya akan membalasnya dengan kehidupan dengan kemudahan yang sama.

Malam itu, keledai merayap keluar dari kandang dan menuju ke rumah di mana petani duduk di perjamuan. "Pertama saya akan bergerak lincah di sekitarnya dan menggerakkan ekor saya, seperti yang anjing lakukan," pikir keledai. Dan ia menari disekeliling ruangan, menghempas-hempaskan kakinya sampai meja terguling dan piring beterbangan.

"Sekarang saya akan duduk di pangkuannya!" kata keledai, dan dia meletakkan kakinya di kursi tuannya. "Tolong! Selamatkan aku dari binatang gila ini!" teriak petani ketakutan. Pembantunya kemudian berlarian dan, dengan teriakan dan pukulan, menggiring keledai kembali ke kandang.

"Aku kira aku adalah keledai yang baik," keledai meratap, "tapi aku tidak akan pernah menjadi anjing piaraan!"

Pesan Moral dari cerita tersebut adalah: Apa yang tepat untuk seseorang mungkin

salah untuk yang lain. Jadi, tidak pernah mencoba untuk meniru orang di hadapan anda.

### **A Donkey and A Lapdog**

Once upon a time there was a farmer the owner a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

"I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!," the donkey grumbled. "Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First I'll frisk about and chase my tail, just as the dog does," thought the donkey. And he danced about the room, flinging up his hooves until the table toppled over and dishes went flying.

"Now I'll sit on his lap!" said the donkey, and he put his hooves up on the master's chair. "Help, save me from this mad beast!" the terrified farmer bellowed. Then his servants came running and, with shouts and blows, drove the donkey back to the stable. "I suppose I'm a good donkey," the donkey lamented, "but I'll never be a lapdog!"

Moral of the Story- What's right for one may be wrong for another. So, never try to make yourself like another person.

The writer gave narrative text in Indonesia then asked the students to translate the text into English with the correct grammar. The researcher concluded

the difficulties from the result of translation test.

**Table 1.1 The Types of Difficulties in Students Translation**

No	Name of Students	Data	Correct Translation	Difficulties
1	A.T	"I" sit on his lap	I'll sit on his lap	Grammar mistakes
2	C.S	Help, "save me....."	Help, save me from this mad beast	Incomplete without hearing message
3	G.P	farmer the owner "little dog"	A farmer the owner of a little dog	Addition

From the example above, A.T translated narrative text from Indonesia to English, in his text found Grammar Mistake

SL : Sekarang, saya akan duduk dipangkuannya

TL : Now "*I will be sitting*" on his lap

It should be : Now "*I'll*" sit on his lap

Number 1 the word in there we should change 'will be sitting' with 'will' to make the translation more understandable.

C.S translated narrative text from Indonesia to English, in his text found Incomplete Without hearing message

SL : Tolong, selamatkan saya dari binatang gila ini

TL : Help, "*save me.....*"

It should be : Help, save me "*from this mad beast*"

Number 2 he has to continue the sentence to transfer the message in the sentence.

G.P translated narrative text from Indonesia to English, in his text found Addition Mistakes

SL : Seorang petani yang memiliki anjing kecil

TL : "*Farmer*" the owner "*little dog*"

It should be : "*A farmer*" the owner "*of a little dog*"

In number 3, he has to add an article 'a', because it explains the sentence before. From the explanation above, the writer is curious to analysis the students difficulties in translating narrative text from Indonesia into English at the third grade students of SMA Negeri 1 Baktiraja. The object of this translation takes from the student's translation text in the third grade students' of SMA Negeri 1 Baktiraja in the academic year of 2020/2021.

In this research, the writer chose narrative text as the object of research. The students learn to write narrative text since junior high school. Narrative text divided in some genre, the fiction is genre to analyze the student translation difficulties. The writer interest to analyze the student's difficulties in translating with look at the types of difficulties by Davies they are source message and target text legibility. Source Message divide into two parts, they are not transmitted and incomplete without hearing message. Target text legibility divide into three parts, they are grammar mistake, vocabulary mistake and addition.

## **1.2 The Problem of the Study**

Based on the background above, the problem is formulated as: "What are the student's difficulties in translate narrative text from Indonesia to English at the Third grade of SMA Negeri 1 Baktiraja?"

## **1.3 The Objective of the Study**

Based on the background of the study, the study focuses on the student's difficulties in translating the narrative text from Indonesia to English at the Third grade of SMA Negeri 1 Baktiraja.



#### **1.4 The Scope of the Study**

There are two types of difficulties in translation states by Davies (2004:34) namely:

1. Source Message.

The difficulties in translate source message are classify into two parts, they are Not Transmitted and Incomplete without hearing message.

2. Target text legibility

The difficulties in target text legibility are divided into three parts, they are Grammar mistakes, vocabulary mistakes and addition. There are some genres of writing stated by Knapp and Walkins (2005:97), namely

- 1) Description,
- 2) Explanation,
- 3) Instruction,
- 4) Argumentation,
- 5) Narrative.

Based on the background on the explanation above, the analysis focus on this study is the difficulties in translate narrative text, they are not transmitted, incomplete without hearing message, grammar mistake, vocabulary mistake, addition. The writer intends to focus on student's difficulties in translating Indonesia narrative text into English.

#### **1.5 The Significance of the Study**

The study is expected be useful for other people especially about analysis student's difficulties in translating narrative text from Indonesia to English. There are two kinds of the significances of this study, they are:

- 1. Theoretically**

The finding of the study is expected be useful for the readers to enrich their

knowledge about translation and to reduce the student's difficulties in translate the narrative text.

## **2. Practically**

The findings of the study are expected to be useful for:

### **1. Teachers**

This study is valuable for English teachers to know about the students difficulties in Indonesia narrative text into English. Hopefully, the teacher can convey in the class to improve the student's ability and reduce the difficulties of students when translate the text.

### **2. Students**

This study is hopefully can give advantages for students. They able to translate well after know the problems they have found in translate Indonesia narrative text into English.

### **3. Institution(school)**

The result of this study is hope be valuable for institution/school to develop and encourage the English teachers to teach English well.

### **4. Researcher**

This study hopefully gives the knowledge about translating Indonesia narrative text into English and as the reference to the other researcher to improve student ability in translating text.

## **CHAPTER II REVIEW OF LITERATURE**

### **2.1 Theoretical Framework**

In conducting a research, the basic concept of the study should be made clear from the start. This is considered important to understand the ideas conveyed. Therefore, the clarification of the concept will prevent possible misunderstanding between the reader and the writer. Important to discuss and clarify the concept used or being discussed so that the point clearly accepted by the reader.

### **2.2 Translation**

Translation is to turn something written or spoken from one language into another language. Nababan (2003: 32) defined of translation as the equivalence and equality which are closely related to concept in translation. When translators are engaged in the translation process, they are trying to establish an equivalence relation between the source language text and the target language text. Such relation characterizes a quality translation. Munday (2008: 5) stated the process of translation between two different written languages involves the translator changing an original written text in the original verbal language into a written text in different language.

Hatim and Munday (2004: 14) stated translation is the process and the product of a thought and ideas. The first of these two senses relates to translation as a process, the second to the product. This immediately means that the term

translation encompasses very distinct perspectives.

Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form, whether the languages have established orthographies or do not have such standardization, or whether one or both languages are based on signs, as with sign languages of the deaf.

Translation is a useful test case for examine a whole of the role of language in social life, stated by Hatim (1990:1). The translation is the text is examining the language in social. Larson (1984: 3) defined translation is the process of delivering the meaning of SL to TL. In this process, the study of lexicon, grammatical structure, communication situation, and the cultural context is important in determining how to translate some text in an acceptable way. Larson (1984: 3) stated translation is studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

Translation is rendering the meaning of a text into another language in the way that the author intended the text, stated by Newmark,(2004:5). Nida stated translation are consists in reproduce the receptor language, the closest natural equivalent of the source language message. Translation is the process of transfer the source language into target language without change the meaning. A translator is aim to re-imagine, to reproduce the message, inevitably, grammatical and lexical adjustments the contents of the message that contained in the text.

Based on some expert explanation, the writer concludes the translation is a process of turn, establish, analyze, render and deliver language either spoken And written forms or body language in meaning into target language. It is conveys the same ideas, opinions, messages, in source language into target language. Basically translation is the process of change the form but not the meaning of source language.

### **2.2.1 Types of Translation**

Translation is the process of transfer the meaning of source text into target language. Kardimin (2013: 38) classified translation into three types based on the language involves:

- 1). Intra-lingual, is process of translate the unfamiliar word in same language to common word. Intra-lingual translation shares with translation proper the idea of change form but maintain the meaning and the need to adjust to different audiences and expectations. Translation in the same language can involve reword or paraphrase.

Example: I don't like plagiarism = I hate plagiarism

I confuse = I do not understand

I do not have a lot of time = I'm busy

- 2). Inter-lingual is the process of translate all the meaning and the form of source language into target language it means translation do by involve two different languages. Translation from one language to another language. This kind of translation is the real meaning of translation itself. In this kind of translation, a translator rewrites the meaning or idea from source language to target language.

Example: 1. I hate you (English Language/Source Language)

Saya membenci kamu (Indonesia Language/ target Language)

2. I drink coffee (English Language/ Source language)

Naeun Keopileul masinda (Korean language/ target language)

- 3) Inter-semiotic, this kind of translation talks about sign systems. This is one of the translation include an interpretation of a text into another's system or sign. For example, an interpretation from a novel into a film, translating or decoding movement, sounds, color, image.

Based on expert's explanation above, the writer concluded intra-lingual, inter-lingual, inter-semiotic are types of translation when someone doing translation process. People must deal with the types of translation that they use in translation process. They use the correct types of translation to get the good result in translating text.

### **2.2.2 Definition of Difficulties**

Difficulty is a problem, an error thing in situation. Brown (2000:216) in states difficulties is "Mistakes, misjudgments, miscalculations, and error form an important aspect of learning in acquiring information". Difficulties in translating is when someone who translate a text, but does not understand how to use words, phrases, sentences which cover noun, determiner, preposition, adjective, adverb, verb, sentence, conjunction, be, modal and WH-word, passive sentence, relative pronoun, V Ing and V-Ed as well as to interpret a novel in the form of exercises into Indonesia are imperfect.

Difficulties are hard condition in do and understand something. Turnbull in Oxford dictionary (2010:406) define difficulty is a problem, a thing or situation that causes problems. The writer means the students difficult in translate narrative text from Indonesia into English. They do not understand about the grammar

aspect in narrative text and they fell difficult in unfamiliar word.

The writer concludes the difficulties in translation process are the problem influence the result of transfer the source language into the target language. The difficulties in translation process makes the students disable to understand in change the language. The difficulties in translation are the obstacle for everyone when they want to speak or write the target language.

### **2.2.3 Types of Difficulties in Translation**

Translation is the activity of reformulating written source language text into written target language text. Davies (2004: 34) stated the translator will face many kinds of difficulties. Every language has its own system. One language may have different system as compared to another language. The difference often causes difficulties and even may create misunderstanding in translating text. The translator does not know the system or structure of the source language. Then, the translator will deal many problems of translations, such as source message, and target text legibility.

#### **2.2.3.1 Source Message**

##### 1) Not transmitted

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

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

Wrong translation: tapi mereka tinggal, akhirnya kera tiba

Correct translation: tetapi setelah mereka semua pergi datanglah si kera siamang .The wrong part in not transmitted is all the meaning of word did

not translated.

## 2) Incomplete without hearing message

This error happens when the students omits one of elements of the correct English sentences.

For example: Source language: they all said that the baby sheep belonged to the lion.

Wrong translation: mereka semua berkata bahwa bayi biri biri .....

Correct translation: mereka semua berkata bahwa anak biri biri betina tersebut adalah milik singa

The wrong part in complete without hearing message is, the seaker did not transfer all the sentences furthermore it difficult to understand.

### 2.2.3.2 Target Text Legibility

This error happens by the use of the wrong grammar, vocabulary, word Orders, cultural references, convention of presentation;

#### 1) Grammar Mistakes

Grammar is characterized by the use of wrong form of the structure. For example: Source language: it's my bull's baby

Wrong translation: ini bayi sapi jantanmu Correct translation: ini adalah bayi sapi jantanku

The wrong grammar here is about pronoun, my bull's baby shoud translate into bayi sapi jantanku not bayi sapi jantanmu.

#### 2) Vocabulary Mistakes

Vocabulary is characterized by the use of wrong word.

For example: Source language: the hyena took care of the cow and the bull.



Wrong translation: hyena mengawinkan seekor sapi betina dan sapi jantan

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

The wrong vocabulary here is took care translate into mengawinkan, meanwhile the correct is merawat

### 3) Addition

Addition (penambahan) is meant by adding words in target language because the target language claims them. It is not a choice but a must.

For example: SL: Saya guru

TL: I am a teacher.

Addition here is the word am and article a.

They are characterized by presence of one or more items which must not be present in a well-sentence.

For example:

Source language: sapiku akan memiliki anak .

Wrong translation: my cow will have baby

Correct translation: my cow will soon have a baby

The writer will analyze the difficulties of student's in translating narrative text in Source Text concludes not transmitted, incomplete without hearing message, Target Text Legibility concludes Grammar Mistake, Vocabulary mistake and Addition.

#### **2.2.4 The Procedures of Translation**

Procedures are the steps of make or do something. The procedure of translation is the way of doing translation process. Budianto (2010:10) divided the procedures of translation into three procedure, they are addition, subtraction, and

transposition. The translator should know about the procedures well to assure the translation of a determined text. Addition is the first procedure of translation. Addition is admitted word in the target language as required by the target language structure. For example, Dia guru should translate into She is a teacher. In this example, the word is and “a” should be added to make the English structure acceptable.

Substructure, it means the reduction of the structural elements in the target language in order to be structurally acceptable, For example in a sentence He is a Lecturer, the translation in bahasa Indonesia is Dia dosen. In the translation the word “is” and “a” not included in the target language. The word in translating process we reduce to get the clear meaning in the target language. Translator should do reduce to make the meaning in the source language can accept by the other people in target language.

Transposition, this is one of the most common procedures used in translation. It involves replacing a grammatical structure in the SL with one of the different type in the TL in order to achieve the same effect. For example, the sentence alat musik bisa dibagi menjadi dua kelompok besar can be translated into Musical instruments can be divided into two basic groups. In the example, alat music (singular) becomes musical instruments (plural).

Based on that reason, the writer can conclude the procedures of translation are important to learn as the reference for the translator to do translation process. To make it easier to translate segments with equivalents structures, writer use several procedures to ensure the translation text.

### **2.2.5 Ways of Testing a Translation**

There are several ways of testing a translation stated by T Larson (1984:489). There are some overlaps between them, in that same person may involve in several kinds of tests and the tests may give similar information about the translation. The following ways will be discussed:

- 1) Comparison with the source text
- 2) Back-translation into the source language
- 3) Comprehension checks
- 4) Naturalness and readability testing and finally
- 5) Consistency checks.

Whatever kind of checking is being done, it needs to be done systematically and notes to be taken carefully. A “hit-or-miss” kind of checking will not lead to a quality translation. The one who is checking must know what he is checking for. Randomness in testing is ineffective because a person cannot think about many things at once. Each kind of check should be done separately, with specific goals, and with notes recorded for the translator to use in revision.

From the explanation above, the writer concludes the ways of testing translation is start with compare the source text and do back translation into the source language. Comprehension check is the way in test the translation. In test translation, furthermore naturalness, readability, and consistency need to checks.

### **2.3 The Genre of Text**

In order to differentiate the type of text, the following will explain the function of each type text. Knapp and Watkins (2005: 97) differentiated the genre of text as followings:

### 1) Description

Description enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depend on the learning are the function is to describe a particular person, place or thing.

### 2) Explanation

Process of explaining is used to logically sequence the way that we and our environment physically function, as well as understanding and interpreting why cultural and intellectual ideas and concepts prevail. The function is to explain the process involved in the formation or workings of natural or socio cultural phenomena.

### 3) Instruction

The genre of instructing is used in a variety of ways in a range of text types. Instructing involves much more than simple, sequential or procedural texts. The purpose of instructing is to tell someone what to do or how to do. This can be achieved through a range of textual forms.

### 4) Argumentation

The genre of arguing is a language process central to dealing with content from across all of the learning areas of the curriculum. In the initial stages of teaching a topic, however, it is necessary to access content through the genres of describing and explaining.

### 5) Narrative

The genre of narrating or narrative has a powerful social role beyond that

of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes.

The genres of text are divided into several types they are Narrative, Recount, Descriptive, Hortatory, Report, Anecdote, Spoof, Procedure, etc.

From the explanation above, the writer summarizes the narrative text is the type of text that tell about the story in the past. This genre suitable to students because retell the event and the story.

#### **2.4 Narrative Text**

Narrative text is a text about story that can the form of folklore, animal story(fable), legend or short story, novels, etc. Knapp and Watkins (2005: 221) in Nurul Istoqimah stated that the genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Narrative text is a popular genre, there is a belief that it is a genre that students pick up and write naturally. Narrative text learnt by the students since junior high school. Narrative text is contained the event in the past and usually use past tense in the story.

Rebecca (2003:11) explained narrative is a text which relates a series of logically and chronologically related events that are caused or experienced by factors. Teaching the basic techniques of narrative writing is make students may proceed beyond primary education to develop, and even break out of some of the generic boundaries established. There are some kinds of conflict, social problems amusement in narrative text, so readers would be amused or tense when reading them. Narrative has deal with social problematic events or that has to find solution besides amusement.

The purpose of the text is to entertain or to amuse the readers or listener about the story. From the explanation above, the writer can conclude that narrative text is a kind of text to retell the story that past tense or as a form of plant in the main target of the doings of the braided and woven into an event that occurred in a unit time. Text Narrative text is a kind of text to retell the story that past tense. Narrative text is a text about story that can be in the form of folklore, animal story (fable), legend or short story, novels. There are some kinds of conflict, social problems amusement in narrative text.

From the explanation above, the writer can conclude that narrative text is kind of text to retell the story in the past. Narrative text is the genre of text that retell about the event from the beginning until the end.

#### **2.4.1 Generic Structure of Narrative Text**

Martin in English Text System and Structure book (1992:567) stated narrative text will consist of the following structure:

1. Orientation: Introducing the participants and informing the time & place.
2. Complication: Describing the rising crises the participants do.
3. Resolution: Showing the way of participant to solve crise, better, worse.
4. Coda: Provides a comment or moral based on what learnt from story.

Generic structure of narrative text consists four points above. In the first paragraph of the text is orientation. Orientation contain the instruction of the story, it will explain who the actor of the story and tell about the time and place of story. In complication the event and climax of the story will find. It will describe what the participants do. The third is resolution contain how the participant show how they solve the problem. The last is coda it contain the moral value that we can find from

the narrative about. The writer makes sentence based on the four points.

#### **2.4.2 Grammatical Features of Narrating**

Knapp and Watkins (2005: 222) defined that grammatical features of narrating, they are as follow:

- 1) When sequencing people and events in time and space, narrating typically uses:
  - a) Action verbs; for example, One day the man and his son went Collect fire- wood. They saw a golden tree. They went slowly over to the tree. When they got closer to the tree they heard a voice coming from the tree.
  - b) Temporal connectives; for example, we then looked at some games and equipment. After lunch we walked up to the Sydney Morning Herald and saw how they make papers.
- 2) Recounts and stories are typically written in the past tense unless quoting direct speech; for example, They were poor because their pig ate them out of house and home and he didn't share with the other animals. His name was Bob. You should go on a diet said Clarabelle.
- 3) In action sequence, mainly action verbs are used, while in reflection/evaluation, mental verbs predominate; for example, Bells were ringing, sirens screeching and people were running everywhere. Maria didn't know what to do next. She thought about her mother and wondered what was in her head.
- 4) Narratives often use rhythm and repetition to create particular effects; for example, Riding. Riding. The boy went riding across the wintery moor,

far away from the strife of his unhappy home.

5) Play with sentence structure is another common feature of narratives.

Often sentences comprising one word or a short phrase are used to create poignant effects; for example, Anger, Silence. As the vengeful brother prowls the streets. Rose slowly opened the old wooden door. Dark. There was nothing but black. The Grammatical features in Narrative text when sequencing people and events in time and space it use action verbs and temporal cognitive. The next is recount story is typically written in the past tense unless quoting direct speech and use past verb. In action sequence, mainly action verbs are dominant. Narratives often use rhythm and repetition. Narrative play with sentence structure is another common feature of narratives.

### **2.4.3 Types of Narrative Text**

There are many different types of narrative texts. It can be a combination of narratives within each of different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category. The notion of genre is to help to generate story ideas. Here are some examples of the different type (or genre) of narrative showing typical features by Lubis(2016:1–14)

#### **1. Humor**

A humorous narrative is one of that aims to make audience laugh as a parts of telling story. Here is typical structure.

- 1) Orientation: the narrator tells the funny characters names in unusual setting.
- 2) Complication: in this part, something crazy happen.



- 3) Sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary.
- 4) Resolution: All is well that end well.

## 2. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

### 1) Orientation

It contains hunk male and female who is looking for love, setting, Sunset, beaches, and moonlight.

### 2). Complication: boy meets girl.

3). Sequence of event: it contains the development, relationship, jealousy, love, hurt, pain, warm, sharing, and overcoming problems.

4). Resolution: boy gets girl, marry and live happy ever after.

## 3. Historical Feature

Here are the features of a typical historical fiction text:

1) Orientation: a setting in the past and description of a period in history.

2) Complication: good meets evil.

3) Sequence of event: action related to a period in history, character

Are affects by the events of history, description of live at time.

4) Resolution: characters survive the chaos of the time (for example, the End of war).

## 4. The Diary Novel

This type of narrative has the text presented like diary entries. Here the feature of a typical diary- novel:

- 1) Orientation: main character is the narrator. Time setting is given by diary entries.
- 2) Complication: given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.
- 3) Sequence of event: diary entries tell of feelings, hopes, and happening.
- 4) Reorientation: the narrator tells what happens to solve complication.

## 5. Fantasy

Below are the features of a typical fantasy narrative:

- 1) Orientation: setting may be in another dimension with goals, witches, wizard, and so on. Hero who may has magical power.
- 2) Complication: evil forces affect the goodies.
- 3) Sequence of event: use of magic. Action includes elves, dragons and mystical beasts, heroism.
- 4) Resolution: God defeats evil forces.

## 6. Science Fiction Science fiction narratives as the setting involving science and technology.

Here are the typical features of the text type:

- 1) Orientation: a feature setting and a world with technology.
- 2) Complication: an evil force threatens the world.
- 3) Sequence of event: imaginative description. Action involves technology, science, and super invention.
- 4) Resolution: good defeats evil.
- 5) Coda: take care that science is used for good, not evil.

For the kinds of translation the writer concludes the types of the narrative

text. The writer chose fantasy as the type of the narrative text in this study. The fantasy is a genre of fiction that imagine magic, supra-natural, alternate worlds, supernatural, superheroes, monsters, aliens, and so on. In fantasy, a story may not be realistic and about the events could not really happen.

**Table 1.2 The Example of Narrative Text**

	e Fishes
Orientation	A long time ago, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning with our nets catch these fish!' Then the fishermen left.
Complication	The eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fishes agreed. 'You are right', he said. 'We must leave the pond.' But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe.'
Resolution	The eldest of the fishes left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then. The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him – he too was caught and killed.
	fish who saw trouble ahead and acted before it arrived as well as the fish who acted as soon as it came both survived. But the fish whose relied only on luck and did nothing at all died. So also in life.

## 2.5 Previous of Study

There are the previous studies used by the writer in this study. The first previous study is an article entitled "Students' Difficulties in Translating A Text on Newspaper of Sixth Semester Students of English Study Program at University of Pasir Pengaraian" conducted by Nuarita Sari, English Study Program, Faculty of Teacher Training and Education, University of Pasir Pengaraian. The purposes of this research are: 1) To analyze the skill of sixth semester students of English

Study Program at University of Pasir Pengaraian in translating a text on newspaper, 2) To find out students' difficulties in translating a text on newspaper of English Study Program at University of Pasir Pengaraian.

The result of this research was based on Nababan's Theory. In this research, the researcher used test and interview in technique of collecting the data. This study used a descriptive analysis. The purpose of descriptive analysis is to made systematic data in factual and accurate about the problem that is researched. In analyzing the data the researcher used the score from 3 raters. There are three indicators of translation quality assessment in analyzed in this research. They were accuracy, acceptability, and readability. Each skill measured by some indicators. They did not fulfill yet one of three aspects by Nababan (2011:20). They did not fulfill yet one of three aspects caused they still have difficulties.

The difficulties were almost of the students are lack of vocabulary and grammar. Some of them had difficulties if they found unfamiliar words, some of them lack of determining meaning well and lack knowledge and then just a little difficulties in difficult arrange the words, difficult to put a good sentence, they just study translation in 2 times per week and it makes them difficult and did not like translation, lack of choose suitable words, they cannot memorize the vocab, and difficult to translate the content.

The similarities of Nuarita research with this study is analyze the difficulties in translation process. The differences between the research with this study was in the source language is English and the target is Indonesia. This research used Nababan's theory, explained there are three aspects of translation quality assessment are Accuracy, Acceptability, and Readability. In this study the writer

use Davies Theory explain five difficulties in translating Indonesia narrative text into English they are in Source Text concludes Not transmitted, Incomplete without hearing message, Target Text Legibility concluded Grammar Mistake, Vocabulary mistake and Addition. This research applied in University and the writer will do the study in senior high school level. The genre of text used in Nuarita research is newspaper. The writer chose narrative text as the genre of text in translation process. The writer used this study as a reference to find the difficulties of translation process.

The second thesis entitled “The Analysis of Students difficulties and Strategies Used in English Translation Process” conducted by Maiya Lucito, Department of English Language Education UIN Ar-Raniry Stage Islamic University Darussalam Banda Aceh. The purposes of this research are to investigate the methods and strategies used by students’ ability while they got difficult in English translation process. In this case, the researcher only focused on student’s ability in translating English to Indonesian. This researcher used Newmark (1988:15) theory stated that there are 4 problems in cultural differences that can bother translation process, they are: 1) Ecological problem, 2) Material culture, 3) Social culture, 3) Religious culture.

The writer used qualitative descriptive method to know the kinds of methods and strategies used by students in English translation process. In the qualitative descriptive method, the writer described the methods and strategies used by students in English translation process based on the result of students’ translation. In this study, the data of this research were collected by using the test and interview. The students faced many difficulties in religious culture text translation

process.

The difficulties they got from religious culture were vocabularies and terminologies meaning when they translated the original text because they were lack of vocabularies and terminologies meaning in religious story. Moreover, participants seldom found the religious vocabularies when they read and learned the common text.

The similarities of Maiya research with this study was analyzed the difficulties in translation process. The differences between the research with this study was in the source language is English and the target is Indonesian. This research used Robinson (2003:7) theory explain there are there are 4 problems in cultural differences that can bother translation process, they are: 1) Ecological problem, 2) Material culture, 3) Social culture, 3) Religious culture. In this study the writer use Davies Theory explain five difficulties in translating Indonesia narrative text into English they were in Source Text concluded Not transmitted, Incomplete without hearing message, Target Text Legibility concluded Grammar Mistake, Vocabulary mistake and Addition. The source of data Maiya research was the fourth semester students who had done translation In the third semester in English Language Education of Ar-Raniry State Islamic University. In this study the resercher was done the study in senior high school level. The writer used this study as a reference to found the difficulties of translation process.

The third previous study entitled “An Analysis of Student’s difficulties in Translating Descriptive Text (A Case Study at First Semester of Chatolic University of Saint Thomas Medan)” conducted by Karisma E. Tarigan. The purpose of the research is to found the difficulties of students of the first semester

Catholic University of Saint Thomas Medan. This research use Richard and Liu theory translation or interpretation naturally presents types of difficulties. In this research the writer used the descriptive qualitative research methodology. Using descriptive qualitative method explains the problem solving.

This research is not only sample collecting the data, but covers data analysis, and interpretation to the research problem. This research was conducted at study Program of English Education Faculty of Teacher Training and Education University of Saint Thomas. In case of the data chosen, it was chosen by lecturer document in translation class. The documentation was the students' worksheet of English Education Faculty of Teacher Training and Education of University of Saint Thomas.

To collect the data, the writer used document analysis as the method of collecting data. The data analysis of the test in descriptive text shows that difficulties of syntactic ambiguity are the mistake that often found. The researcher thinks that it happened because most of the students still have problems especially use of tense, auxiliaries, vocabulary and special patterns on the syntactic ambiguity in the form of adjective about 95% and noun phrase about 86% in sentence.

The similarities of Karisma research with this study was analyze the difficulties in translation process. The differences between this research with this study was in the source language is English and the target is Indonesia. This research used Richard and Lius (1994:6) theory, explained there are three specific difficulties are; a. To hear, understand and memorize the words uttered in the source language, b. To provide an instant supply or required in the target language

relying on the built-in stock of equivalents, c. To express the ideas in the target language, listen to something different in the source language. In this study the writer used Davies Theory explained five difficulties in translating Indonesia narrative text into English they are in Source Text concludes Not transmitted, Incomplete without hearing message, Target Text Legibility concludes Grammar Mistake, Vocabulary mistake and Addition.

This previous research applied in University and the researcher done the study in senior high school level. The researcher used this study as a reference to find the difficulties of translation process. The genre of text used in Karisma research was descriptive text. The writer chose narrative text as the genre of text in translation process. The writer used this study as a reference to found the difficult of translation process.

The fourth previous research entitled "Student's Difficulties in Translating Text" conducted by Arono, University of Bengkulu, IAIN Bengkulu. The purpose of this study was to identify type of error in translating, students' difficulties in translating, and factors which influence the students' error in doing translation of English students of sixth semester in Islamic Studies of State Institute of Bengkulu. First is to identify type of error in translating. Second, to identify student difficulties in translation is to identify factors which influence the students' error in translation. It can be seen in the table three, there are five factors which made the students' error in translating.

Arono used Baker (1992:12) theories there were two factors which make idiomatic expression translation in English difficult. First, the translators lack of equivalence of the target language. They do not know the acceptable translation of



some words into target language since different languages express different linguistic features. They may refer to specific items to that particular culture of the language. This research used descriptive quantitative method. Gay (2000) said that descriptive research involves collecting data in order to answer questions concerning to the current status of the study. It was used to found out types of error in translation, students' difficulties in translation, and factors which influence students' error in doing translation.

The students have made three kinds of error namely of idioms, ellipsis, and textual meaning in translation. Besides, they found it difficult in translation because they lack of vocabularies, are difficult to translate Islamic texts, get difficulty in understanding literary texts, and are difficult to translate the texts because of grammar. They are also influenced by some factors which made them error in doing translation. Those factors are ignorance in term ellipsis, cannot identify ellipsis, idiom, and textual meaning, lack of strategy in translating ellipsis, idiom, and textual meaning, still translating word of speech, most students lack a strong background on the content of the text.

The similarities of Arono research with this study is analyze the difficulties in translation process. The differences between the previous studies with the research are the source language is English and the target is Indonesia. This research used Baker theory explained there are two specific difficulties it offers are; translator lack and culture specific idiom. In this study the writer used Davies Theory explain five difficulties in translating Indonesian narrative text into English they are in Source Text concludes Not transmitted, Incomplete without hearing message, Target Text Legibility concludes Grammar Mistake, Vocabulary

mistake and Addition. This research applied in University and the writer will do the study in senior high school level. The writer used this study as a reference to found the difficulties of translation process.

The fifth previous study entitled “The Analysis of Student’s Difficulties in Translating Argumentative Text from English to Indonesia at The Second Grade Students of MAN Tebing Tinggi Academic Year 2018/2019 conducted by Dedek Sugi Hariati. The purpose of this research was to found out the students difficulties in translating argumentative text from English to Indonesia and identify the factors made students difficult in translating argumentative text from English to Indonesia.

Dedek research used Burdah theory to analyze the difficulties in translation. There are four difficulties in translation, they are a) Difficult to understand the meaning of word that not find in dictionary. b) Difficult to translate the idiomatic phrases and collide with culture. c) Difficult to translate the long and complex sentence. d) Difficult to arrange the text in target language.). The researcher used descriptive qualitative research. After collecting the data from the test, the researcher found some difficulties the students face in translating argumentative. There were so many vocabularies that are not translated correctly and incorrect sentence structure in Indonesian by Eleventh Grade students in MAN Tebing tinggi.

The data from the translation process is the second grade students of MAN Tebing tinggi had difficulties in translating argumentative text that were more influenced by the linguistic factors. The students difficulties in understanding the meaning of the source language so it makes it difficult for them to translate it into

the target language was the most prominent factors with the highest percentage was 68,57%.

The similarities of Dedek research with this study was analyze the difficulties in translation process. The differences between the research with this study is in the source language is English and the target is Indonesia. This research used Burdah (2004:3) theories to analyze the difficulties in translation. In this study the writer used Davies Theory explained five difficulties in translating Indonesia narrative text into English they are in Source Text concludes Not transmitted, Incomplete without hearing message, Target Text Legibility concludes Grammar Mistake, Vocabulary mistake and Addition. This research applied in Senior High School and the writer will do the study in senior high school level. The genre of text use in Dedek research is argumentative text. The writer chose narrative text as the genre of text in translation process. The writer used this study as a reference to found the difficulties of translation process.

Based on the some finding above, the writer found some theories as the references to do research in analyze student's difficulties in translation process. Types of the difficulties of translation process in the other category. In this section, the writer decided that it is very interest to know what types the difficulties are made mostly by the students in translating that help them understanding translating well. Therefore English teacher should not ignore the difficulties commits by the students.

## **2.6 Conceptual Framework**

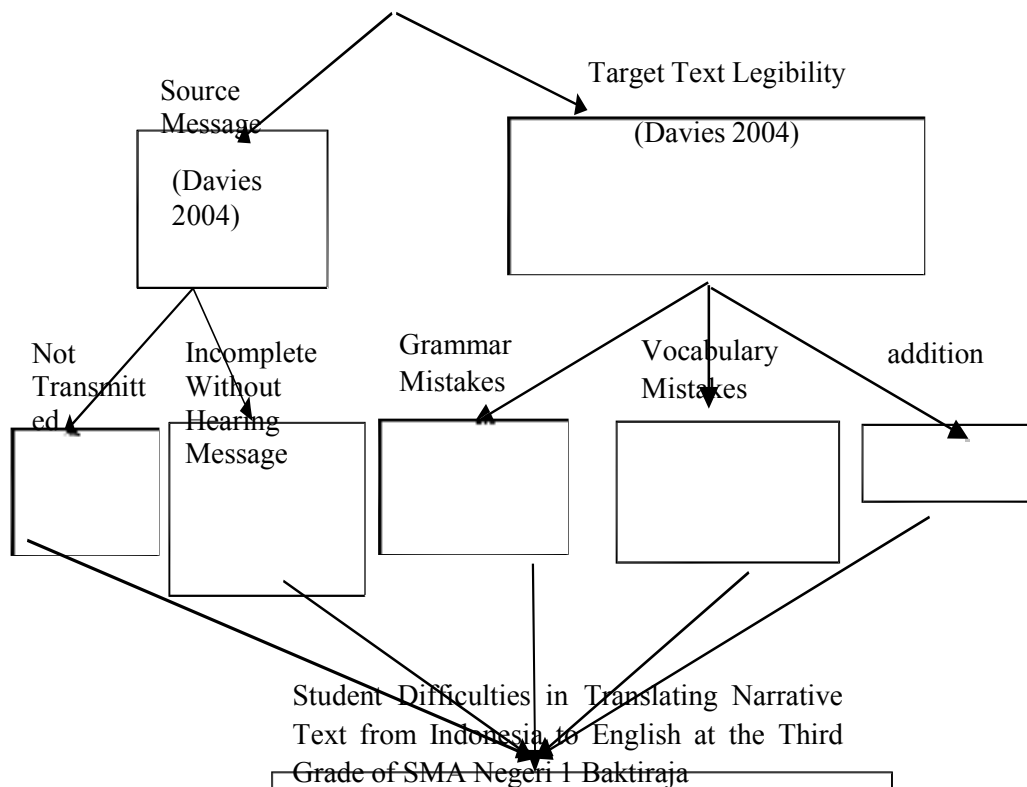
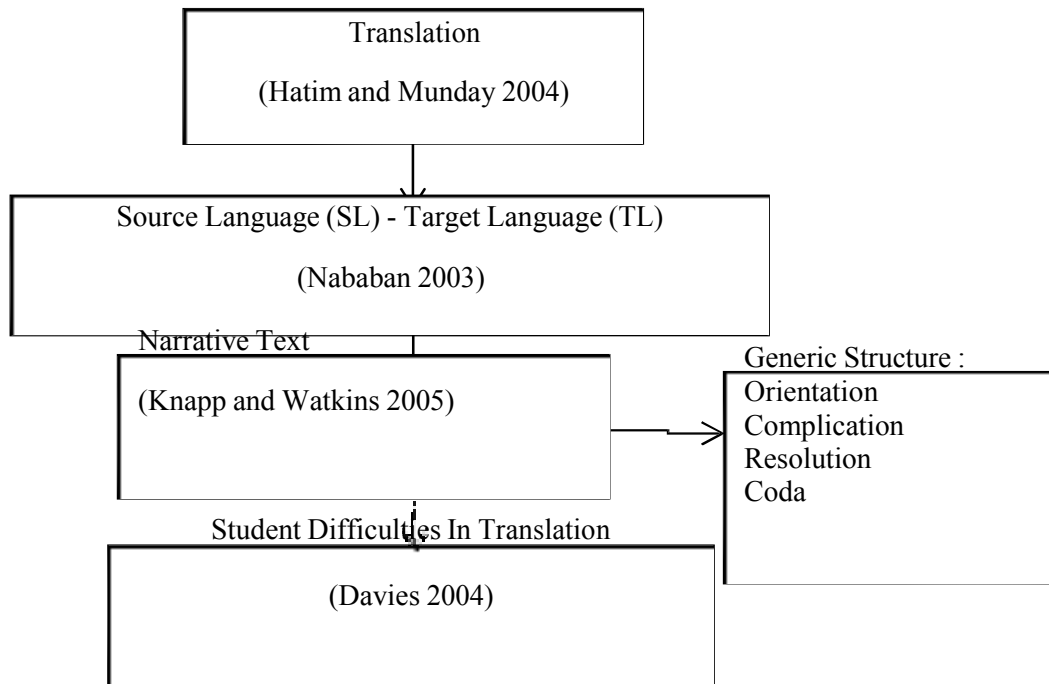
The difficulties in translating the narrative text are accuracy, grammatically

and equivalence in translation. Anderson (1997: 8) states that the genre of narrating or narrative is one of the most commonly read, though least understood of all the genres.

Nowadays, we have to see the facts that there are many students aren't interesting to translate the text. There are many reasons behind such as the students don't like English subject, they are often confused in translating the word or sentences, vocabulary, grammar, the student difficulty to understand.

When the teacher finds the difficulties, teacher can change the method and teaching translating. This study will analyze the student's difficulties in translating narrative text from Indonesia to English and will be carry in this study is constructed in the figure below

:



**Figure 2.6 Conceptual framework**

## CHAPTER III

### RESEARCH METHODOLOGY

Research Methodology refers to the set of rules and procedure or an approach to solve the problem systematically. The methodology in this case was about the research design, the subject of the study, technique of collecting data, and data analysis.

#### 3.1 The Research Design

The strategy used in this proposal was descriptive qualitative because the result of this study were to identified and analyzed student's difficulties in translating narrative text. Cresswell (2012:20) defined research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing. The research design of this research was descriptive qualitative method. It was descriptive because this research aim was to describe the obtain data in the field and because this data research was collected the form of word. This research considered qualitative because the human as an instrument to analyzed the written data in translations' test.

The writer used descriptive qualitative research. The descriptive qualitative explained the clear description about result of the study. Research was simply gathering the data but it was selecting, organizing, analyzing, interpreting and evaluation the data so that valid statements can be make about some aspects of reality. The writer was focused on analyzing the data to found out the difficulties of students in translating narrative text in Indonesian into English.

### **3.2 The Subject of the Study**

The subject of the study was the third grade students of SMA Negeri 1 Baktiraja in academic year 2020/2021 consisting of six classes of the third grade students of SMA Negeri 1 Baktiraja in Academic year 2020/2021 namely XII MIA 1, XII MIA 2, XII IIS 1, XII IIS 2 and each class consist of 15 students. The writer chose one class from the six classes as a sample randomly. One of the class was XII MIA 1 class consists of 15 students.

### **3.3 The Object of the Study**

The object on the reserch was students difficulties in translation. It was found from the paper of the students at the third grade of SMA Negeri 1 Baktiraja. Then the writer was analyzed the difficulties of translation used in translating narrative text. There are some difficulties in translation process, namely Not Transmitted, Incomplete without hearing message, Vocabulary Mistake, Grammar Mistake, Addition.

### **3.4 Instrument of Collecting Data**

The instrument of collecting data used is the translation test. The writer was gave the narrative text to a student and asked them to translate the narrative text. The result of the students in translating narrative text shows the difficulties of the student's translation. The difficulties of the students translate can analyzed from source message and target text legibility.

### **3.5 Technique of Collecting Data**

To collect the data, the writer was used documentation method that is based

the test in translation process. According to Ary (2010:442), Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. Additionally, he explains documents may be such kind of personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos.

To collect the data of problem, the writer took the following ways:

1. The writer explained about narrative text and gave the example of the narrative text.
2. The writer gave the narrative text to students and asked them to translate the text in 30 minutes.
3. The writer collected the student's paper in translating text then analyzed the student's difficulties in translating the text.

### **3.6 Technique of Analyzing Data**

The data were analyzed by using the interactive model of Miles and Huberman. Miles and Huberman (2004:16) define there are three activities in analyzing the data they are : data reduction, data display and conclusion drawing/verification that is done interactively and continuously to complete furthermore the data reach saturation.

#### **1. Data Reduction**

in this step, the data concluded, grouped, and focused on the main problem of the research. The writer identify the problem of the research and then classified the main problem from the data to non data. Reducing



the data made by the writer easier to find the data needed.

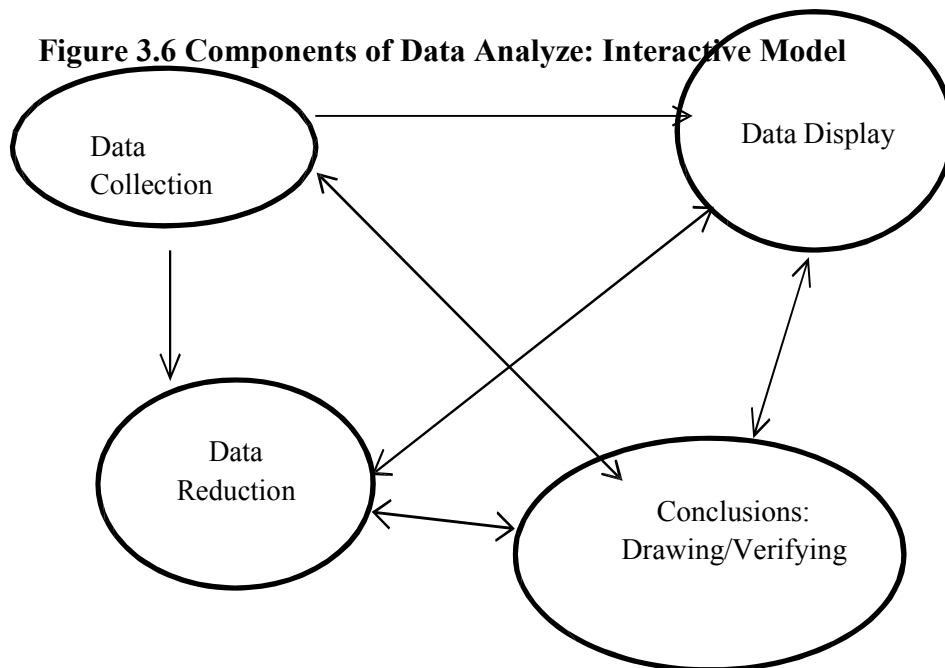
## 2. Data Display

In the second step, after the data reduced, the writer categorize the data into 5 types of difficulties translating narrative text from Indonesia to English.

## 3. Conclusion Drawing or Verification

The last step is Conclusion Drawing or Verifying. In this step, then writer found the difficulties of students in translating narrative text from Indonesian to English from the data display which had been presented before.

**Figure 3.6 Components of Data Analyze: Interactive Model**



The writer selecting, focusing, simplify, abstracting and transforming. Then after selecting data, it focuses on the translation. And then abstracting, the researcher described the data analysis in the tabulation and together with research finding in this research table, graphs, etc. moreover, the presentation of data can

be done in the form of brief descriptions, charts, relationships between categories, flowcharts, etc. the last, the researcher make data conclusion.

### **3.7 Validity (Triangulation)**

The validity of the data needs to examine. To observe the validity of the data in this study, the writer used the triangulation technique. Triangulation is an attempt to map out, explain more fully the richness and complexity of human behavior. Sugiyono (2007:330) states in the purpose of triangulation is to increase one's understanding of what has been researched not determine the truth of the same social phenomenon. There are four types to identify the triangulation data, they are:

#### **1. Data Triangulation**

Data Triangulation explains the use of heterogeneous data sources, for example qualitative and quantitative. Alternatively data may use the same method to gather from different sources or different times. The pretest and posttest of a questioner are the example of methods. Gathering the data by using different protocols, contrasting data at different times and settings may achieve the data triangulations. The variety of events, settings, times and so forth bring the data and recurrent patterns may improve the confidence in the findings.

#### **2. Investor Triangulation**

Investor triangulation explain the use multiple researcher in study. Investigator triangulation related to the use of more than one independent investigator in the study. The forms of investor triangulation are relevant

in interpretation of the material practically. Examples of investor triangulation are the various form of textual or verbal protocol analysis.

### 3. Theory Triangulation

Theory triangulation explains in the interpretation of the data, use more than one theoretical framework. When investigate a phenomenon, this theory uses more than one theory hypothesis. The perspectives of hypothesis used in this study relate or have opposing viewpoints.

### 4. Methodology Triangulation

Methodology triangulation uses more than one method to gather the data. This relates to the effort of check the data and data result. The aim of methodology is to conduct the situation and phenomenon by use some methods. Example of the methodology triangulation could argue that methods which provide qualitative and quantitative data are methodology distinct. Writer eliminat the explanation with combine qualitative and quantitative methods.

From the explanation above, the writer chose data triangulation to complete of the validity of data. The writer used some theories to support the validity of this study.