



## Students' Difficulties in Translating Narrative Text in the Third Grade of Smpn 5 Percut Sei Tuan

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### ABSTRACT

This research aims to describe the students' difficulties in translating narrative texts from Indonesia to English in the third grade of SMPN 5 Percut Sei Tuan. This research employed the qualitative method as a research design. The analytical method is the interactive model: data condensation, data display, and conclusion drawing/verification. The researcher collected data through steps by analyzing the student's paper when translating the narrative text into English. The result of this study showed that there are five types of difficulties in translating text, namely: not transmitted (11,11%), incomplete without hearing the message (12,96%), grammar mistakes (35,18%), vocabulary mistakes (31,48%), and addition (9,25%). Based on the test of the students' translation, this research showed the students' difficulties in translating narrative text. It was difficult for the students to translate a text, and some just used their minds or logic to translate it. The author suggests that the teacher focuses on teaching the students about translation and improving their vocabulary so that they can use good English when translating a text into English and another language.

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## 1. INTRODUCTION

Some language components are not neglected in the English teaching and learning process: grammar, vocabulary, spelling, pronunciation, and translation. Furthermore, many languages need the translation from the source language into the target language. The translation is the activity of translating from one language, called "Source Language" (SL), into another language, called "Target Language" (TL). It is the act of transferring the linguistic entities from one language and their equivalents into the target language. Hatim and Munday (2004:6) define translation as the process of transferring a written text from the source language (SL) to the target language (TL). The translation is the process of interpreting one language into another without changing the word's meaning.

Translation not only replaces the source language text with the target language text but also needs an activity to replace the idea and purpose in the same way as the target

text. Translation is crucial in human life because people change the source text into the target text for communication. The source language (SL) is the language to be translated from, and the target language (TL) is the language to be translated into. Suryawinata and Hariyanto (2003:27) state that translation is the process of mastering the source language, the target language, and cultures for both SL and TL.

The translation topics or focuses are what texts are translated, capable of comprehending written texts receptively, able to express, write, and product ideas, and can use many kinds of dictionaries and other references. The translation is used to transfer written or spoken SL texts to equivalent written or spoken TL texts, such as from the Indonesian language to the English language. In general, translation aims to reproduce various kinds of texts, including religious, literary, scientific, and philosophical texts, in the target language.

The goal of translation is to establish a relationship of equivalence of intent between the source and target text to ensure that both texts communicate the same message. The translation is an interesting subject, not only for professional and amateur translators but also for students. The students can translate well, they can get knowledge and improve their capabilities, and they can also be broad-minded. Then, they can creatively produce new findings and new ideas. Students at the senior high school level must deal with many kinds of text.

In this study, the writer deals with the difficulties in translating the narrative text as her topic because, when practiced in the field (PPL at SMPN 5 Percut Sei Tuan), the writer found that students found it difficult to translate. It is difficult for students to translate a text, especially narrative texts. Another powerful disincentive is the fear that they have nothing to say. They lack vocabulary and do not consider the grammatical aspect of the narrative text. Some students cannot translate the narrative text from Indonesian to English with good grammar. There is a difference between one word and another word. Sometimes the sentence consists of grammar mistakes, vocabulary mistakes, and addition. Sometimes they were not transmitted with the meaning of the sentence in the text.

The students have difficulties translating Indonesian text into English; it is more difficult than translating English text into Indonesia. Because the Indonesian language and the English language have different structures and cultures, there is an inter-language that usually makes some errors. In this case, the writer analyzed the difficulties and components faced by the students in translating Indonesian text into English, especially in narrative text.

## 2. RESEARCH METHOD

The method of this research was qualitative. Three steps of the interactive model, namely: the data condensation, the data display, and the conclusion drawing or verification, were used in this research. In this step, the data is concluded, grouped, and focused on the main problem of the research. The writer identified the problem with the research and then classified the main problem with the data into non-data. Reducing the data made it easier for the writer to find the data needed.

In this second step, after the data was reduced, the writer categorized students' difficulties in translating narrative text from Indonesian to English. The last step is conclusion drawing or verification. In this step, the writer found students' difficulties in translating narrative text from Indonesian to English from the data display that had been presented before.

The writer presented the data collection results conducted on January 20, 2021, at the third grade of SMP Negeri 5 Percut Sei Tuan in the academic year of 2021. The information was gathered through a test of translating an Indonesian narrative text into English.

### 3. RESULTS AND DISCUSSIONS

Through identifying the students' difficulties, the writer classified some categories as well: not transmitted, incomplete without hindering message, grammatical mistakes, vocabulary mistakes, and addition.

Tabel 2: The most Dominant Types of Difficulties in Translation

No	Translation difficulties	Quantity	Percentage (%)
1	Not Transmitted	6	11,11 %
2	Incomplete Without Hearing Message	7	12,96 %
3	Grammar Mistake	19	35,18 %
4	Vocabulary mistake	17	31,48 %
5	Addition	5	9,25 %
	Total		100 %

From the data, the writer found five types of students' difficulties in translating narrative text from Indonesia to English and formed 15 students as a subject or participants in this research. The writer found Grammar Mistakes is the highest difficulty found in the students' answer sheet. The writer found not Transmitted (11,11%), Incomplete without hearing message (12,96%), Grammar mistake (35,18%), vocabulary mistake (31,48%), addition (9,25%).

Most of the students had difficulty translating narrative texts, especially in grammar, in their answer sheets, and they just translated the text into the target language. Some of the students translate the text without checking their grammar. They usually use v1, while in the narrative text, they use v2 as a past event. It is usually difficult to change pronouns in a sentence. They did not focus on the pronouns, making them false in the translation. Vocabulary mistakes and incomplete messages without hearing messages were used almost simultaneously since vocabulary mistakes happened when the students lacked the vocabulary and did not know what to say. It was difficult to transfer all the meaning in the sentences, so sometimes they did not continue their sentences because they were confused.

The next difficulty was not transmitted and incomplete without hearing the message. When translating, students sometimes do not focus on transferring all the meaning in the sentence. They like to skip sentences without an answer. They did not want to think hard, so they made the words they knew. Unfortunately, sometimes one word to another word cannot be connected because of a false connection in transferring the message of the sentence. The rare difficulty in students translating narrative text is added; sometimes forget to add articles to show the singular and plural.

This study tried to analyze the student's difficulties in translating narrative text from Indonesia to English. There are five types of difficulties found in students' sheets: not transmitted, incomplete without hearing the message, grammar mistake, vocabulary mistake, and addition.

The first difficulties in students' translating narrative text are that it is not transmitted. As the writer explained in the previous chapter, in which the SL was not transmitted but preserved, in the translation, students did not transfer all the messages from the SL to the TL. The students did not want to transfer the whole of the message in the sentence, and all the meaning of the word was not translated.

The factor made students find difficulties in transmitting difficulties because they did not focus on the meaning or message; they just focused on the word. But in the text the writer has already given to the students, the students' difficulties in transmitting the text are rare. The second difficulty is incompleteness without hearing the message. Generally,

incomplete without hearing the message happens when the students omit one of the elements of the correct English sentence. The students did not understand all the sentences; furthermore, it was difficult to understand.

This kind of difficulty is often found in students' sheets. The factors that made them false were when they wanted to translate all the sentences, but they omitted one word in each sentence. This made the sentence difficult to deliver and the other people difficult to understand.

The third difficulty that almost everyone finds is grammatical mistakes. Students often use this difficulty in translating narrative texts because they just translate them depending on their feelings and do not check the text's verb, pronoun, or other structure. They translated the text without checking the form of the structure when translating the source language into the target language.

The students were not looking for the meaning; they only translated the words or something so that they understood it. That is why so many students have difficulty with grammar when translating a sentence because they are too lazy to think about the structure of the sentence. The students were not looking for the meaning; they only translated the words or something so that they understood it. That is why so many students have difficulty with grammar when translating processes because they are too lazy to think about the structure of the sentence.

The fourth type of student difficulty usually found in student translation sheets is vocabulary mistakes. This mistake happened when students translated narrative text because of a lack of vocabulary. Students did not know the best meaning from the source language in the target language. They chose a word that was far from the source language word. The students used the wrong words in translating the narrative text, so it changed the sentence's meaning. The fourth type of student difficulty usually found in students' translation sheets is vocabulary mistakes. This mistake happened when students translated narrative text because of a lack of vocabulary. Students did not know the best meaning from the source language in the target language. They chose a word that was far from the source language word. The students used the wrong word while translating the narrative text, so it changed the sentence's meaning. Students were too lazy to use a dictionary. They used their mobile phones to search for everything and the difficult words they had just seen but did not remember. Students think that they know the whole meaning of narrative text examples. However, it is difficult to choose the correct and suitable meaning when they do the translation process.

The fifth student's difficulty in the translation process is an addition. The students felt good about the translation process but forgot to add the article in their sentences. Students did not think that the addition was not a choice but a must. The meaning can change when students do not add an article or something needed in the sentence.

Students ignored the article. They did not understand that it is important in a sentence because it can affect the word's meaning. Then an article can complete the meaning of the sentence. It can be wrong in many ways if students ignore the used article and additions in the translation process.

Based on the explanation above, the writer needs to improve the students' English language skills, especially in translating Indonesian narrative text into English. The students must learn about translation, especially in translating narrative text in class. The teacher also must give more attention to training the students in translating narrative text. For example, the teacher should prepare before entering the class. The teacher should teach the students using the appropriate facilities so they are not distracted during the learning process and can understand the subject. Then the teacher should also look into the student's interest in learning about the translation so that the learning process runs well

#### 4. CONCLUSION

After analyzing the data, the writer found the students' difficulties translating narrative text from Indonesia to English in the third grade of SMP Negeri 5 Percut Sei Tuan. Based on the research findings, the writer concludes that the research has successfully answered the research question. There are five (5) types of difficulties in translation stated by Davies (2004:34). In this research, the researcher also found five difficulties in translating narrative text from Indonesia to English. The translation difficulties found in the narrative text written by students were: not transmitted; incomplete without hearing the message; grammar mistakes; vocabulary mistakes; and The most common mistakes found in students' translations are vocabulary mistakes and grammar mistakes.

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