

STUDENTS' PROBLEMS IN TRANSLATING NARRATIVE TEXT IN IAIN LHOKSEUMAWE

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ABSTRACT

This Research is to find out students' problems in translating English narrative text. This research used descriptive qualitative approach and research design as a case study. From the research result, the writer found that the students had many problems in translating narrative text. Their problems were in the form of understanding meaning such as lexical meaning, grammatical meaning, contextual meaning, textual meaning, and socio-cultural meaning. The most problem owned by students it was about lexical meaning because they had a lack of vocabulary and they did not have a relevant dictionary that they would use when they translated narrative text into the Indonesian language as target of language. The students had difficulties in understanding -English structure that different from Indonesian structure as the target of language when they did translating of text, so, the students got confused to organize meaning. The students also had many obstacles with English pattern that was different from Indonesian pattern, when they translated, they were confused because they should change word position. Additionally, they translated the narrative text words by words based on the position of words that was appeared in target of language. It was also influenced by internal and external factors.

Keywords: *narrative text, students' problem, translation, translating*

Introduction

Almost all countries have adopted English as a compulsory subject at schools even at the university. The national education has decided that English as a foreign language taught in Indonesian schools. It is learned from primary schools up to university. People realize that teaching English at this level becomes very important and need much concern. Beside, it has an important role in supporting someone's career whether in improving our prestige.

Nowadays, the ability to comprehend English is necessary for people, people have to able to communicate English and also able to read many kinds of English text. The ability to read is crucial in contemporary society. People find many texts written in English books, from holiday brochures to academic books, newspapers, advertisements, etc. therefore, the ability to read English text in any form will give many advantages in our life, because we can get much information from them well.

One of the syllabus made by the lecturer

in English department said that there are four skills of language that should be studied by one of the English learner. They are listening, speaking, reading, and writing. The main emphasis which has a nearby relationship with translation subject is writing skill. (K.T Sipayung, et.al 2018: 121) states that as a pedagogic warning, lack of translation is the mirror to teaching English for Foreign Language (TEFL) in whole aspects. We usually transfer the source of the language into the target of the language in the form of writing.

Based on the syllabus of the translation's subject the students are expected able to transfer many words, sentences sentences even some kinds of the text namely: narrative text, descriptive text, recount text, procedure text in a good translation and can understand the main ideas in the text, and then they can conclude the important information in the text and also can retell the information from the text in their own words with their mind based on their understanding in translation. Through translation in the writing form is acquired new ideas, obtain needed information, seek support for

our ideas and broaden our interest. We can also get the message that the researcher had expressed. One of the purposes of teaching translation of a foreign language to the Indonesian language is that they can read, grasp the idea and understand the book written in English

Besides that the observation of the translation subject had ever made in the class when the teaching learning process. The result of the observation found any cases when teaching translation subjects in the classroom. One of the cases found, for example he students felt difficult to transfer the source of the text into the target of the language. This condition was known after asking three of the students transferring a simple sentence which had been written in the whiteboard in the form of English sentences. The observation also tried to change the form of sentences that would be translated that were in the form of Indonesian sentences, absolutely it was also more complicated for them to translate it.

The research also saw that the students had a lack of vocabulary when they would try to translate the text correctly. It was proved where the students always asked the lecturer many words they had never listened before, and of course, they did not know what is the real meaning of the words at all. Sometimes I myself thought in my mind maybe they did not have time to find out and learned by heart a new word of vocabulary or maybe they were lazy to improve their vocabulary mastery.

The students did not have a relevance dictionary in translating the text. This cases was also found in the classroom. The students always used the Alfa link translation or by using Google translation by using their mobile phones. They felt proud of using their mobile phone and showed it to the lecturer. Before it was done by them the lecturer had ever reminded them that not always every word can be translated by the tools of translation; however, you had to have a relevance dictionary you might use when you were translating the text correctly.

The students had a lack of understanding of the grammar and lexicon of the language in translating the text. If it was going to get a good result of the translation we have to understand the grammar and lexicon of the two languages whether the source of the language or the target of the language because they have an effect of the correctness of the translation itself that should be paid attention well. So, if we have known the lexicon and the grammar of the two

languages that would be transferred, certainly it would be created a high quality of translation.

The last case that had ever observed the students tended to translate the text words by words based on its arrangement or in the form of literal translation whether it started with the source of the language SL or the target of the language TL, so the translation of the text became incorrect. Thus, it had known that a number of sentences cannot be translated words by words forever. That's why we have to be careful and paid attention to these cases so we could not get a mistake of translation.

The reason of writer to choose the title or object of the research is to find out students' problems in translating English narrative text. Hopefully, This research can also become as one of references to solve students' problems especially in teaching translation subjects.

Method of Research

This research used descriptive qualitative approach and research design is a case study. Descriptive qualitative is a research used to describe a natural phenomenon or man's engineering. This research investigates forms, activities, characteristics, changes, relationships, similarities and differences with another phenomenon (Sukmadinata, 2009:72). The topics of case study research vary widely, just like the topics of any other type of research. For example, an event that occurred on campus or a situation that has particular relevance for a researcher would be appropriate areas for case studies. Case study researchers also study programs or activities that are of special interest (Dowson and Bob, 2006:17).

Case study is a method used to collect and analyze data related to a case. It is a comprehensive description relates to several individual aspects, group, organization, program and social situation. Something can be a case because of problems, difficulty, obstacle, or deviation (Sukmadinata, 2009:77). The researcher gets and collects information from respondents and describes them in narrative text. He investigate the more data relate to the subject of the research.

Technique of Collecting Data

To get the data, the researcher used observation, interview, documentation, and a test as techniques to collect the data. Observation is direct watch at research object to look at activities are done in detail (Ridwan, 2007:76). The explanation about the three techniques are as follow:

a. Observation

Observation used in this research only choose passive participation, because the

researcher did not want to involve, it means that the researcher present at the scene of action but does not interact or participate because the researcher merely does observation and does not involve himself into the activities.

b. Interview

In this research, the researcher used a structured interview in which the researcher provided some written questions for students and each respondent will be asked the same question because the researcher wants to get detail information.

c. Documentation

Documentation is script phenomenon in last time (Mulyana, 2004:182). Documentation can have the form of writing such as life story, biography, and daily note and so on. It can have the form of the picture such as photograph, motion picture, sketch and it can have the form of audio as well. In this research, the researcher used some of documentation such as photograph, students' assignment notes, and school life stories.

Technique of Data Analysis

Data analysis techniques in this study include the observational data narrative text of Aceh into Indonesia language in three titles: 'Putroe Ijo', 'Cabe Rawit' and 'Kolang Kaling'. Texttranslation analysis techniques are performed by translating the theoretical framework that has been developed. In data collection, research activities are as follows:

1. Reading subtitles the three kinds of Aceh narrative text bride and translation in Indonesian as a whole
2. Underlying its word, phrase and sentence in subtitles the three kinds of Aceh narrative text bride and also it is equivalent in Indonesia.
3. Writing sections of text that are underlined in the data table.
4. Identifying and classifying words, phrases, and sentences then carried out assessing the quality of the translation.

To analyze the data, the stage of analyzing used is summarized in the following schematic form (Sipayung: 2016).

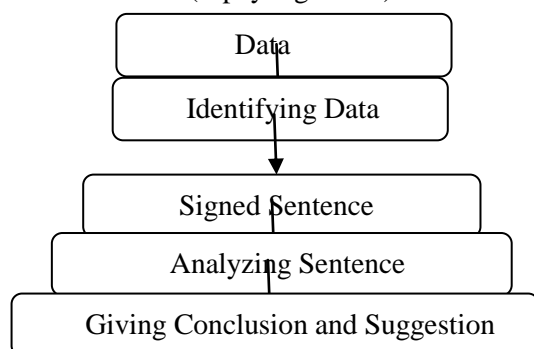


Figure 1. Analyzing Data Process

Findings and Discussion

Findings

The researcher analyzed the data which had been done through the procedure of data collection and explained about the research. There were observation, interview, and documentation. Observation was done to analyze the students' condition when learning in the translation subject especially the narrative text in the teaching-learning process was running and the interview was used to know the problem of students' in translating the narrative text and the last one the researcher analyzed by using documentation.

Before analyzing the data, the researcher collected all of the data in the field with the observation by using the table of activity of the lecturer and student's responsibility in teaching-learning process, interview guide by using question lists, and analysed student's test result became as the documentation. All of the data had been found in the field of research such as data collection. From the data collection, the researcher reduced and displayed it. It means that reduced was to remove the words that were not necessary for the research and displayed the data that was really suitable in the research. After reduced and displayed the data, the researcher gave conclusion to the result of the research. After the researcher concluded the data and she analyzed the data obtained in the research. In this part, the researcher also described the result of the research clearly.

Analysis of Observation

In this research, the observation process was done by using observation of table based on the teaching-learning process in order to find out the problem faced by the students of college at State Islamic Institut of Lhokseumawe in the translating the narrative text. The result of the research would be explained based on the points that the researcher observed. The points were based on the observation checklist that the researcher prepared before were consisted of 12 items. The observation was done by the observer in the class by using the paper sheet in the form of table.

The observation should be explained in detail based on the table paper sheet of observations. The observation points consisted of learning stages, which were pre-teaching process, while-teaching process and post-teaching process. The researcher found out the data in the pre teaching activities. Before teaching learning process was running, in the pre-teaching the lecturer greeted the students and a part of the students responded lecturer's greeting in English

while the other students were busy talking something with his or her friends and after the lecturer took a sit they stopped talking and keep silent.

The lecturer checked the attendance list of the students and the lecturer asked the students' condition in English and the students got to respond well. Talking about their attendeding list, there were three students who were not present at the time, and the lecturer asked their information to the chairman of the class, he said that he had not got the real information directly from the three students; however, the other students said that they could not attend to the class because they followed the organization program of the campus. Spontaneously, the lecturer said that all of you should remember your main goal to the campus if you wanted to finish your study on time based on your hope and your parents do too, you may follow the organization program without ignoring your study or if you can balance your time, go ahead.

Before the lecturer informed the new material that he would be taught at the time in the classroom, he tried to tell about a simple story tale that generally has been listened to all of the students before, for example: *Cinderella* or another story tale. He asked many students whether they have ever listened to the story tale before or not. Almost of students have ever listened before even the lecturer begged them to talk about the story in front of the class they could tell it perfectly and said that they were very happy to tell the story because it has a deep moral lesson that we should remember and did it in our daily life.

In while teaching activities, the lecturer began to open the lesson, the lecturer explained the material that should be discussed it was narrative text which talked about the sory tale that had ever appearance in the society at the previously, and students listened to the material which was informed by the lecturer, while some students enjoyed with their own business so the lecturer reminded them to focus to listen to it. The lecturer used the English language to describe it and also translated it into Indonesian because a part of students did not understand the English language completely. The students only listened seriously to the lecturer's information without asking some questions related to the topic of discussion.

Analysis of Interview

In this section, the researcher displayed the result of interview. This interview was used

to find out students' opinions about their problem in translating the narrative text. In this research, the researcher would display the result of interview with six students who had studied at the four-semesterstudents of State Islamic Institut of Lhokseumawe. The interview was done to get the information deeply from the students about students' problems in translating the narrative text. Besides that he is a lecturer of translation subjects also gave any information that was related to this research. he would like to try to give any information detailed to help this research for getting complete data especially in the field of the research which had ever happened.

The lecturer gave some questions for the students based on the data or information previously which was related to the title of this research. It was necessary as one of the collecting of data that should be done by the writer to get much information well. The interview process was done as the following description:

In this research, the researcher prepared 10 questions to students. When the researcher had interviewed six students of State Islamic Institut of Lhokseumawe, the researcher got the result based on the whole answer that had been answered by the students. The number of these six students taken from the students who represented the general error that was done by them in translating English narrative text.

The first question which had been asked by the writer to the students was about, whether the students used dictionary when they got difficult word or asked with the lecturer, three students answered, they have opened dictionary for searching the meaning, but if they did not know the meaning at all they would ask the lecturer, and two students were dare to enquire to the lecturer and another student only kept quiet when they found the difficult words when translating the narrative text, this matter was caused only some students that were able to understand and comprehend of sentences which they were translated. The lecturer had ever found that not all of the students brought a dictionary when the translation subject was discussed even they brought an irrelevant dictionary to the topic. So, it made them more confused to find out the real meaning of the words which appear in the topic of discussion.

The second question, the researcher asked the students about their problem when they transferred the source of the language into the target of language by asking them with the question which one is difficult to transfer for you whether Indonesian to English or English to

Indonesian. When they transferred the Indonesian structure into English structure, four students said were difficult and one student answered were not difficult. The reasons why Indonesian narrative text translated into English narrative text were so difficult than English narrative text into Indonesian narrative text it was because they had lack of understanding of English grammar and English lexicon. They did not have a deep understanding of them well. Moreover, English structure was different from Indonesian structure so, they were difficult to understand the structure of English text, and when they translated the text they were confused to organize the meaning in which the structure was different from Indonesian structure.

The third question, the researcher asked the students whether they got difficulties in understanding the form pattern of English language when transferring the English language into Indonesian language, all of students said yes because they had any obstacle such as when they translated the English text the English pattern generally (s.v, s.v.v, s.v.o) which different with Indonesian pattern (s.p.o.k). So, when they translated the English text with English pattern they were confused because they should change the word position.

The fourth question about the media used the students when they got difficult word, three students answered, they opened the dictionary and dictionary digital application if they did not find the meaning of the word and other students asked the teacher and when translating English narrative text, this matter was caused by only some students able to understand and comprehend of sentences which they were translated.

The fifth question, the researcher asked whether they felt confused when learning the narrative text, some students felt confused in translating the narrative text into Indonesian language because they did not master many vocabularies and still got confused how to compiled meaning in Indonesian became good sentences that were easy to be understood by the reader. This pointed out that in translating the target language by only knowing the lexemes of the target language was not enough. When translated any discourse, spoken or written; there was two conditions which could not be done without others, they were knowing the language and civilization of that language (Mounin, 2010).

The sixth question, the researcher asked the students whether they felt bored to translate it, four students said it was not bored because the

lecturer gave some jokes when they felt bored and two students said to be bored because they did not understand about it and then the students spoke each other when they got bored with the material. However, the lecturer advised them to steady focusing the topic well.

The seventh question was about whether all of students paid serious attention to lecturer's clarification when they made some kinds of mistake in their assignment, the students responded that, only some students paid attention the explanation of the lecturer seriously and other students discussed unimportant material with their friends and told something funny. This matter happened so it might cause many students less understanding of lecturer's explanation.

The eighth question where the writer wanted to know students' opinion about lecturer's way to teach and give any examples of material the narrative texts before asking them to translate the English narrative text, all of students said yes, the lecturer gave example how to translate of the text and the lecturer also tried to explain the step of making a good translation but some students which had at low level, still did not understand it was because of internal factors that were intelligence and spirit of learning owned by the students.

Analysis of Documentation

In this research, to limit the time the writer took the data documentation from the lecturer's activity when he taught the students in the classroom and he analyzed the data documentation by getting information about kinds and cause of students' problem faced by the students of State Islamic Institut of Lhokseumawe especially in translating narrative text.

Based on the result of the data documentation from the lecturer himself, the students were having some problem in translating English narrative text, such as they were lack of vocabulary, wrong use in grammar, not able to arrange a good sentence.

The students from high level only got mistakes in the pattern of the paragraph. This might be caused by students' confusion when they did translation. Because of that, some students did not arrange a good sentence, this also made them got wrong in grammar, because they translated it incorrectly. Furthermore, the students from high level could translate a good paragraph. All of the students could translate the English text almost correctly as a beginner.

The writer also got the data of documentation from the assignment which had been asked by the lecturer, the writer analyzed data

documentation that was available which were made by six students at the fourth semester of students State Islamic Institut of Lhokseumawe in learning translation especially about narrative text. The writer indicated the students problem. The writer checked all of data from the assignment that was given by the lecturer and the data was concluded to find out students problem in translating Aceh narrative text in the form of Indonesia Language into English Language. The last, the writer made the conclusion about students' problem in translating narrative text.

Based on the assignment done by the students in the classroom, the writer found many problems which had been done by the students when they transferred the narrative text whether English language as the source of the language that they would transfer into Indonesian language as the target of the language or vice versa. The students were also said that they felt difficult to transfer Indonesian language as the source of the language into English language as the target of the language. It was because of they did not understand the lexicon deeply of the two languages well. Many variations of rule of grammar and forms of lexicon made them be bored and confused to compare each one and another. One of the example of the lexicon made them be confused such as the use of suffixes in the sentences. It has many variations to change the classification of words that was not found in Indonesian language. It was surely effect the meaning of words in the sentences when we translated into the target of the language.

In translating the narrative text as the assignment ordered by the lecturer to the students. They always made any mistakes in translating the meaning of words and sentences into a target of the language. It happened because they did not have a relevant dictionary to translate the text. They were too forced to translate the words or sentences by using a general dictionary, so the result of the translation of the narrative text was not suitable with the main purpose of meaning of the text.

When the students translated the narrative text into Indonesian language they also got a problem when they met with the words which had a different meaning based on the meaning of main word or root of word. They translated by using the meaning of the main word. That was an incorrect meaning because it had another meaning of the word although the spelling of the word was similar. In morphology we had understood that in English language had poly meaning. It did not had one meaning, the

condition made the students be bored to determine the real meaning of the sentences, for example: the use of *go* which has much meaning in the sentences which should be paid attention to determine a correct meaning of the sentences.

Many students translated the assignment of the narrative text words by words or sentences by sentences without seeing the context of the text or situation of the narrative text that was discussed at the time. They did not know that in translation subject, of course it had related to the semantic meaning in linguistic that should be studied before, so they were able to translate the source of the language into the target of the language well. One of the example that the text had a context meaning in their assignment, the transferring of the expression *good morning* it had meaning 'selamat pagi', to order someone to get out or someone got angry. Thus the meaning was suitable based on the situation at the time.

Another problem that made by the students when they did the assignment tasked by the lecturer, almost all of students translated the text without paying attention to the textual meaning of the sentences, so they had an incorrect translation in meaning. In English actually there were many terms which have many meaning that should be paid attention to translate it. The meaning usually related to the topic of discussion. For example, the word *bank* in the sentences *my house was near a bank* one meaning it can relate to the name of building and another one it can relate to the area near the river. Many students often made a mistake in translate the sentences which had a word related to the textual meaning. When the lecturer said a correct meaning of the sentences, they said, "oh my goodness I forgot to make it". It meant that they were very careless.

Discussion

In this research, the researcher had made a research to find out the answer to the problem faced by the students in translating English narrative text to the students of State Islamic Institut of Lhokseumawe. From the data analysis above, the researcher found that most of the students got some problems in translating English narrative text.

Some difficulties faced by the students had been explained above. Based on the information of data collected by the researcher, the first was the students had lack of vocabulary, it was because of their disability when translating English narrative text. Secondly, the students were difficult to understand the English structure that different from Indonesian structure when they translating English narrative text. So the students got

confused to organize the meaning . The third, the students had any obstacle with English pattern that different from Indonesian, when they translated, they were confused because they should change the word position. The fourth, the students used the media when they got difficult word. The fifth, the students confused when they learning, because they were not master of many vocabularies and still got confused about how to compiled meaning in Indonesian became a good sentence. The sixth, the students had no time to flash back the material was given by the teacher in their home, cause of the students must help their parents in their home and also in the field. The last, The last environments were not support the students to learn in translating English narrative text. It makes the students were not motivated to learn the translating English narrative text.

Based on the assignment done by the students in the classroom, they had many problems in translating the narrative text whether the English text as the source of the language that would be transferred into Indonesian language as the target of the language or vice versa. Their problem were in the form of understanding the meaning such as: lexical meaning, grammatical meaning, contextual meaning, textual meaning, and socio – cultural meaning. The most problem owned by the students was about the lexical meaning because they had lack of vocabulary and they did not have a relevant dictionary that they would use when they transferred the narrative text into the target of the language.

The factors may contribute to the students' problem in translating English Descriptive text into Indonesian text were the linguistic problem, the problem of meaning, internal and external factors. Linguistic problem include the word arrangement, sentence pattern suffixes, and about structure in English. The problem of meaning includes the lexical meaning, grammatical meaning, contextual meaning, textual meaning and cultural meaning. The Internal factors were the inside factors of the students' individual. Many kinds of the internal factors were physiological factors such as psychical condition, sensory condition and psychical factors such as intelligence, talent, attitude, motivation and cognitive ability. External factors were factors out of the students' self. Many kinds of external factors were the environmental factors such as family environment, social cultural environment and Instrumental factors such as curriculum, school program, teacher, facilities, classmate, classroom

atmosphere and learning implementation.

Based on the problem faced by the students in Translating English narrative text into Indonesia, the researcher gave the suggestion to solve that problem. Firstly, the students have often memorize the vocabulary every day about ten words, and repeat again when starting to study. In addition, keeping a vocabulary notebook, give each page or double, education, phrasal, verbs, etc. (Redman, 2002:8). Statement of Syeik Darmuji tells that “ to comprehend two alphabets is better than memorizing two boundaries of lesson without understanding (Darmuji, 1997:48).”

Secondly, the teacher should give more attention to the students who in low English that make them felt balmy so make student did not felt shy and afraid to ask the questions related to the problem in translating the narrative text. Third, the lecturer must give explanation slowly about how to comprehend English narrative text become a good text, cause not all of the students can understand a lecture's explanation fastly, so they needed cooperation with their friends. Fourth, the students need more attention with their lecturer, flashback in students classification, there were three low level, middle level and high level, it was impossible in students low and middle level could understand teacher explanation fastly and translating the narrative text clearly without lecturer's attention so the lecturer's attention was very important for them especially students in low English. It was hoped the students remembered the structure in narrative text.

Fifth, some students had lack of motivation from their parents, because of their parents did not pay attention to their children in learning achievement in school and also learned at home because their parents must work hard. So, in this case the parents must spend their time giving more attention to their children achievement and guided their children to learn at home although just a minute. In the last, the students did not have time to learn in their home because help their parents so they did not have time to flashblack the material has given by the teacher, in this case the parents have to major their children to learn than assisting them work because successfulness a child come from parents attention in their study, if child has loads of time to learn at home and guide them it was surely possible their children would get good achievement in the school.

Conclusion

In order to end discussion of the research, the researcher made some conclusions which taken from the result of the study that indicates the students of IAIN Lhokseumawe where they had

many problems in translating the narrative text. Firstly, the students had lack of vocabulary, it was becoming disability when translating the narrative text. Secondly, the students had difficulties in understanding the English structure. The third, the students had many obstacle with English pattern that was different with Indonesian pattern. The fourth, the students used the media when they got difficulties in finding the meaning of word. The fifth, the students were confused when they were learning, because they did not master of many vocabularies. Based on the assignment done by the students in the classroom, they had many problem in translating the narrative text, such as: lexical meaning, grammatical meaning, contextual meaning, textual meaning, and socio – cultural meaning. The factors that contributed to the students translating English narrative text were internal and external factors.

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