

TABLE OF CONTENTS

COVER

ADVISOR' APPROVAL SHEET

EXAMINERS' ADMISSION SHEET

MOTTO

DEDICATION

DECLARATION

ABSTRACT i

ACKNOWLEDGEMENT iii

TABLE OF CONTENTS..... iv

LIST OF TABLES vi

LIST OF PICTURE vii

LIST OF APPENDIXES viii

CHAPTER I : INTRODUCTION 1

1.1 Background of the Problems..... 1

1.2 Focus of the Problem 4

1.3 Formulation of the Problem 4

1.4 Objectives of the Research..... 4

1.5 Usage of the Research..... 4

CHAPTER II : THEORY REVIEW 6

2.1 Translation..... 6

2.1.1 Definition of Translation..... 6

2.2 Type of Translation 7

2.3 Translation Process 10

2.4 Types of Difficulties in Translation 13

2.5 Narrative Text 18

2.6 Generic Structure of Narrative Text..... 18

2.7 Grammatical Features of Narrative Text..... 19

2.8 Previous of Study 20

CHAPTER III : RESEARCH METHOD..... 23

3.1 Research Design..... 23

3.2	Place of Research	24
3.3	Data Source	24
3.4	Research Instrument.....	25
3.5	Technique of Collecting Data	29
3.6	Validity Data	30
3.7	Data Analysis Technique	32
CHAPTER IV : RESEARCH RESULT		35
4.1	Research Result.....	35
4.2	Discussion	81
CHAPTER V : CONCLUSION		84
5.1	Conclusion	84
5.2	Suggestion	85
REFERENCE		86
CURICULUM VITAE.....		90
APPENDIXES		91

LIST OF TABLES

	Page
Table 1 Percentages of Each Type of Sample Data	25
Table 2 Summary of Sample Data	25
Table 3 Specification of Interviews Instruments' of Students' Difficulties in Translating Narrative Text	27
Table 4 Specification of Questionnaires Instruments' of Students' Difficulties in Translating Narrative Text	28
Table 5 Expert Judgment	32
Table 6 Mistakes of Grammar.....	36
Table 7 Mistakes of Vocabulary	39
Table 8 Mistakes of Meaning.....	46
Table 9 Mistakes of Context	51

LIST OF PICTURE

	Page
Picture 1 Translation Process	13
Picture 2 Triangulation of Technique	31
Picture 3 Components of Data Analysis by Miles, Huberman, and Saldana.....	34

LIST OF APPENDIXES

Appendix 1 Interview Transcript	90
Appendix 2 Students Test	101
Appendix 3 Instrument of Questionnaires	120

CHAPTER I INTRODUCTION

1.1 Background of The Problems

Translation is a useful tool to communicate with others who have different languages, cultures and backgrounds. The numerous distinctions between the target language (TL) and the source language (SL), including linguistic style, and translation can help people to share their views of the world, such as providing information. Newmark (1988, p.5) in Noviyanti (2020, p.3) states that translation is rendering the meaning of a text into another language according to the author's intention. Hatim and Munday (2004, p.6) in (Nugroho, 2007, p.2) state that the process of converting a written text from a source language (SL) to a target language (TL) is called translation. Translation is an important thing to learn in education, especially English translation, it aims to help students who have difficulty in translation to communicate well so that there is no miscommunication or misinterpretation and understand the contents of a reading text. Therefore, it can be concluded that translation is very important in English language learning. This is because translation activities will always be carried out in English language learning.

In addition to the other four language abilities of listening, speaking, reading, and writing, translation is regarded as the fifth skills in learning a foreign language. Since English Education Program students study a foreign English language, mastering translation is crucial. There are two translation methods used

when learning English: translating from English to Indonesian and translating from Indonesian to English. However, when doing translation students must be careful and pay attention to every word that is translated to avoid mistakes and transfer of meaning between the source language (SL) and target language (TL) because it will be able to cause misunderstanding and confusion. In the translation course, students are expected to be able to do translation well, but in reality in learning English, not all students can do translation well.

Translating Indonesian into English is one of the abilities that should be mastered by the students, however in fact they find difficulties. The study was used to identify difficulties in translation and to find the solution. Translation is indeed very important to learn, because through translation students can understand the meaning of another language. In the translation course in the sixth semester, students need to translate and understand written texts such as English text into Indonesian and Indonesian into English to get the information being conveyed. Without mastering both languages, students cannot understand the content of the text.

Based on observations in the sixth-semester translation class at Universitas Muhammadiyah Kotabumi on May 4th 2023, students have difficulty when they have to translate long sentences in an article. The researcher found indications of translation difficulties in the sixth-semester students of the English education study program. Students were silent for several minutes when they found unknown vocabulary. Gestures made by students such as panic faces, uncomfortable, and sitting positions that are not calm, show that students have difficulty translating the sentences in the article.

Then based on interviews conducted with sixth-semester English students at Universitas Muhammadiyah Kotabumi, translation is considered a difficult subject because in translating words or sentences students must pay attention to vocabulary and proper grammar. Meanwhile, students are still lacking in knowing vocabulary and lacking understanding of grammar. The lack of vocabulary knowledge is due to students' laziness when they have to memorize a lot of vocabulary. Students find it easier to do translation when using tools, such as using a dictionary. Whereas if you use a dictionary and translate word by word it will take a long time.

Based on the explanation above, there are indications that students in the sixth-semester of the English education study program of Universitas Muhammadiyah Kotabumi find difficulties in translating words or sentences. Therefore, the researcher's primary objective in this study was to investigate the difficulties that students confront when translating word or sentence. However, in this study, the researcher used narrative text as the text to be translated by the students. The reason why the researcher chose narrative text is students in the sixth-semester of the English education study program of Universitas Muhammadiyah Kotabumi have already learned about the narrative text. Therefore researcher conduct a research entitle "An Analysis of Students' Difficulties in Translating Narrative Text From Indonesian into English on the Seventh Semester of the English Education Study Program of Universitas Muhammadiyah Kotabumi Academic Year 2023/2024."

1.2 Focus of the Problem

Based on the background of the problem above, the researcher focus on an analysis of students' difficulties in translating narrative text from Indonesian into English on the seventh semester of the English education study program of Universitas Muhammadiyah Kotabumi Academic Year 2023/2024.

1.3 Formulation of the Problem

Based on the focus of the problem above, the researcher formulated the research problem into the following question, "What are the students' difficulties in translating narrative text from Indonesian into English on the seventh semester of the English education study program of Universitas Muhammadiyah Kotabumi Academic Year 2023/2024."

1.4 Objective of the Research

Based on the formulation of the problem above, the objective of the research is to investigate students' difficulties in translating narrative text from Indonesian into English on the seventh semester of the English education study program of Universitas Muhammadiyah Kotabumi Academic Year 2023/2024.

1.5 Usage of the Research

The research from this study is anticipated to be applied both theoretically and practically:

1. Theoretically

The study's findings are anticipated to contribute to the body of knowledge on English instruction in translation and to future research on a method for assessing students' translation abilities.

2. Practically

a. For the students, the researcher hopes that this study will help students understand their strengths and weaknesses in translation. If they find it difficult, the students can get better by translating individual words or phrases as well as other English materials.

b. For lecturer, the researcher hopes that the findings of this study will inform the lecturer who are directly involved in the teaching and learning process. When the teacher receives the results of the information-related translation, the lecturer can make significant modifications in the classroom that will encourage the students to learn more and translate more words or sentences.

c. For next researcher, the researcher hopefully with the research can be interesting for next researcher to conduct about translating. So the next researcher can make a research something like how to improve students in translating word and sentences and also motivate the students in learning translation.