

## **An Analysis of Students' Narrative Text Translation from English to Indonesian at the Tenth Grade Students of SMA Pangeran Antasari**

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### ABSTRACT

This research aims to explore the diverse translation method strategies utilized by students in the tenth grade at SMA Pangeran Antasari. The study was conducted using a qualitative descriptive methodology. Participants included tenth-grade students from SMA Pangeran Antasari. The research employed two tools: the initial test involved the translation of English texts into Bahasa, while the subsequent questionnaire comprised ten questions. During the examination of translation techniques, the study applied the translation method framework as proposed by Newmark. The outcomes indicated that students employed merely four distinct methods to translate the texts. The approaches to translation adopted in this study encompass Literal Translation, Faithful Translation, Word-for-Word Translation, and Free Translation. Data examination demonstrates that among the 10 participants, Literal Translation and Faithful Translation were the primary translation methods used. Conversely, Word-for-Word Translation and Free Translation served as the secondary techniques. These findings suggest a diverse application of translation methods by the students on the narrative text

## **INTRODUCTION**

Language development and human experience are deeply interconnected, evolving simultaneously throughout human history. Individuals express their emotions, thoughts, and concepts through the medium of language, which serves as the primary tool for interpersonal communication. Without language, dialogue among humans would be unfeasible. The world hosts a multitude of languages, among which English stands as a predominant global tongue. Its status as an international language facilitates communication across different cultures. Additionally, in the context of modern education, English holds considerable importance due to the predominance of new scholarly materials being published in this language during the era of globalization. Publications such as journals, magazines, and books predominantly utilize the English language. Consequently, proficiency in English is crucial for advancing our comprehension and addressing the demands posed by globalization. Jon et al. (2021) assert that in Indonesia, from elementary through tertiary levels, English is the primary foreign language instruction across all educational platforms. Ali (2022) notes that during the educational process, students are instructed in four key English skills: listening, reading, speaking, and writing, which are inseparable and integral to their learning. A translation method constitutes a systematic approach to translating various text types. Hatim and Munday (2019) emphasize that translators utilize various techniques to transform text from its source language into the target language, with the objective of conveying equivalent meanings. In his work, Newmark (1988:45) enumerates eight specific translation methods, which include word-for-word, literal, faithful, semantic, adaptive, free, idiomatic, and communicative approaches. These translation methods are described by Newmark in the following manner.

### **a. Word for Word Translation**

A word-for-word translation approach involves understanding the structural details of the source language or examining intricate texts before initiating the translation process. This approach maintains the original sequence of words while each term is individually translated into its most frequent equivalents, often resulting in a loss of contextual accuracy.

### **b. Literal Translation**

Literal translation, a method of translation, entails converting the source language's grammatical structures into their closest equivalents in the target language. The vocabulary items are translated individually and without contextual consideration. Therefore, with this method, each word is directly translated from the source language to the target language by the translator.

### **c. Faithful Translation**

A translation method that is faithful seeks to accurately reproduce the exact contextual meaning of the source material while conforming to the grammatical structures of the target language. In these translations, the translator is tasked with conveying the original language's meaning to reflect the author's intended message. This approach ensures that culturally specific terms are effectively conveyed and that any grammatical and lexical variations from the source language are preserved in the translation.

d. Semantic Translation

The semantic translation method might replace culturally specific terms of lesser importance with neutral alternatives or third-party functional equivalents, instead of utilizing cultural counterparts. Additionally, it might introduce minor adaptations for the benefit of the readership. The translation method, known for its adaptability over literal approaches, maintains aesthetic value while preserving the faithful meaning and context of the original text from the source language.

e. Adaptation Translation

Among translation methods, adaptation is noted for its exceptional flexibility. This technique is predominantly utilized in translating literary forms, including poems, comedies, short stories, and various other narratives. Here, the cultural elements of the original language are transformed to align with those of the target language, necessitating a comprehensive rewriting of the text.

f. Free Translation

The translation method known as free translation focuses on conveying the content in the target language, emphasizing the message while not following the original text's form or stylistic elements. The method aims to deliver a faithful representation of the substance rather than a strict structural or stylistic adherence to the source material. This approach typically results in a paraphrase that extends significantly beyond the length of the source text.

g. Idiomatic Translation

The idiomatic translation method faithfully conveys the core message of the source material while occasionally altering nuances by incorporating colloquial expressions and idioms absent from the original text.

h. Communicative Translation

The goal of communicative translation is to precisely convey the contextual meaning of the source content. This approach ensures that both the essence and the language are easily accepted and understood by the readership. An expository narrative is a type of text that describes a sequence of events encountered by a person or a character, according to research by Knapp and Watkins (2005) and Gerot and Wignell (1994). This character could be a human, an animal, a plant, or an inanimate object, as explained in the studies by Christie and Derewianka (2010), Knapp and Watkins (2005), and Emilia (2011). It is acknowledged that narrative texts generally consist of fictional stories designed mainly to captivate and entertain their readers. The investigation determined the text to be a work of fiction, representing either an individual's creative fabrication or a collective invention without verification of its authenticity. From a technical perspective, this category of text often sequences events in a chronological order and typically features characters, themes, and a narrative structure. It is characterized as a compilation of interconnected occurrences depicted through written or spoken narratives, and possibly accompanied by images or video.

The study revealed, as conveyed by an English instructor at SMA Pangeran Antasari during an interview, that a significant number of students find text translation challenging due to the subjective nature of the translation method. Furthermore, the educator highlighted that the low translation

proficiency among students is largely attributable to their disinterest in English studies. This disinterest in the language markedly impedes their success in translation endeavors. Research indicates that students typically focus on literal word-for-word translation within the designated translation method. They often overlook the importance of employing appropriate translation techniques, show reluctance to engage with lengthy texts, and feel embarrassed to seek help when faced with challenges. Moreover, the objectives and benefits of their educational endeavors are often ignored. This lack of consideration demonstrates a disengagement from the students throughout the learning process.

To evaluate the efficacy of the translation method used by tenth-grade pupils at SMA Pangeran Antasari, researchers asked a simple question about their reluctance to study English. Students were required to express their reasons for disliking English language studies. It was observed that these students often produced translations with inaccurate meanings. This issue predominantly arose from their inability to locate corresponding meanings in the target language (Indonesian) from the source language (English). Following the introductory overview, the researcher's interest lies in examining the techniques employed by students for converting English narrative texts into Indonesian. By studying their translation methods, insights into the challenges faced by these students and the effective strategies applicable at the Senior High School level will be revealed. This research primarily focuses on the approaches used for translating by Tenth Grade Students at SMA Pangeran Antasari, emphasizing their techniques in converting narrative texts from English into Indonesian.

## **LITERATURE REVIEW**

Budianto and Fadhani (2010, P. 3) said that translation is a natural translation that flows as if original written in the target language from the grammar and vocabulary contained in the translation are not strange and not awkward. Therefore, in translating a person must ensure that he or she has received some considerations in making multiple adjustments to the target language context in sequence in order to produce a good and natural translation.

According to Newmark (1988:45) there are eight types of translation method: word for word translation, adaptation, literal translation faithful translation, semantic translation, adaptation translation, idiomatic translation, and communicative translation.

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.

## **METHODOLOGY**

### **Research Design**

The research methodology adopted for this study is a qualitative descriptive approach. Sugiyono (2010) explains that this translation method involves resolving problems by analyzing the circumstances related to the research subject, based on empirical evidence. It involves gathering information primarily in textual format, as opposed to numerical data. In this study, the investigative approach employed is the descriptive method, as it aims to elucidate the information gathered. The investigation falls within the qualitative research domain, as it involves analyzing data to address a specific issue. Using qualitative methodologies allows for a comprehensive examination of the phenomenon from the perspective of remote learners.

### **Setting of the Research**

The investigation will be conducted at SMA Pangeran Antasari. The choice of SMA Pangeran Antasari for this study is due to the students' inadequate skills in the translation method, which is mainly caused by a widespread lack of enthusiasm for English education among the students.

### **The Subject of Study**

This study centers on senior high school sophomores. The decision to select sophomores as participants stems from the fact that the curriculum for this grade includes the study of narrative texts. For the purposes of this investigation, a cohort of 10 students from the tenth grade was utilized as the sample. The choice of this specific group is relevant due to their current academic engagement with the translation method.

### **Data Source**

Data compilation stems from a story named "Batu Badaun," taken from the Pathway To English textbook intended for tenth-grade learners following the K13 curriculum. The outcomes of this research will be recorded in a structured written document. It will delineate the outcomes of the evaluation concerning the various translation method employed within the narrative text.

### **The Instrument of Data Collection**

To gather significant data, the researcher employed tests and questionnaires as tools. Bahri (2018:92) describes the questionnaire as a method for collecting data where the respondent is presented with questions or written statements to answer. Anas Sudijono (2015: 67) posits that an examination serves as a procedure or technique associated with the assessment and measurement processes. This involves assigning tasks to students, enabling evaluators to ascertain values derived from the acquired data, which reflect student conduct or accomplishments. These results are then benchmarked against those of peers or predefined standards, ensuring a comparative analysis of performance.

In the research, the examination applies a specific assessment to ascertain the translation method utilized by students when converting English passages into Indonesian. The data collection instrument is the questionnaire, which utilizes questions and statements. This method allows researchers to recognize and solve the difficulties encountered by students in the translation method of narrative texts from English to Indonesian.

### **The Procedure of Collecting Data**

The collection of information will be carried out utilizing defined procedures throughout a seven-day period. The planned methodologies are outlined as follows:

1. Distribution of narrative text documents to students will be initiated by the research team.
2. Students will be instructed by the researchers to engage with the text for an initial period of 15 minutes.
3. Subsequently, students will be directed by the research team to employ the translation method on the entire text.
4. A time constraint of 30 minutes will be imposed for the completion of the text translation.
5. Upon completion, the researchers will retrieve the translated documents from the students.
6. A questionnaire will then be distributed to each student by the researchers, who will request its completion.
7. Finally, the completed questionnaires will be collected, and the researchers will analyze the outcomes to draw conclusions.

### **The Technique of Data Analysis**

The method employed for analyzing data in this study involved the interactive model as described by Miles, Huberman, and Saldana in 2014. This method, utilized by the researchers, entails the collection, organization, and presentation of data without the application of statistical techniques or calculations. In their approach to the translation method, researchers adopted a qualitative framework, emphasizing the non-statistical nature of the analysis process. Miles, Huberman, and Saldana's (2014) method serves as the foundational technique for this analysis.

#### **1. Data Condensation**

Data condensation involves the methodical narrowing, streamlining, abstracting, and modifying of data from comprehensive records of field notes and responses gathered via surveys. It is concluded that this reduction of data transpires once the investigators carry out interviews and collect documented data on-site, which is subsequently categorized to pinpoint the essential research focus as determined by the investigators.

#### **2. Information Presentation**

In the process of research, the presentation of information involves organizing and synthesizing data to derive meaningful conclusions. The systematic arrangement of data assists in comprehending the research context through a detailed examination. Following the condensation of data, the findings are articulated descriptively. In this investigation, the researchers utilize a narrative format to convey the content. Such an organized presentation of data enhances clarity, providing a comprehensive view of the procedures and outcomes associated with the implemented actions.

#### **3. Conclusions Drawing**

In the final phase of their investigation, the scholars engage in formulating conclusions. This process initiates with the gathering of unstructured insights and systematic documentation of explanatory regularities and causal

frameworks. Ultimately, this leads to the synthesis of the collected information, culminating in the derivation of comprehensive conclusions by the researchers.

## RESULTS AND DISCUSSION

In this study, scholars implemented a systematic inquiry wherein they amassed data through the enlistment of tenth-grade pupils from SMA Pangeran Antasari for participation. Data acquisition occurred via the utilization of dual tools: evaluation of narrative text and administration of a survey concerning the challenges encountered by students during the application of the translation method.

During the data gathering phase, ten tenth-grade students participated in a study where they were required to translate provided texts and complete a questionnaire containing multiple inquiries. The researchers identified prevalent translation methods used by the students, along with their reactions and explanations concerning the challenges they faced during the translation process. According to Newmark (1988:45), eight unique translation methods are recognized: word-for-word, literal, faithful, semantic, adaptation, free, idiomatic, and communicative translations. This research details the different translation methods used by the students, based on Newmark's theoretical model from 1988. Furthermore, it details the responses from the students' questionnaires, which explore the challenges they encountered during the translation process and the reasons behind these difficulties.

Table 1. Methods Used by Students

No	Student's Name	The Methods Used By The Students	
		Paragraph 1	Paragraph 2
1.	Dinda (1 <sup>st</sup> Student)	Literal Translation	Faithful Translation
2.	Calvin (2 <sup>nd</sup> Student)	Word for Word Translation	Faithful Translation
3.	Yohana (3 <sup>rd</sup> Student)	Literal Translation	Faithful Translation
4.	Kris Evraim (4 <sup>th</sup> Student)	Free Translation	Free Translation
5.	Muhammad Khairul (5 <sup>th</sup> Student)	Literal Translation	Faithful Translation
6.	Virin (6 <sup>th</sup> Student)	Word for Word Translation	Word for Word Translation
7.	Dhiny (7 <sup>th</sup> Student)	Literal Translation	Faithful Translation
8.	Tasya (8 <sup>th</sup> Student)	Word for Word Translation	Word for Word Translation
9.	Rusmalia (9 <sup>th</sup> Student)	Literal Translation	Free Translation
10.	Asyuar (10 <sup>th</sup> Student)	Literal Translation	Faithful Translation

## The Kinds of Translation Method Used by The Students

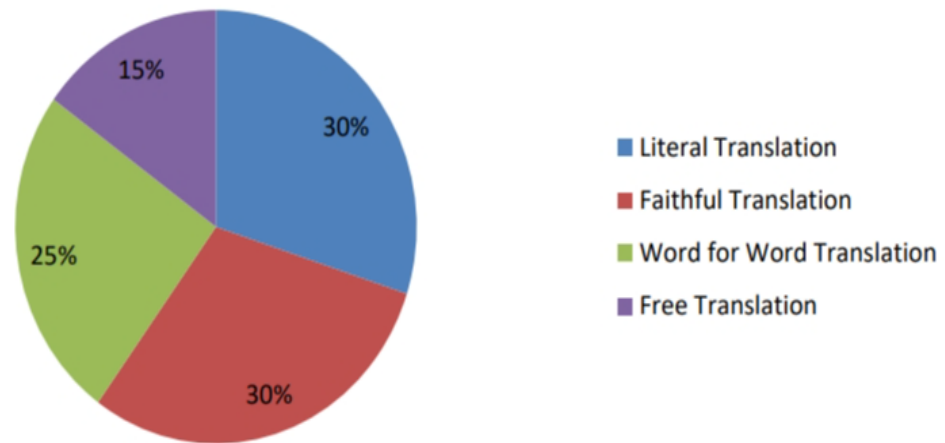


Figure 1. The Kinds of Translation Used by the Students

### Literal Translation (30%)

A literal translation strikes a balance between word-for-word translation and free translation. At the outset, a precise literal translation could entail translating each word individually. Nonetheless, the translator must then adjust the arrangement of words in the resulting text. This adjustment often becomes necessary when the grammatical construction of the source language diverges from that of the translation method utilized in the target language.

The case study revealed that the following instance utilized a specific translation method:

- Dinda (Paragraph 1)

SL: "A long time ago, on Tanimbar Island, Maluku, there lived a widow and her two children, a boy and a girl."

TL: "Dahulu kala, di Pulau Tanimbar, Maluku, disana hiduplah seorang janda dan dua anaknya, seorang anak laki-laki dan seorang anak Perempuan."

The student utilizes the Literal Translation method in the analyzed sentence. This technique is distinguished by avoiding the translation of each word individually. Instead, the student strives to render the text as faithfully to the source language as possible. For instance, the phrase "A long time ago" is translated not strictly word-for-word, but rather according to the student's comprehension of the overall meaning.

- Yohana (Paragraph 1)

SL : "A long time ago, on Tanimbar Island, Maluku, there lived a widow and her two children, a boy and a girl."

TL : "Dahulu kala, di Pulau Tanimbar, Maluku, disana hiduplah seorang janda dan dua anaknya, seorang anak laki-laki dan seorang anak Perempuan."

In this case, the Literal Translation method was utilized by the student as the translation did not rely on a word-for-word approach. Instead, it focused on preserving the core meaning and structural integrity of the source text within the target language. The phrase "A long time ago," for example, was translated not by adhering strictly to each word, but by capturing the overall meaning as perceived by the student.

- Muhammad Khairul (Paragraph 1)

SL : A long time ago, on Tanimbar Island, Maluku, there lived a widow and her two children, a boy and a girl.

TL : Dahulu kala, di Pulau Tanimbar, Maluku, disana hiduplah seorang janda dan dua anaknya, seorang anak laki-laki dan seorang anak Perempuan.

In this instance, the student has applied the Literal Translation method. This approach does not involve translating lexical items in isolation; rather, the student has endeavored to retain the essence of the original text in the translation. For instance, the phrase "A long time ago" was not rendered verbatim but interpreted based on the student's comprehension.

- Dhiny (Paragraph 1)

SL : "A long time ago, on Tanimbar Island, Maluku, there lived a widow and her two children, a boy and a girl".

TL : "Dahulu kala, di Pulau Tanimbar, Maluku, disana hiduplah seorang janda dan dua anaknya, seorang anak laki-laki dan seorang anak Perempuan."

In this instance, the Literal Translation method is utilized by the student. Instead of focusing on a direct word-for-word translation, she endeavors to preserve the core meaning of the source text as precisely as the target language permits. This strategy is apparent in her translation of the phrase "In the distant past," where she avoids a straightforward lexical replacement and instead conveys the wider historical significance suggested by the original text.

- Rusmalia (Paragraph 1)

SL : "A long time ago, on Tanimbar Island, Maluku, there lived a widow and her two children, a boy and a girl."

TL : "Dahulu kala, di Pulau Tanimbar, Maluku, disana hiduplah seorang janda dan dua anaknya, seorang anak laki-laki dan seorang anak Perempuan."

In this instance, the student employed the Literal Translation method as she did not opt for a word-for-word rendition but rather aimed to retain the original's essence in the translation. For instance, the phrase "A long time ago" is interpreted based on her comprehension rather than translating each specific word, demonstrating her adherence to the intended meaning rather than the literal lexical components.

- Asyuar (Paragraph 1)

SL : "A long time ago, on Tanimbar Island, Maluku, there lived a widow and her two children, a boy and a girl."

TL : "Dahulu kala, di Pulau Tanimbar, Maluku, disana hiduplah seorang janda dan dua anaknya, seorang anak laki-laki dan seorang anak Perempuan."

In this example, the translator employs the Literal Translation method. This approach does not involve the isolated translation of individual words. Instead, the translator endeavors to render the text in a manner that remains faithful to the source material. As demonstrated by the phrase “In the distant past,” the translation is executed not by strict adherence to each word but through an interpretation grounded in the translator's comprehension.

#### **Faithful Translation (30%)**

An faithful translation method strives to accurately reconstruct the intended contextual significance of the initial usage pattern, while conforming to the grammar of the target language. This indicates that executing an accurate translation necessitates the translator's understanding of the original language's meaning, essential for conveying the aims of the research.

The investigation demonstrated that the student employed a specific translation method as illustrated:

- Dinda (Paragraph 2)

SL : “Please open up, big rock. Let me come inside you and become a white, sweet-smelling flower.”

TL : “Tolong buka, batu besar. Biarkan aku masuk ke dalam dirimu dan menjadi bunga putih yang harum.”

In this instance, the student adopted the Faithful Translation method, aiming to accurately convey contextual meanings from the original text while adhering to the syntactic limitations of the target language. For instance, the phrase “A white, sweet-smelling flower” was translated to reflect its exact semantic essence.

- Calvin (Paragraph 2)

SL : “Please open up, big rock. Let me come inside you and become a white, sweet-smelling flower.”

TL : “Tolong buka, batu besar. Biarkan aku masuk ke dalam dirimu dan menjadi bunga putih yang harum.”

In this instance, the student adopts the Faithful Translation method to maintain the integrity of the original message while adhering to the syntactic rules of the target language. The phrase “a white, sweet-smelling flower” exemplifies this approach as it faithfully reflects the literal connotation of the source.

- Yohana (Paragraph 2)

SL : “Please open up, big rock. Let me come inside you and become a white, sweet-smelling flower.”

TL : “Tolong buka, batu besar. Biarkan aku masuk ke dalam dirimu dan menjadi bunga putih yang harum.”

In this instance, the Faithful Translation method is utilized by the student, focusing on precise contextual conversions and preserving the grammatical framework of the target language. This approach is demonstrated in the translation of expressions like “A white, sweet-smelling flower,” where the original significance is maintained exactly.

- Muhammad Khairul (Paragraph 2)  
SL : "Please open up, big rock. Let me come inside you and become a white, sweet-smelling flower."  
TL : "Tolong buka, batu besar. Biarkan aku masuk ke dalam dirimu dan menjadi bunga putih yang harum."

In the given example, the student employs the Faithful translation method, aiming to accurately reflect the contextual meanings of the original text within the grammatical framework of the target language. For instance, the phrase "A white, sweet-smelling flower" is translated to convey the exact meaning as it is in the source.

- Dhiny (Paragraph 2)  
SL : "Please open up, big rock. Let me come inside you and become a white, sweet-smelling flower."  
TL : "Tolong buka, batu besar. Biarkan aku masuk ke dalam dirimu dan menjadi bunga putih yang harum."

In this example, the student employs the Faithful Translation method, striving for exact contextual equivalency from the source text, while adhering to the grammatical structures of the target language. For instance, the phrase "a white, sweet-smelling flower" is rendered accurately to preserve its original signification.

- Asyuar (Paragraph 2)  
SL : "Please open up, big rock. Let me come inside you and become a white, sweet-smelling flower."  
TL : "Tolong buka, batu besar. Biarkan aku masuk ke dalam dirimu dan menjadi bunga putih yang harum."

In this example, the student employs the Faithful Translation method to achieve contextually accurate interpretations from the source text, adhering to the grammatical norms of the target language. The phrase "a white, sweet-smelling flower" is translated to retain its original connotation accurately.

#### **Word for Word Translation (25%)**

In this approach, the translation method involves the use of direct word references by the translator to transform the content from the original language to the target language. Consequently, this often leads to unconventional word selections that make the translation seem awkward and forced to the audience, due to the translated sentence's adherence to the original sentence's word sequence. The case study illustrates the student employing a specific type of translation as described below:

- Calvin (Paragraph 1)  
SL : "It made the widow cry."  
TL : "Itu membuat janda itu menangis."

In the above example, the student adopts the Word for Word Translation method. This approach involves translating terms independently, typically assigning the most commonly accepted meanings. Often, such translations lack contextual sensitivity. For instance, the phrase “the widow” is rendered as “janda itu” by the student, illustrating a direct and general translation.

- Virin (Paragraph 1)

SL : “It made the widow cry.”

TL : “Itu membuat janda itu menangis.”

In the sentence provided, the student employs the Word for Word Translation method, translating each term independently to its most commonly understood interpretation. Typically, texts utilizing this translation method lack contextual clarity. For instance, “the widow” is directly translated to “janda itu” by the student.

- Virin (Paragraph 2)

SL : “The villagers called the big rock Batu Badaun.”

TL : “Penduduk desa itu memanggil batu besar itu Batu Badaun.”

In the provided example, the student employs the Word for Word Translation method. This approach involves translating each word separately to its most common meaning, often resulting in a contextually isolated translation. For instance, the term “the villagers” is rendered as “penduduk desa itu” in the translation.

- Tasya (Paragraph 1)

SL : “It made the widow cry.”

TL : “Itu membuat janda itu menangis.”

In the aforementioned example, the student applies the Word for Word translation method. This approach entails translating each word separately into the most universally applicable meaning, often extracting the phrase from its original context. For instance, the term “the widow” has been rendered into the Indonesian equivalent “janda itu” by the student.

- Tasya (Paragraph 2)

SL : “The villagers called the big rock Batu Badaun.”

TL : “Penduduk desa itu memanggil batu besar itu Batu Badaun.”

In this instance, the student employed the Word for Word Translation method, where each word is individually converted into its most common equivalent. Often, texts translated using this approach may lack contextual alignment. For instance, “the villagers” is rendered as “penduduk desa itu” by the student.

### **Free Translation (15%)**

In the realm of translation, free translation methods typically do not correlate with searches for specific phrases; however, commonalities are frequently observed at the phrase level. It is imperative for translators to interpret the content of the original language, considering entire paragraphs or the full

discourse, and subsequently render this content into the target language. This task proves challenging, particularly for those who lack experience in translation. With the availability of free translations, the translation method generally focuses on smaller linguistic units such as expressions, clauses, or sentences. Casual idioms and proverbs are often translated without restrictions.

In the provided illustration, it is evident that the student employed a specific type of translation approach as demonstrated by the following case:

- Kris Evraim (Paragraph 1)

SL : "They never knew hard work and neither did they help their mother the the household chores."

TL : "Mereka tidak pernah tau kerja keras dan mereka pun juga tidak pernah membantu ibu mereka melakukan pekerjaan rumah."

by a lack of adherence to procedural norms and disregard for the structural integrity of the original text. For instance, the phrase "neither did they help their mother" undergoes transformation into "mereka pun juga tidak pernah membantu ibu mereka," where additional words are incorporated to enhance comprehension in the target language, reflecting the translator's interpretative modifications.

- Kris Evraim (Paragraph 2)

SL : "The cruel children were forced to leave by the angry villagers."

TL : "Anak-anak yang kejam itu dipaksa meninggalkan desa oleh penduduk desa yang marah."

In this instance, the pupil opted for the Free Translation method. This approach involves translating text freely without adhering to the structured processes typical of more rigorous methods. The pupil augmented the target language's rendition by incorporating additional words, thus shaping the translation based on their comprehension. This can be seen where the phrase "were forced to leave by the angry villagers" has been expanded in the translation to "dipaksa meninggalkan desa oleh penduduk desa yang marah" to enhance clarity and readability in the translated text.

- Rusmalia (Paragraph 2)

SL : "It had a lot of leaves as well."

TL : "Daunnya sangat banyak."

The student employs the Free Translation method in this instance. This approach is evident as the student translates the content based solely on their comprehension, without adhering strictly to the original structure. For instance, the original phrase "It also possessed numerous leaves" is rendered as "Daunnya sangat banyak," where additional words are included to form a complete sentence in the target language.

### **How Those Kinds of Translation Used by The Students**

- **Literal Translation**

The translation method employed by students involves altering the source language's grammatical structure to align closely with that of the target language. This approach ensures that the translated text mirrors the original as precisely as possible, thereby facilitating comprehension for the audience.

- **Faithful Translation**

This translation method is employed by students aiming to extract the accurate meaning from contextually logical texts, adhering to the syntactic constraints of the grammatical subject. Consequently, it is imperative for students to successfully communicate the researcher's requirements by interpreting the content from the original language.

- **Word for Word Translation**

This translation method is employed by students due to their tendency to adhere to the immediate and most frequent significances of each word. Consequently, this often leads to the selection of an incorrect meaning, which alters the interpretation intended for the reader.

- **Free Translation**

This translation method is employed by students as it does not involve seeking sentence-level equivalents; instead, the pursuit typically occurs at the discourse fragment level. Here, students undertake translations without adhering to specific methodologies and disregard the original structure of the text.

### **The Difficulties Facing by the Students and the Causes of Difficulties in Translating from Questionnaire**

This study emphasizes the critical role of questionnaires in identifying challenges faced by students when employing a translation method to convert text from English to Indonesian, as well as the origins of these difficulties. In this study, the subject group consisted of 20 students, out of which researchers selected 10 to participate in completing the questionnaire. The researchers posed 10 questions within their study. After analyzing the questionnaire responses from the students, it became apparent that a significant challenge in learning English involves text translation. The following reasons were identified as primary obstacles students encounter when utilizing the translation method:

1. Students possess an insufficient vocabulary.
2. Students exhibit limited grammatical skills.
3. There is a fundamental misunderstanding among students about the translation process.
4. Students struggle to select contextually appropriate words.
5. Students find it challenging to establish equivalency between the source and target languages.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

The conclusions drawn from this investigation elucidate the research queries presented by scholars within this study. It can be inferred by the scholars that:

1. Of the eight translation methods identified in Newmark's (1988) framework, students employ only four types for translating narrative texts. These methods are literal translation, faithful translation, word-for-word translation, and free translation. Conversely, the methods of adaptation translation, semantic translation, idiomatic translation, and communicative translation are not utilized by the students. Among the four methods used, literal translation and faithful translation are predominantly applied by the students.
2. In the process of translating English text into Bahasa Indonesia, students employed various strategies such as literal translation, faithful translation, word for word translation, and free translation, which were influenced by their level of understanding and knowledge.
3. A significant barrier encountered by students during the translation activities was their inadequate vocabulary, which hindered their effectiveness in translation.

### **Recommendations**

The researcher suggests multiple recommendations: Firstly, the ideal translation method involves converting text from the source language to its equivalent in the target language, provided such equivalence exists. Then, it is crucial for the translator to gain an understanding of the complete text to grasp the context before translating specific words into the target language. Ultimately, the identification of specific words and their contexts within the source language is crucial, along with the selection of appropriate translation methods. Teachers are encouraged to facilitate student learning regarding the translation method, focusing on its application and relevance. Consequently, educators should not confine themselves to a single translation method. The researcher acknowledges numerous deficiencies within the thesis and genuinely invites critiques and recommendations for enhancement. Hence, it is the researcher's aspiration that this thesis serves as a substantial resource for students, educators, and future researchers in this field.

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