Translating Narrative Text From Bahasa Indonesia Into English: Student Teachers' Ability and Their Problems

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Abstract

The objective of this research was to find out the students' ability and their problems in translating narrative text from Bahasa Indonesia into English in the fifth semester at the English education program of Universitas Bengkulu. The method used in the research was quantitative survey. The population of the research was the students' from the fifth semester of English education study program. 49 students were selected by using random sampling technique as the sample of the study. The data of this research were collected by using test and questionnaire. The result of students' test was scored by using Waddington range for students' translation score table (2001). Meanwhile, the result of students' response toward the questionnaire was analyzed by using descriptive statistics in the form of percentages. The result of the research showed that, the percentage of students' ability in translating narrative text from Bahasa Indonesia into English was 61.22 % in level 3. It means that more than half of the samples were in adequate level. Meanwhile, the result of descriptive statistics analysis showed that the students' problem in translating narrative text from Bahasa Indonesia into English was mostly in lexical and grammatical.

Keywords : Ability, narrative text, translation.

Introduction

Translation is one of the ways of learning languages. Translation typically has been used to transfer written or spoken second language texts to equivalent written or spoken target language texts. In general, the purpose of translations is to reproduce various kinds of texts including religious, literary, scientific, and philosophical texts in another language and thus make them available to wider readers.

Translation is an interesting subject not only to professional and amateur translator, but also to students. If the students can translate well, they will get knowledge and improve their capability and also be broad-minded. The ability in translation is so important because when the students have a good ability in translate so can help the students understand the materials such as an article, journal, essay or textbook. Then, they can creatively produce new finding and new ideas. Munday (2008) says that 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.

Translation becomes a promising profession that students can do after they have finished their study. Translators are needed in many types of job setting, such us in government, tourism, hospital and education. It is appropriate with the profile of English Education study program that the alumni of English Education study program can be translator or interpreter. Translation is being offered as a college subject. In semester 4 and 5 semester translation subjects are offered to English Department Students. The course are Approaches in Translation in semester 4 and Procedure of Translation/Interpretation in semester 5.

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems (Rahmawati, 2019; Martina, et al. 2020; Dhillon, et al. 2020). The narrative text contains good stories of fiction, non-fiction stories, animal stories (fable), folktales, fairy tales, myths, legends etc. One of the special features of narrative text is if

598

it is translated from Bahasa Indonesia into English is the tenses. In narrative text when the narrator tell the story they usually used past tense, past progressive tense, past perfect tense. However, the conversation among the characters or actors was done using actual tense like present tense, past tense or future tense based on the actual situation or condition happened in the story.

Moreover, Pandie (2017) reported the common problems of translation text from Indonesian to English faced by the students and rank the problems based on their frequency to know the percentage of each problem of translation. The result showed that the seventh semester students of English study program of Tribuana University of Kalabahi had problems in doing translation text. The problems encountered by the students were lexical problem, which consists of wrong selection of word, incorrect lexical transfer of individual word and confusing word; syntactical problem includes noun phrase ommision of copula "be", tenses marker,and some grammatical aspects; and the cultural problem consisting of sociocultural specific word and idiomatic expressions.

There are some previous studies related to translation. **First, the study which showed** that there is a correlation between students' translation ability and their reading comprehension (Annisa, 2019). Next, Fauzita (2019) found that that more than half of the students were in poor category to translate noun phrases. Then, Pandie (2017) reported that the seventh semester students of English study program of Tribuana University of Kalabahi had problems in doing translation text.

In addition, Sapta (2020) reported that translation strategies found in the students' translation works were in the form of omission, synonym and borrowing. Meanwhile, Syafitri (2018) reported that based on Larson's Criteria of Ideal Translation, it was found that the translation of idiomatic expression by *Jack and the wilee* is Acceptable.

Furthermore, Muhammad (2017) found that the Communicative method as the method frequently used to translate short stories

"Pinocchio". The translation techniques used were as follows: Established Equivalance, Reduction, Adaptation, Addition, Generalization, Transposition, Description, and Ommision. Finally, Syafryadin (2019) investigated that the dominant translation method used to deliver the message from source language (Indonesia) to the target language (English) was free translation and the reasons of using dominant method was because free translation gave priority more to the content of the message of source language than its structure with the aim of massage clearer received by the user.

Based on the previous study, it is considered that the case of translation ability in the context of student teacher was never been touched. Therefore, we were interested to investigate the translation ability and the problems in translating narrative text from Bahasa Indonesia into English of student teacher in the fifth semester at the English education study program of Universitas Bengkulu.

Research Methodology

The research used a quantitative research method. Quantitative research is a research which is a type of research that is explaining phenomenon by collecting numerical data that are analyzed using mathematically based methods in particular statistic (Cresswel, 2013). The aims of the research were to describe in what level the students' ability and the problem of the students' in translating narrative text from Bahasa Indonesia Into English.

The study was conducted at the English education study program of Universitas Bengkulu. The population of the research was the fifth semester students. There were 95 students. They were distributed in 3 classes. Class A consist of 35, class B consist of 35, and class C consist of 30. To select the samples, the researcher used cluster random sampling technique. According to Gay (1987) cluster random sampling is sampling in which group are randomly selected. The researcher used random technique

because the characteristics of sample are homogenous; they have the some curriculum, syllabus. The sample were taken by using Slovin's formula (as cited in Amirin 2011). Thus the selected samples were 49 students; 17 students from Class A, 17 students from Class B and 15 students from Class C.

Test was used as the instrument to assess the students' ability in translating the narrative text from Bahasa Indonesia into English. Meanwhile, closed response questionnaire items were used to explore the students' problem in translating narrative text From Bahasa Indonesia into English. The test was scored to get the translation level of ability of fifth semester students at the English Education Study Program of Universitas Bengkulu in Academic Year 2019/2020. The level was determined based on the criteria established by Waddington (2001). The criteria are listed in Table 1 below:

Table 1 Range for Students' Translation Score

Level	Accuracy of transfer of ST content	Quality of expression in TL	Degree of task completion
Level 5	Complete transfer of ST information; only minor revision needed to reach professional standard	Almost all the translation reads like a piece originally written in ST. There may be minor lexical, grammatical, or spelling errors.	Successful
Level 4	Almost complete transfer; there may be one or two insignificant inaccuracies that require a certain amount of revision to reach professional standard	Large sections read like a piece originally written in ST, there are a number of lexical, grammatical, or spelling errors.	Almost completely successful
Level 3	Transfer of the general idea (s) but with a number of lapses in accuracy; needs considerable revision to reach professional standard	Certain parts reads like originally written in ST but others read like a translation. There are considerable number of lexical, grammatical, or spelling errors.	Adequate
Level	Transfer undermined by	Almost the entire text	Inadequate

2	serious inaccuracies; through revision required to reach professional standard	reads like a translation; there a continual lexical, grammatical, or spelling errors.	
Level 1	Totally inadequate transfer of ST content the translation is not worth translation	The candidate reveals a total lack of ability to express himself/herself adequately in target language.	Totally Inadequate

Meanwhile, students' responses to closed-response questionnaire items were analyzed by using descriptive statistic analysis in the form of percentages.

Result and Discussion

Result

The level of ability in translating narrative text from Bahasa Indonesia to English

Based on the data analysis of students' translation test, it was determined the number of the students which were classified in the specific level of translation ability. The result is displayed in Table 2.

Table 2 Range for Students' Translation Level

No	Level	Degree of Task Completion	Number of Students	Percentage (%)
1	1	Totally Inadequate	0	0
2	2	Inadequate	4	8.16
3	3	Adequate	30	61.22
4	4	Almost completely successful	15	30.61
5	5	Successful	0	0

From the data listed in table 2, it can be seen that no student (0 %) was in totally inadequate category. In this level the students had no ability

at all to express himself/herself adequately in target language. There was no student in this level. It can be happened because the students have already got many courses such us structure, reading comprehension, etc., so they were easier to understand the text or to translate the text. There are 4 students (8.16%) are in inadequate category or there were continual lexical, grammatical or spelling errors. 30 students (61.22%) are in adequate category or there were considerable number of lexical, grammatical, or spelling errors. 15 students (30.61%) were in almost completely successful category or there were a number of lexical, grammatical, or spelling errors. Finally, there was no student (0 %) is in successful category or there were minor lexical, grammatical, or spelling errors. There was no student in successful category since most of the students still produced many mistakes in terms of lexical and grammatical mistakes.

The problems of translating narrative text from Bahasa Indonesia into English

The result of students' responses to closed-responsed questionnaire items in order to determine the students' problem in translating narrative text from Bahasa Indonesia into English were listed in Table 3 and Table 4.

Table 3 Item 1

Interview Question	Problem	Number of answer	Percentage (%)
What difficulty did you have when you look for the relevant diction in	1. Choosing the relevant vocabulary	21	42.85

the narrative text?	2. Translating unfamiliar words	12	24.49

From Table 3, it can be seen that most students had problems in selecting relevant vocabulary. For example, the word "*sombong*". In English , this translation word have many synonyms like arrogant, conceited, overbearing, etc. the word "*pintar*" in English is smart, clever, and brainy. Thus, it made the student confused to choose which one is appropriate to use within the text or sentence. The Second problem faced by the students was unfamiliarity to the word to be translated. In other word the students got confused when they found unfamiliar word in narrative text from Bahasa Indonesia into English. For example, the word "*mencabik-cabik*", "*menggonggong*", "*membual*" .

Table 4 Item 2

Interview Question	Problem	Number of answer	Percentage (%)
What difficulty did you have when you construct the sentence from Bahasa Indonesia into English in the narrative text?	1. Grammar	39	79. 59
	2. Choosing vocabulary	7	14. 28

The data in Table 4 showed that students mostly had difficulty in constructing grammatical sentences (79.59 %). Using appropriate tenses is the main problem faced by the students when translating narrative text from Bahasa Indonesia into English. Secondly, the students were difficult in chhosing appropriate choosing vocabulary (14.28 %).

In conclusion, the students' problem in translating narrative text from Bahasa Indonesia into English in the fifth semester at the English education study program in Universitas Bengkulu in the academic year of 2019/2020 are in terms of lexical and grammatical aspects.

Discussion

Based on the data analysis, it was indicated that the students' level ability in translating narrative text from Bahasa Indonesia into English was dominantly adequate or in level 3, it was followed by level 4 or almost completely successful, and the next was level 2 or inadequate. However, none of the students achieved level 5 or successful, and also none of the students was in level 1 or inadequate. It means the students' ability in translating narrative text was mostly in the middle or adequate level.

The reason why most of the students achieved adequate or level 3 might have related to the characteristic of the text that tends to use simple sentences, so the students were more easily to understand the text. Narrative text has a purpose to entertain the reader by telling the story. It uses simple past tense, noun, adjective to describe the characters (Kalayo and Ansyari, 2007). This research used fable for the test. The language style used in a fable is simple sentences because the target reader is children. As we know that narrative text is introduced to Junior High School students so they are familiar with this kind of the text and as a result is easier to understand.

As the matter of fact, most of the fifth semester students of English education study program was in level 3 or adequate. However, it was not satisfying because none of the students reached level 5 or successful. This finding was similar to what has been found by Fauzita (2019). She showed that more than half of the students were in poor category to translate noun phrases. In other words, if the ability in translate noun phrases was in poor category, so the students were difficult to get successful level in the ability of translating a whole text.

There are some problems faced by the students in translating narrative text. Waddington (2011) said that some problems in translation are in lexical, grammatical, or in spelling errors. Based on the survey, it was found that most of the students' problems were in terms of lexical aspect.

The students got confused when the word in Bahasa Indonesia has no appropriate meaning in English, so they have to get the synonym of the word to get relevant word in English.

Besides, the students had problems in term of grammatical aspect. While translating narrative text, the students usually focused on Bahasa Indonesia. They constructed the sentences based on the text or they translated the sentences using word by word translation method. It is in line with Newmark (1988) who stated that the word-of-word translation method in the target text is placed directly under the version of the source text. This translation method is also called translation between lines or interlinear translation. Translation method is highly dependent on the level of words.

Because of the word of word translation method the students used to translate the sentence,so the structure of the sentence become disorganized. As stated Ur (1996) in Hidayatullah (2017) noted that grammar is defined as words put together to make correct sentences. It does not only affect how the units of words are combined in order to make correct sentences but also affects their meaning. In short, grammar is a study about how to arrange words into sentence in correct grammatical order.

The result of this research is in line with Pandie (2017) who found that the seventh semester students of English study program of Tribuana university in Kalabahi were able to translate the text from Indonesian into English. However, they still found some difficulties in doing it. The difficulties or problems covered all aspects of translation problems, they are, lexical, syntactical, and cultural problems. In this research the problem in translating is in lexical and grammatical aspects.

Based on the discussion above, it can be concluded that the students' ability in translating narrative text from Bahasa Indonesia into English in the fifth semester at the English education study program of Universitas Bengkulu was mostly in level 3 or in adequate level. And the

students' problems in translating narrative text from Bahasa Indonesia into English in the fifth semester at the English education study program of Universitas Bengkulu were in lexical and grammatical aspects.

Conclusion and Suggestion

Conclusion

The researcher would like to draw some conclusions. It was showed that the fifth semester students of English education study program of Universitas Bengkulu were able to translate the narrative text from Indonesian into English. However, they still found some difficulties in doing it. The problems were in lexical and grammatical aspects. The students ability in translating narrative text from Bahasa Indonesia into English in the fifth semester at the English Education Study Program of Universitas Bengkulu in Academic Year 2019/20202 were mostly in level 3 or adequate. The students' problem in translating narrative text from Bahasa Indonesia into English in the fifth semester at the English education study program of Universitas Bengkulu in the academic year of 2019/2020 were in lexical and grammatical aspects. Lexical problems consisted of wrong choice of word, lack of vocabulary, and lack of ability to translate based on context. Grammatical problems consisted of the tenses and vocabularies.

Suggestion

This research still has many limitations and weaknesses. Therefore, The the result of the research will be different if it is conducted for varieties of subjects for example for the second semester student at English education study program. Or the next researcher is expected to do research about the ability in translating between male and female. Hopefully, the other researcher can give knowledge about translating Bahasa Indonesia text into English and it can be a reference for future researcher to conduct research with similar topic.

Umi, Zahrida, Gita　　　　　　*Translating Narrative Text From Bahasa Indonesia Into English: Student Teachers' Ability and Their Problems*

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| Umi, Zahrida, Gita | *Translating Narrative Text From Bahasa Indonesia Into English: Student Teachers' Ability and Their Problems* |

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Umi, Zahrida, Gita *Translating Narrative Text From Bahasa Indonesia Into English: Student Teachers' Ability and Their Problems*

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