



The Students' Ability in Translating a Narrative Text Using Dictionaries

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ABSTRAK

Penerjemahan biasa dilakukan siswa pada saat proses belajar mengajar di kelas. Penelitian ini mempunyai dua tujuan yaitu untuk mengetahui kemampuan siswa dalam menerjemahkan teks narasi menggunakan kamus dan mencari tahu kesulitan siswa dalam menerjemahkan teks narasi menggunakan kamus. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Instrumen pengumpulan data adalah tes dan wawancara. Subjek penelitian adalah 28 siswa kelas XII SMA Nurul Falah Kefamenanu. Hasil penelitian menunjukkan bahwa terdapat tujuh siswa (25%) yang mempunyai kemampuan penerjemahan yang sangat baik, 19 siswa (68%) dengan kemampuan penerjemahan baik dan dua siswa (7%) dengan kemampuan penerjemahan sedang. Sementara itu, tidak ada satupun siswa yang mendapat nilai kurang dari 40, yang menunjukkan kemampuan penerjemahan yang buruk. Secara keseluruhan, kemampuan siswa dalam menerjemahkan teks narasi dapat dikategorikan baik. Kesulitan siswa dalam menerjemahkan teks adalah; pertama, siswa tidak mempunyai kamus dan mereka selalu menggunakan Google Translate ketika menerjemahkan teks. Kedua, siswa memiliki kosakata yang terbatas. Terakhir, siswa kebingungan menerjemahkan kata dan menyusunnya menjadi kalimat yang baik.

Kata Kunci: Kamus; Penerjemahan; Teks Naratif

ABSTRACT

Translation is commonly done by the students when teaching and learning happens in the classroom. This study aimed at finding the students' ability in translating a narrative text using dictionaries and revealing the students' difficulties or problems in translating a narrative text using dictionaries. This study applied a descriptive qualitative research design. The instruments used to collect the data were a test and an interview. The subjects of the study were 28 students of the twelfth grade of SMA Nurul Falah Kefamenanu. The research result revealed that there were seven students (25%) who obtained an excellent level of mastery, 19 students (68%) who obtained a good mastery level, and two students (7%) who obtained fair mastery level. Meanwhile, no one of the students score less than 40, which indicated poor mastery level. Overall, the students' ability in translating the narrative text could be categorized as good. The difficulties of the students in translating the text were first the students did not have a dictionary, and they always use Google translate when they translate the text. Second, the students were lack of vocabulary. Last, the students were confused to translate the words and put them into good sentences.

Keywords: Dictionaries; Narrative Text; Translation

INTRODUCTION

Translation is the process of transferring meaning from source language into the target language. According to (Catford, 1965) "Translation is an operation performed on language: a process of substituting a text in one language for a text in another". Translation is seemed by (Newmark, 1988) as "Rendering the meaning of a text into another language in the way that the author intended the text".



Studies in the area of translation in Indonesian context have been conducted by scholars. (Dzikri, 2022) analyzed students' ability in translating a scientific discourse and the result revealed that there was 61.54% of students who had excellent grade. (Habibie et al., 2021) evaluated students' ability in translating a narrative text and the result showed that the students have moderate ability. (Andriani & Anggraini, 2020) focused on analyzing 30 students in translating text. The research result showed that in general, students have good ability in translating text. (Noviyana et al., 2017) examined students' ability in translating the recipe text from English into Indonesian. The research discovered that 93% of the students had less ability in translating the recipe text and cannot provide accurate translation. (Puspani & Indrawati, 2021) stated that "Indonesian and English have very different in linguistic system to one another". In the field of education, translations function to encourage and help students in a foreign language in the teaching and learning process. When doing translation as a group work, it can provide benefits such as students will be active, motivate the students, and increase their translation ability (Setiani, 2020).

The previous studies above analyzed students' ability in translation, Whereas, the present study investigated two important things which are students' ability in translating a narrative text by using dictionaries and students' problems in translating the text. The location was also different because the present study was conducted in one of the schools in border areas. In SMA Nurul Falah Kefamenanu where the researcher did the teaching practice for six months, students did translation when teaching and learning happened. When the students did reading comprehension, they would translate the text first and answer the questions. However, there were problems appeared related translating the text. Therefore, this study focused on investigating what are students' translation abilities in translating a narrative text using dictionaries and what difficulties are faced by the students in translating a narrative text using dictionaries.

RESEARCH METHOD

The method applied in this research was descriptive qualitative. The researcher investigated students' ability in translating the narrative text using dictionaries and described the students' difficulties or problems in translating the narrative text using dictionaries at the twelfth-grade student of SMA Nurul Falah Kefamenanu. In this study, the twelfth-grade students which consisted of two classes were the population. The researcher chose students

of class twelfth A as the sample of the study. To collect the data, test and interview were used. First, the researcher gave a test to the students. It was a short story text where the students were asked to translate the text. Later, students were randomly selected to be interviewed. The students were randomly chosen because the researcher did not have enough time to interview all the students. Therefore, the researcher only took six students to be interviewed. There were eight questions that were formulated in Indonesian so the students could understand the questions easily. In analyzing the data, the researcher focused on accuracy, acceptability, and readability as cited in (Nababan et al., 2012). The mastery level of students' ability in translation was categorized by following the classification from (Rushansah, 2013). Moreover, the result of the interview was analyzed by employing descriptive analysis. Students' responses to each question were described as they were.

RESULTS & DISCUSSION

The Student's Ability in Translating Narrative Text Using Dictionary

In this research, the researcher used tests as primary data. This study was conducted on the twelfth-grade students of SMA Nurul Falah Kefamenanu who had been learned translation. The students were asked to translate a narrative text from the donor language (English) into the target language (Indonesian). The researcher followed certain steps i.e. collecting the students' result of translation. Then, the researcher would score the result of students' translation (Nababan et al., 2012). The result of the analysis is presented in table 1.

Table 1. The Result of Students' Translation

S	Accuracy	Acceptability	Readability	Total Score	Percentages
1	17	17	17	51	56%
2	26	25	26	77	85%
3	23	23	25	71	78%
4	27	25	28	80	88%
5	22	23	23	68	75%
6	16	17	17	50	55%
7	17	25	24	66	73%
8	22	23	22	67	74%
9	16	19	19	54	60%
10	17	21	18	56	62%
11	19	19	19	57	63%
12	26	28	28	82	91%
13	21	24	23	68	75%

14	23	23	23	69	76%
15	24	24	23	71	78%
16	19	19	19	57	63%
17	24	25	23	72	80%
18	26	24	24	74	82%
19	17	21	22	60	66%
20	16	20	21	57	63%
21	17	19	21	57	63%
22	18	25	25	68	75%
23	18	25	25	68	75%
24	17	25	24	66	73%
25	23	29	29	81	90%
26	27	29	29	85	94%
27	22	23	22	67	74%
28	22	23	23	70	77%
	Total score			Σ 1869	
				M = 67	
	Mastery level				74%

The data showed different scores of students' ability in translating the narrative text. First, 7 students were excellent with obtained scores 80-90. Second, 19 students gained good level of mastery with scored 60-79. Next, there were 2 students or 7% of the students who gained scores 40-59 which was interpreted as having fair level of mastery. Last, none of the students scores less than 40, which indicated poor level of mastery. All the data could be seen in table 2.

Table 2. Students' Mastery Level

Level Mastery	Frequency	Percentage
Excellent	7	25%
Good	19	68%
Fair	2	7%
Poor	-	-
Total	28	100%

The finding of this study was discussed by the statement of the problem i.e. are the twelfth-grade student of SMA Nurul Falah Kefamenanu able to translate the narrative text by using dictionaries? The data showed that 7 students had excellent mastery levels with a score of 80-90. 19 students gained a good level of mastery with scores of 69-79. And only 2 students who have fair mastery level.

The data analyzed revealed that the percentage of students' ability is 74%. In general, the students had good mastery level in translating the narrative text. This study had similar



finding with research conducted by (Noviyana et al., 2017), (Yessy & Sinambela, 2018), (Andriani & Anggraini, 2020), and (Tasyakurna & Syarif, 2021), and (Khasanah & Solikhah, 2022).

The Students' Difficulties in Translating the Narrative Text

The interview was applied to gather and clarify any information regarded to the students' problems in translating the narrative text. The researcher selected six students randomly from 28 students. It was done by transcribing the result of interview. Students' responses to 8 questions are presented next.

Student 1

He answered: He has a dictionary. When he finds a difficult word he usually finds it in his dictionary. And he says it is more difficult to translate the text from English into Indonesian. And media he uses to translate the narrative text is a dictionary, and he doesn't find it hard while translating a text. It is easy to translate a long text. Because he has a dictionary and he always asks the teacher. And the teacher gives sufficient time to translate the text.

Student 2

She answered: No, I don't have a dictionary. I use Google translate when I find a difficult word, it was more difficult for me to translate English into Indonesian. The media I use in translating a narrative text is Google translate. Sometimes I am confused to translate a long text. It depends on the words and the text. If the text is long we need more time to translate the text.

Student 3

She answered: I don't have a dictionary. I ask the teacher when I find a difficult word in the narrative text. For me, it is more difficult to translate English into Indonesian. I use a dictionary on my handphone when I translate a text. The words are easy to understand, and yes, the teacher gives us enough time to translate the narrative text.

Student 4

He answered: Yes, I have a dictionary. I often ask the teacher when I find a difficult word. I feel confused when I translate the narrative text from English into Indonesian. I use the internet to translate more often to be more practical. I hardly understand the words in the text, and the time that the teacher gives is not enough.



Student 5

She answered: I don't have a dictionary. When I find a difficult word I don't ask the teacher. I use Google translate to translate, it is more difficult to translate English into Indonesian. I use a dictionary on my handphone when I translate the narrative text. I am not confused, it is easy to translate a narrative text. I need more time to translate a long text. The words are very difficult to understand and the time is not enough to translate the text.

Student 6

He answered: Yes I have a dictionary. I use the dictionary when I find a difficult word. For a text, it was harder to translate from Indonesian into English. I use mobile media for browsing the Internet and online dictionaries. Yes, sometimes I feel confused to translate words and putting them together into a good sentence. The difficulty in translating the long text is in combining positions in whole sentences. Some words are difficult to understand and others are easy. The time given to translate the text is sufficient.

Based on the interview data, students' problems in translating narrative text using dictionaries were first, students had perception that narrative text was a difficult text to be translated. It happened because some students didn't have a dictionary, and also they had limited vocabulary. A similar finding was revealed by (Arono & Nadrah, 2019). Second, the students cannot comprehend the meaning of the text because most of them used Google translate to translate the text without understanding the meaning of every word in the text. This result was similar to research conducted by (Syonia & Rosa, 2020) and (Pratiwi & Prihatini, 2022) who confirmed that textual meaning was one of the difficulties countered by the students when translating the text. The result of students' translation was deemed unnatural. Last, the students considered that sometimes they were confused to translate words and put them together into good sentences.

This research had some limitations. It only focused on the translation of a narrative text by using dictionaries. And, the reseracher also admitted that there could be more problems in translating narrative texts faced by the students than what had been discussed in this article. This was because the number of students who been interviewed was limited.

CONCLUSION

There are two conclusions regarding the research result. First, the students' ability in translating a narrative text by using dictionaries was good with the percentage of students



ability is 74%. For more specific, 7 students were excellent, 19 students were good, and 2 students were fair. Second, the problems faced by students were they felt the text was difficult, they could not comprehend the meaning of the text, and they were confused in putting the words together in a good sentence. This research had several limitations, so it is suggested to the further researchers to involve more students to participate in collecting all data. The researchers also could investigate students' ability in translating texts by using other applications.

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