

**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**

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**Abstract:** The research is about an analysis of difficulties in translating narrative texts from Indonesian into English on seventh semester students of the English education study program of Universitas Muhammadiyah Kotabumi. This research aims to find out what are the difficulties of students in translating narrative texts from Indonesian into English in seventh semester students of the English education study program at Universitas Muhammadiyah Kotabumi. This research uses a qualitative method. The source of data in this research is seventh semester students of English education study program. For data collection techniques, researchers used tests, interviews and questionnaires. To analyze the data, the researcher used the theory of Miles & Huberman, Saldana which consists of three steps namely data condensation, data display, conclusion drawing or verification. The result of this study is that students experience difficulties in linguistic aspects, namely grammar there are 51 errors or 17%, vocabulary 94 errors or 31%, meaning 78 errors or 26% and context 77 errors or 25%. So it can be concluded that the highest errors in linguistic aspects are in lexical (vocabulary), morphological (meaning), textual (context), and syntax (grammar). So it can be concluded that students have difficulty in translating texts from Indonesian to English on linguistic aspects such as grammar, vocabulary, meaning and context.

**Keywords:** Students difficulties, translating, narrative text.

**Abstrak:** Penelitian ini tentang analisis kesulitan dalam menerjemahkan teks naratif dari bahasa Indonesia ke dalam bahasa Inggris mahasiswa semester tujuh program studi pendidikan bahasa Inggris di Universitas Muhammadiyah Kotabumi. Penelitian ini bertujuan untuk mengetahui apa saja kesulitan mahasiswa dalam menerjemahkan teks naratif dari bahasa Indonesia ke dalam bahasa Inggris pada mahasiswa semester tujuh program studi pendidikan bahasa Inggris universitas muhammadiyah kotabumi. Penelitian ini menggunakan metode kualitatif. Sumber data pada penelitian ini adalah mahasiswa semester tujuh program studi pendidikan bahasa Inggris. Untuk teknik pengumpulan data, peneliti menggunakan tes, wawancara dan kuesioner. Untuk menganalisis data peneliti menggunakan teori Miles & Huberman, Saldana yang terdiri dari tiga langkah yaitu kondensasi data, display data, penarikan kesimpulan atau verifikasi. Hasil dari penelitian ini adalah bahwa mahasiswa mengalami kesulitan pada aspek linguistik yaitu tata bahasa terdapat 51 kesalahan atau 17%, kosakata 94 kesalahan atau 31%, makna 78 kesalahan atau 26% dan konteks 77 kesalahan atau 25%. Sehingga dapat disimpulkan bahwa kesalahan tertinggi pada aspek linguistik terdapat pada leksikal

(kosakata), morfologi (makna), tekstual (konteks), dan sintaksis (tata bahasa). Jadi dapat disimpulkan bahwa mahasiswa mengalami kesulitan dalam menerjemahkan teks dari bahasa Indonesia ke bahasa Inggris pada aspek kebahasaan seperti tata bahasa, kosakata, makna dan konteks.

***Kata kunci:*** Kesulitan mahasiswa, menerjemahkan, teks naratif.

## **I. INTRODUCTION**

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.

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.

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."

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.

While the formulations of the problem as follows 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.”

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.

## **II. METODE**

This research uses a qualitative method. Because the researcher does not apply any treatment and experiment in the research. Sugiyono (2013, p.7) state that the qualitative research method is new because this study has only recently become prominent. This philosophy, known as positivism, also contains artistic elements. Because the research findings are largely about the interpretation of field data, this method is known as the interpretive method. Based on the explanation above, the researcher use a purposive sampling technique to take samples based on several considerations and detailed criteria. Sugiyono (2013, p.85) states that purposive sampling is a method for taking samples depending on several factors and has certain

requirements. Researcher take a sample of several students consisting of seventh-semester English students who are indicated to have difficulty in translation narrative text at Universitas Muhammadiyah Kotabumi. In this research, the population that will be used class of the English Education Study Program of Universitas Muhammadiyah Kotabumi with a total of 33 students and the technique of collecting data, researchers used test, interview, and questionnaire. In this research, researcher used two ways to validity of data. To increas the level in qualitative research, the researcher used triangulation and expert judgment. The purpose of validity data is to establish the degree of confidence in the accuracy of research findings and connect data with relevant empirical evidence. Test, interview and questionnaires are the research tools used in this study for researcher instrument.

## **III. RESULT AND DISCUSSION**

### **Result**

In this research, data collection was carried out on Tuesday, October 17, 2023. The research subjects were 33 students seventh semester of the English education study program. The researcher analyzed students' difficulties in translating narrative texts and solutions to overcome them.

In the data analysis technique, the researcher conducted a process related to student mistakes based on four categories, namely, lexical (vocabulary), syntactic (grammar), morphology (meaning), and textual (context) mistakes. The first stage includes activities to identify the text, and errors made by students. Second, the description stage includes activities to describe the characteristics or mistakes made by students that have been identified previously. Third, the correcting stage includes activities to correct students' mistakes in translating narrative texts. Furthermore, the explanation stage includes activities to explain student mistakes in translating narrative texts. By the question of what are the students' difficulties in translating narrative text from Indonesia into English on the seventh semester of students of the English education study program of Universitas Muhammadiyah Kotabumi.

Furthermore, in conducting the analysis, the researcher conducted coding activities as explained in the previous chapter to help researchers more easily conduct the analysis. After documenting this data collection technique, the researcher classified the data into several types of research subjects' difficulties in translating narrative texts, including: grammar, vocabulary, meaning, and context.

Based on explanation above, students have mistakes in linguistic aspects, namely

grammar there were 51 mistakes or 17%, vocabulary 94 mistakes or 31%, meaning 78 mistakes or 26% and context 77 mistakes or 25%.

So it can be concluded that the highest mistakes in linguistic aspects is in lexical (vocabulary), syntactic (grammar), morphology (meaning), and textual (context), which means that English language education students in the seventh semester of Universitas Muhammadiyah Kotabumi have difficulties in translating narrative text.

## **Discussion**

In this research, based on the results of interviews with students related to difficulties in linguistic aspects, students answered that they had difficulties in linguistic aspects, namely in the lexical aspect (vocabulary), namely having difficulty in translating idiomatic phrases and difficulty in interpreting the entire sentence even though they understood the meaning per word. Then in the syntactic aspect (grammar), namely having difficulty in composing text in English, students also have difficulty in using/choosing the right words to form a sentence because of the different structures of Indonesian and English. Furthermore, in the aspect of morphology (meaning) namely, students have difficulty when finding new word formations in the text that give changes to

the word or meaning in the text. And finally in the aspect of textual (context), namely students have difficulty understanding the textual meaning in narrative texts. So it can be concluded that students of the seventh semester of the English education study program of Universitas Muhammadiyah Kotabumi had difficulties in the linguistic aspect.

Furthermore, based on the results of the data collected through the questionnaire and the explanation above related to students' difficulties in translating narrative texts in linguistic aspects, students of the seventh semester of the English education study program of Universitas Muhammadiyah Kotabumi had difficulties in that aspect.

And the last, in this research the researcher uses students' narrative text documents as data to be analyzed by the researcher. In the end, the researcher decided the conclusion about what difficulties the students experienced in translating the narrative text described above. Students' errors are divided into 4 types, namely lexical (vocabulary), syntactic (grammar), morphology (meaning), and textual (context). Based on the research findings above, the researcher found several student mistakes which means that the students have difficulties in the above aspects. The researcher found several mistakes in sentences in different types of

students in translating narrative texts. In detail, the researcher found 51 in the grammar aspect, 94 in the vocabulary aspect, 78 in the meaning aspect, and 77 in the context aspect. After analyzing the data, it turns out that it is true that the seventh semester English language education students of Universitas Muhammadiyah Kotabumi do all types of aspects put forward by Nida and Taber (1969).

The research findings in Table 6 show that the highest number of mistakes made by students of the seventh semester of the English education study program at Universitas Muhammadiyah Kotabumi are in the grammar aspect, namely 51 mistakes. In this mistake, students use the infinitive (Verb 1) more than the past form (Verb 2) and the sentence structure is less precise.

Table 7 shows that the second mistakes made by students of the seventh semester of the English education study program at Universitas Muhammadiyah Kotabumi are in the vocabulary aspect, namely 94 mistakes. An example of this mistakes is the wrong choice of vocabulary, and pronoun. Table 8 shows that the mistakes made by students of the seventh semester of the English education study program at Universitas Muhammadiyah Kotabumi are in the aspect of meaning, namely 78 mistakes. And the last table 9, shows that the mistakes made by students of the seventh semester of the English

education study program at Universitas Muhammadiyah Kotabumi are in the context aspect, namely 77 mistakes.

Based on the results of previous study was conducted by Hastuti (2020) with the title "Students Difficulties in Translating Narrative Text From English Into Indonesia at IAIN Bukit Tinggi". In this research, the researcher revealed that the most frequent student errors when translating the highest narrative text were in linguistic factors, namely 55% and nonlinguistic factors 52%.

Based on the explanation of interviews with students, and based on the results of the questionnaire, and based on previous study, this research have similar in the aspects studied, namely in linguistic aspects. However, there are differences in the results of the research. In this study, the researcher revealed student mistakes in linguistic aspects, namely grammar there were 51 mistakes or 17%, vocabulary 94 mistakes or 31%, meaning 78 mistakes or 26% and context 77 mistakes or 25%. So it can be concluded that the highest mistakes in linguistic aspects is in lexical (vocabulary), syntactic (grammar), morphology (meaning), and textual (context), which means that English education students in the seventh semester of Universitas Muhammadiyah Kotabumi have difficulties in translating narrative text.

#### **IV. CONCLUSION**

Based on the explanation above, students have a low understanding of the structure of sentence formation, especially in tense, verb and pattern in grammar. The tense should use verb 2 or past tense. So they have difficulty in grammar. Furthermore, based on the data shown in the table above, it can be seen that most of the seventh semester of English education students at Universitas Muhammadiyah Kotabumi made many mistakes in translating narrative texts, namely in grammar, vocabulary, meaning and context. These mistakes prove that they have difficulty in translating narrative texts from Indonesian to English.

Based on the conclusions above and the results of the analysis in the previous chapter presented by the researcher, there are suggestions addressed to all lecturers who teach English, especially at Universitas Muhammadiyah Kotabumi related to the practice of translating narrative text from Indonesian to English. Lecturers are expected to pay more attention to students and be more innovative in providing teaching so that when doing the translation process students are motivated not to always use Google Translate. Such as providing information, and explanations of types, strategies or methods in translation courses that can make students interested in translating texts, this method might be able

to overcome students' difficulties in translating narrative texts from Indonesian to English.

There are also suggestions for other researchers. It is suggested that other researchers be able to investigate more what difficulties students experience in translating narrative texts from Indonesian to English and how to overcome them.

There are also suggestions for English students, especially at Universitas Muhammadiyah Kotabumi. Students are expected to be more active and enthusiastic in learning and understanding grammar and enriching vocabulary, so that it is easier when translating texts, such as narrative texts.

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