Eight Grade Students Difficulties in Translating Narrative Text

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ABSTRACT

The objective of this research was conducted to find out the students' difficulties in translating narrative text to the eight grade students of SMP 7 OKU and to find out the factors that influence students' difficulties in translating narrative text to the eight grade students of SMP 7 OKU. To analyzed the data the researcher used test and questionnaire as an instrument. The methodology of this research was descriptive method. From the population, the researcher took all of ninth students as a sample, and the total number of population were 70 Students. The samples were taken by using purposive sampling. The students' mean scores 55.31 it meant that the eight grade students' difficulties at SMP 7 OKU was poor level in translating narrative text. The three aspects of the scoring translation scale, the researcher found that high difficulties were idea development ability with the total percentage was 42.09%. Based on the result of the questionnaire the researcher found the main factor that influence the students' difficulties in translating narrative text were teaching by using media the total of percentage score was 25.65%.
Key words: Difficulties, Translating, Narrative Text.

INTRODUCTION

Translation was complex process, involving linguistic, cultural and personal factor. Every translation activity has one or more specific purposes, and the main purpose of translation is to serve as a cross-cultural bilingual communication vehicle among peoples. In the past few decades, this activity has developed because of rising international trade, increased migration, globalization, the recognition of linguistic minorities, and the expansion of the mass media and technology. For this reason, the translator plays an important role as a bilingual or multi-lingual cross-cultural transmitter of culture and truth by attempting to interpret concepts and speech in a variety of texts as faithfully and accurately as possible.

Understanding a foreign language means learning about another language of native language of a country. It meant we learned how to translate our native language into foreign language or on the contrary. According to Machali (2012) translation is inseparable from why and how we tried to make other culture understood. It meant a translator should have more knowledge about other culture especially target language.

Silvana (2008) mention difficulties in translating was when someone who translated the text, but doesn't understand how to use adverb, verb, noun so that the sentence are not perfect. It meant translate text was not an easy task by students. There were various factors that influence in translating a text, one of them was the

lack of knowledge on source language (SL) and target language (TL) culture that will effect to the result of translation. This was a factor that could obstruct in translating text. Rini (2007, p.1) mention students still have difficulties in understanding the text and in restructuring it into good Indonesian language. They still need to do a lot of exercises in transferring the meaning of the words, group of words or sentences.

Master the rules of translation was one of the aspect that influence students' difficulties in translating narrative text. Thus they must master the rules of translation so that their translation was good. While in translation a text, students should pay attention to the rules of translation and to be able to translate the text well the students have to know the background of language.

Most of the students less understanding in translating text such as they couldn't know the key meaning text clearly and they still have difficulty to comprehend the text and the English teacher stated that most of the students seemed had difficulties in understanding narrative text. These difficulties could be caused by the fact that students have lack vocabulary, less comprehend about grammar, and also students couldn't find the main idea of text so the students still less comprehend what they would master.

Research Questions

The problems of this research formulated in the following question

1. What were the students' difficulties in translating narrative text to the eight grade students of SMP 7 OKU?
2. What were the factor that influence students' difficulties in translating narrative text to the eight grade students of SMP 7 OKU?

LITERARY REVIEW
Concept of Difficulties

Nurgiyantoro (2010, p. 194) state that the difficulty is about as much as easy or not the material or the item for the students that measured in learning process. Difficulties meant have an area of weakness in understanding the narrative text.

Learning difficulty was intrinsic to the individual and may affect learning and behavior in any individual, including those with potentially average, average or above average intelligence (Krishnamurti, 2013). Difficulty was one of the important parts in the activities which forgotten by some people when they want to get something to do their activities.

In this research difficulties meant problem that were not easy which one the students had weakness made by eight grade students of SMP 7 OKU.

Concept of Translation

Hansen (2010, p.385) state translations are created in communicative situations which are defined by pragmatic conditions like sender, receiver, time, place and purpose of the translation, and also by cultural backgrounds and norms that may differ for ST and TT. Translation was one of the most important skills that should be learned and developed by the students. It was important to have the translation skill because translation was ultimately human activities which enable human being to exchanged ideas and thoughts regardless of the different language use. In order to be able to translate well, a person should be mastered both the language and fully understand and be familiar with the subject matter that would be translated.

Translation can be defined as a process that was not only looking for the equivalent meaning from the source

language to the target language, but the culture embedded in it also must be understood to make the product of translation readable, accurate, and natural (Hartati, 2013).

Catford (as cited in Choliludin, 2007, p.7) state that translation is an operation performed on languages: a process of substituting a text in one language for a text on another, translation must make use of a theory of language, general linguistic theory.

Based on the explanation above it could be concluded that, translation was a process that transfer the source language to the target language without change the meaning.

Concept of Narrative Text

Narrative text was the paragraph tell about events when something happened (Oshima And Hogue, 2007). The text tell about what happened first in beginning of the story, what happened next in middle of the story, what happen after that in the end of the story, and soon.

Narrative text included fable (Moral stories, usually about animal, making them seem like human beings), fairy tale (children's stories about fairies, princess, giants, etc), legend (stories from the past which may not be based on fact), folk tale (traditional stories passed down from one generation to the next).

Narrative text can have as the many paragraph as the researcher wants. According to Sudarwati & Grace (2007, p.62) state the purpose of narrative text was to amuse or entertain the readers with actual or imaginary experiences in

difference ways. Furthermore, Astuti (2010, p. 105) mention the structure of a narrative:

1.1 Orientation

It set the scene and mood, introduces characters and includes when, where, who, or what.

1.2 Complication

It is the dilemma or problem which disrupts the normal life or comfort of the characters and causes a sequence of interesting events.

1.3 Sequence of events

It is triggered by the complication and may include:

− A description of events as they happen: first/next/later/after.

− Sequence of events particular to each other: while/as/meanwhile/when.

− A combination of sequences.

− Further complications.

1.4 Resolution

It is a climax or ending where the problem is resolved.

Based on the definition above the researcher concluded that, narrative text was a kind of text that tell a story in the past.

The Procedure of Translation Process

In this process was not simply translating each word or phrase in the TL, but it was looking for the equivalence of meaning or message in the SL to be transferred into TL. Nida's model of the translation process (Nida as cited in Bassnett, 2002)

Figure.1 Diagram of the translation process
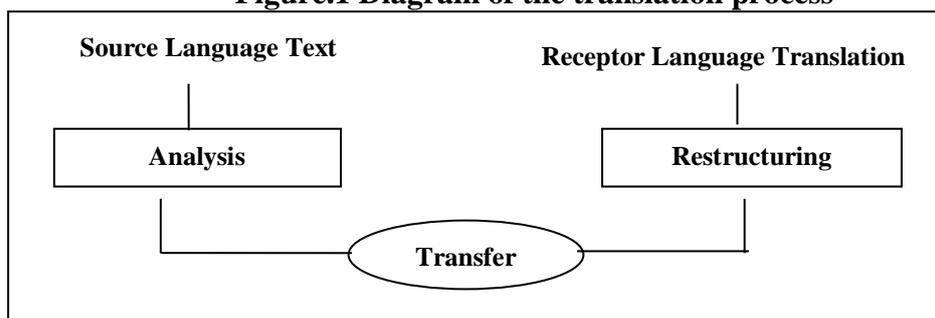
The procedure of translating the text, there were some steps in process of translating text:

1.1 Understanding the meaning or messages of source language text in SL.
   This step was to understand the meaning of the SL. The translator might need the dictionary to look up for the difficult words/phrases/construction.

1.2 Looking for an equivalent meaning or message in the TL
   This step was to look for the equivalence of meaning/message in Indonesian

1.3 Restructuring this equivalence meaning or message in the TL into an accepted from the text in the TL.
   This step was to restructure the sentence into the nearest equivalence meaning in the TL.

Factors That Influence Students' difficulties in Translating

In this research the researcher made the questionnaire by using theory of Rusman. According to Rusman (2012:124) there were some factors that influence students learning, include:

Method are Used in Teaching

Method of learning was the way that use of teachers to organizing the classroom generally or presenting learning materials specially. In choosing a particular method, the teacher might use special techniques to ensure more effective learning. Method in the plan of language teaching that was consistent with theories.

Teaching by Using Media

According to Hamalik (2001, p.16) stated that media used in order to improve and enhance the quality of teaching and learning process. Several advantages of using media are: learning process becomes more attractive, transferring the material become easier, the teacher's role may change toward more positive and productive.

Competition

Competition occurred between students, usually to be the best in class, to get the highest score, to be the most active student, and most diligent. It is good for some, but will create "the loser" in student association for the students that do not have motivation to complete.

Evaluation

According to Hamalik (2001, p.146) stated that evaluation was an effective series that are designed to measure a teacher's success in delivering learning material and to see the progress of student learning.

Using Rewards and Punishment

Using rewards and punishment were the external factors that are powerful enough to motivate students to study harder and get a higher score.

Situation and Condition of Learning Environment

It was one of some factors that influence students' learning. Researcher wanted to know about factors that students learning process, researcher designed the questionnaires by using these theory in order to answer the second question about what were the factors that influence students' able or not in getting detail information and conclusion from a descriptive text.

METHODOLOGY

In this research the researcher used a descriptive method. This method was selected because it was most appropriate method in describing the facts and data obtained from the research. In doing this research, the researcher took some steps. First the researcher took the sample of investigation. The researcher gave test to the sample, after that the result of the test was collected and analyzed.

FINDINGS

Result of the Students' Test

From the result of students' test, it was found the score of translating test. The mean of the score of translating Test of R1 was (54.8), while R2 was (55.83). Therefore, the students' score distribution showed that there were no students who gained score 80-100 in level very good, 29 students (41.43%) who gained score 60-79 in level good, 39 students (55.71%) who gained score 30-59 in level poor and 2 students (2.86%) got score $\leq$ 29 in level fail.

Students' Difficulties In Translating Narrative Text

There were three aspects that were analyzed in this research they were:

Idea Development

The eight grade students of SMP 7 OKU had average level in idea development of translating. It meant that several students had some problems in idea development. The researcher found that percentage of students' idea development from rater 1 was 42.3%, and from rater 2 was 41.88 %. The total percentage of students' idea development was 42.09 %.

Elaboration

In this aspect, the students had been average level in elaboration. Each paragraph was less coherent; the students had awkward writing style, points were general and errors had found in the result of their translating. The researcher found that the percentage of students' elaboration from rater 1 was 39.0%, and from rater 2 was 39.60%. The total percentage of students' elaboration was 39.3%.

Mechanic

In this aspect, there were critical errors in interfering with comprehension that was found in the students' translating in narrative text. It could be concluded that most of the students have a good comprehension in mechanics of translating. The researcher found that the percentage of students' mechanics from rater 1 was 18.7%, and from rater 2 was 18.52%. The total percentage of students' mechanic was 18.61%.
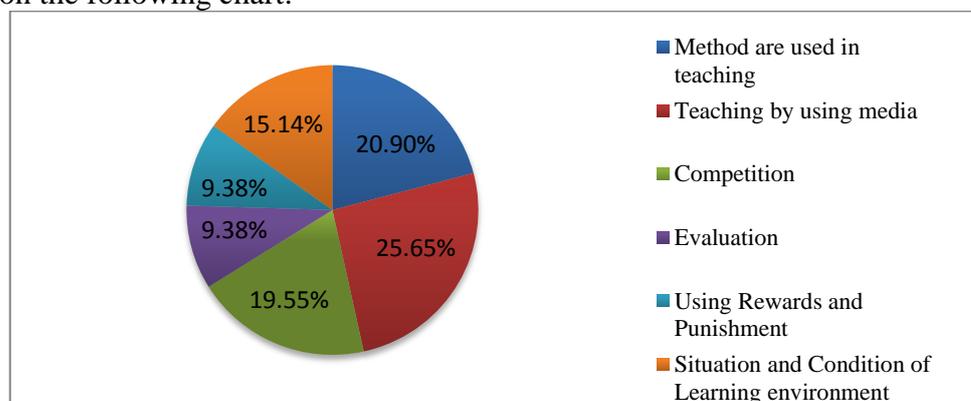
The Result of Questionnaire

To know the factors that influence the students' difficulties in translating narrative text, the researcher took individual answer from the questionnaire.

Table 1
The Percentage of Questionnaire

No	FACTORS	Total Score		Percentage	
		Yes	No	Yes	No
1	METHOD ARE USED IN TEACHING	185	95	20,90	18,45
2	TEACHING BY USING MEDIA	227	123	25,65	23,88
3	COMPETITION	173	107	19,55	20,78
4	EVALUATION	83	57	9,38	11,07
5	USING REWARDS AND PUNISHMENT	83	57	9,38	11,07
6	SITUATION AND CONDITION OF LEARNING ENVIRONMENT	134	76	15,14	14,76
	Total	**885**	**515**	**100**	**100**

The distribution result of students' percentage score of questionnaire could be seen on the following chart:

Based on the result of questionnaire, it could be interpreted that there were six factors which influenced the eight grade students' difficulties in translating narrative text at SMP 7 OKU. They were method are used in teaching, teaching by using media, competition, evaluation, using rewards and punishment, and situation and condition of learning environment.

CONCLUSIONS

Based on the result of data analysis, the researcher concluded that the mean score of students' difficulties in translating narrative text was 55.31. It meant that more than 50% students as sample who gained score in poor level. The researcher also analyzed the students' difficulties in translating narrative text based on three aspects of the scoring translation scale, the researcher found that high difficulties was idea development with the total percentage was 42.09%. So the researcher concluded that the eight

students were not able enough in translating narrative text.

The main factor that influenced the students' difficulties in translating narrative text to the eight grade students of SMP 7 OKU was teaching by using media was very high percentage score of questionnaire, it was 25.65%.

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