



**ANALYSIS OF THE STUDENT'S DIFFICULTIES IN
TRANSLATING ENGLISH RECOUNT TEXT TO INDONESIA
AT MAS DARUL QUR'AN MEDAN**

A SKRIPSI

**Submitted to the Faculty of Tarbiyah and Teachers Training State
Islamic University of North Sumatera As A Partial Fulfillment of the
Requirement for Sarjana Pendidikan**

BY:

KHAIRUNNISA SIMANJUNTAK

03.04.16.32.01

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

The all praise to Allah SWTwho has given His mercy and blessing to us. Peace and gratitude may always be upon to the Prophet Muhammad SAWwho has guided all the creatures from the darkness into the brightness.

The title of this study is *Analysis Of The Student's Difficulties In Translating English Recount Text To Indonesia At Mas Darul Qur'an Year 2019/2020* to fulfill the assignment and to complete the requirement for degree S.Pd at English Educational Department, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera Medan.

The researcher is conscious that this skripsi can't be settle without the effort, support, and prayers. So, in this opportunity, researcher would like to express the researcher gratitude for the following people:

1. Lovely parents are Bukhori Simanjuntak and Hariyanti Simorangkirhave given the greatest love to the researcher, prayer and everything.
2. Gratefully to Prof. Dr. Saidurrrahman, M.Ag is as the Rector of State Islamic University of North Sumatera.
3. Gratefully to Dr. Amirruddin Siahaan, M.Pd. is as the dean of Faculty of Tarbiyah and Teacher Training in State Islamic University of North Sumatera.
4. Gratefully to mum Dr. Sholihatul Hamidah Daulay,S.Ag. M.Hum is as the Head of English Educational Department for all the motivation.

5. Gratefully to sir Dr. Syaukani, M.Ed. Adm. as the first advisor had given the directive and guidance to settle the thesis.
6. Gratefully to mum Emeliya Sukma Dara, M.Hum. as the second advisor have been guidance the researcher to settle this thesis.
7. Gratefully to the all lecturers of The English Educational Department had given their motivation, knowledge, and experience during study at the State Islamic University of North Sumatera.
8. Gratefully to headmaster of MAS Darul Qur'an and the English teachers have given permit to the researcher conduct the study. Furthermore, thanks to the first grade (X IA 3) students of MAS Darul Qur'an for their goodness as long as the research.
9. The special grateful to younger brother's (Al Munnawirul Simanjuntak) and younger brother (Nuril Anwar Simanjuntak), who have given their greatest love, prayers, and supports.
10. The researcher's friends of Primary School was for the lovely.
11. The researcher's beloved friends of Junior High School was for the motivation.
12. The researcher's the dearest friends of Senior High School was for all of happiness, goodness, support, lovely, and humors.
13. The researcher's beloved friends in PBI-1 thanks for all that happened as long as the first semester until the last semester.
14. The researcher's beloved and dearest friends in KSR PMI UINSU, especially 20 generation passed many tests in all activities and who be a part of my college activities.

15. The researcher's unforgettable roommate in dormitory name, Ria Khairiah, Mawaddah Warrahmah Nasution, and Siti Aisyah Siregar who ever be dining buddies, sleeping buddies, study buddies, story buddies, worship buddies, joking friends.
16. The researcher's beloved and closed friends Chabay name, Marlaini, Fitri Amelia, and Suci Sintia Putri for all your goodness, sorrow, blissful, contribution, humors, and advices.
17. The researcher's beloved and dearest family name Pak Cik Abdurrahman and Ermina Emiliya Rahayu for all the supports, and advices.

Researcher realizes that this thesis have not been perfect. Therefore, researcher hope can get the best suggestion to increase advancement for the next research. Furthermore, researcher hopes that this research can be useful for the readers and give some important information for the other researcher. This research is as the last assignment of English Educational Department.

Medan, Agustus 2020
Researcher,

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ABSTRACT

KHAIRUNNISA SIMANJUNTAK (0304163201). ANALYSIS OF THE STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH RECOUNT TEXT TO INDONESIA AT MAS DARUL QUR'AN YEAR 2019/2020

Skripsi: English Educational Department, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, Medan 2020.

Keywords : Students' Difficulties, Students Process in Translating, Recount Text

The intention of this study is to analyze the students difficulties in translation, the students process in translation, and the students reason have difficult in translating English recount text to Indonesia which had analyzed from students at first grade of MAS DARUL QUR'AN Year 2019/2020.

The research use qualitative descriptive method to describe the detail of the students' difficulties and the students' process in translating English recount text to Indonesian. In this study, researcher took sample was ten students at first grade of MAS Darul Qur'an Tembung.

To find out the result of analyzed that had conducted and to describe the students difficulties, researcher reading first the text, analysing the text, writing and concluding the students score of the translation. The instrument of this research is the English recount text, interview sheet, the translation assessment from Nababan, Nuraeni and Sumardiono, and translation process from Nababan.

The result of this study in linguistic factor is 80% of 10 students didn't understand about the meaning in the source language. In non-linguistic factor is 70% of 10 students have difficult to translate into the target language, difficult of arranging the words, lack of vocabulary, and understanding about translation was still less. Furthermore, 5 of 10 students use the stage of translation process. It can be concluded that students difficult in translating English recount text to Indonesian caused by linguistic factor and non-linguistic factor.

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CHAPTER I

INTRODUCTION

A. Background of Study

Translating is an activity that is well known in the educational environment in English subjects. This translating activity is carried out by the students to translate English texts into Indonesian, and vice versa, namely translating the Indonesian text into English. This effort is carried out so that the students can learn English as an exercise in order to have abilities in the field of English. However, the translating activities students have difficulty in translating.

Researcher found that the students have difficulty to translate English recount texts into Indonesian. The students translate recount text that contains stories of myths, legends, and things about magic. This is one of the factors that the students have difficulty in getting the meaning from the English text. The others difficulties that students have are vocabulary, arranging the meaning of the text, not understanding what is the meant in the source language.

When finding the text written in English, the first impression that the students emerges are difficult to obtain the meaning contained in the English recount text. Furthermore, the students still find the difficulties to understand the intent and information in the English recount text. Because, the students unable to translate the contents of the recount text. The problem occurred among of English language learners. Especially with the facts at Indonesia, the English is a foreign language that learned by the students. Moreover, almost the all information media

use English. For the reason, the students are trained to translate English texts into Indonesian. So the students are unconfused about the content of the text.

Recount text is a text that tells about a story, action, and activities. Besides recount text screams an event or experience that occurred in the past. The purpose of recount text is to retell past events. Recount Text tell some information about what happened in the past as detail and complete.¹ This part have function to explain content of recount text. this statement is supported by (Siahaan and Shinoda, 2008: 9). The objective of recount text in social is to retell an activities in the past, to inform, and to entertain the readers or the audience about the story. Recount is to tells a series of events that had happened and give audience the descriptions of what had occurred.²

The students should capable to translate English text to Indonesia. To reduce a common mistake in translating is when translating a English prasa. English prasa can't be translated word by word, because there are rules or regulations in English to translate it. For example, "As white as snow" if interpreted by the word word then means "as white as snow", whereas what is meant here is "white as cotton". There are still many other examples of errors in the translation process. Errors in grammar (grammar), if the translator does not know grammar, it will be blasphemous also in the text to be translated. For example, "I have to go" could be that students who read the sentence assume that

¹ Dea Venda Marpaung & dkk, (2015), *Teaching Writing Recount Text Through Personal Journal Writing*, Pontianak: FKIP UNTAN, Page: 3

²Natanael Saragih & dkk, (2015), *The Effectiveness of Using Recount Text to Improve Writing Skill*, IOSR Journal Of Humanities And Social Science, Volume 19, Issue 1, Ver. XII. Page: 56.

means "I have to go". In this case there has been a misunderstanding in the translation. In fact, what the writer meant was "I have to go". In addition, students lack a lot of vocabulary in translating a text, so students have difficulty learning.

In this case, the students must be able to know the meaning contained in the reading text. Sometimes the message of the writer wants to convey is not delivered because of an error in translating. The problem will be a complicated enough to get the information and the meaning that contained in the reading text. In the field of translation there are several techniques in the translation process developed by experts.

From the beginning until nowadays, English is still studied by the students at Indonesia as a subject in the classroom. Even though they have learned English from childhood until senior high school, the students still have difficulty of translating English text. Until nowadays, the problem still happened in field English education at Indonesia. The difficulty faced by the students is not able to understand and comprehend the meaning of the English recount text. When the students receive a translating assignment from the English teacher, the students prefer a short and quick alternative to use google. However, the students can't edit and heed these words into sentences. Although the students have learned how to make sentences in English.

Therefore, to overcome this problem, the teacher must choose good treatment in order to the students can be easily learn translation. So the researcher uses the English recount text as an instrument in this study. The teacher must

know about the students difficulties of translating the English recount text and know what the causes of the problem.

Based on the previous explanation, this research is very important to know the students difficulties of translating English recount text. This research is a little different from other studies because in this study for the students who have difficulty in translating recount texts. Researcher use qualitative research methods. Therefore, researcher is interested in conducting this study to prove and to observe the students translating at the first grade students of MAS Darul Qur'an Medan.

B. Research Question

The research question can be formulated as this follows:

1. What are the students' difficulties in translating English recount text to Indonesia?
2. How do the students translate English recount text to Indonesia?
3. Why do the students have difficulty in translating English recount text to Indonesia?

C. Purpose of Study

The purposes of this study can be formulated as this follows:

1. To discover the students difficulties in translating English recount text to Indonesia.

2. To discover the students process of translating English recount text to Indonesia.
3. To discover the students' reason have difficulty in translating English recount text to Indonesia.

D. Significanses of Study

The significances of this study can be expected as theoritically and practically as this follows:

1. Theoritically
 - a. The result of this research is expected to enrich the literature of English teaching in translating English text.
 - b. To input information about students difficulties in translating English recount text.
 - c. This research can provide a beneficial for further research on a translation technique of students' skill in translating English recount text to Indonesia.
2. Practically
 - a. For teachers, it is one of information about students difficulties in translating English recount text to Indonesia, then teacher can know what the best manner to help students in translate English recount text to Indonesia.
 - b. For students, they can anticipate the difficulties in translating English recount text to Indonesia.
 - c. For the researcher, it can be references to other research.

- d. For school, this research can give a reference to solve students difficulties in translating English recount text to Indonesia.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

The section of review literature, researcher presents some of theories and terms that support this study. These theories are related to the student's difficulties of translation. Then, it explained by some of terms that applied in this study.

1. Translation

1.1 Definition of Translation

The meanings of the translation in KBBI is language copy and translation (from one language to another). It meant that translation is to transfer the source language into another language with the same meaning.

Petrus Danielus said that translation is activities to translate sentence in one language and to point out the meaning of a text. Be based on the argumentation, expert have a purpose for anyone to know and understanding of each language that they found. From it, they will have knowledge although a little bit. The hadith was delivered by HR.Turmudzi.

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا

فَعَلَيْهِ بِالْعِلْمِ

The meaning: Whoever wants the life of world, it is obligatory for him to have knowledge, whoever wants the life of the hereafter, it is obligatory for him to have knowledge (HR.Turmudzi).

Translation is to translate a text. The words will be arranged be in sentence. then, the sentence will be arranged into paragraph with the purpose of to communicate something in detail.³Based on above statements, that is the activity to communicate something in written/text. It is the author purpose to convey something naturally, so the original text in some significances.

Translation is rendering the meaning of a text into another language in the way that the author intended the text, from his definition of translation. It meant that when we translate English text, we should think about the writer purpose in the source text.

The translator perceives that the intension of author to communicate something to an audience. The translator goal is to reproduce something from original communication to a new context and audience wasn't reached by the source text.⁴ Related above statement, that author conveyed what the contents of the text and communicated to audience. The results from the communication, translator makes a simple text in different context and different audience.

³Sugeng Hariyanto, (2014), *On Website Translation*, Yogyakarta: Penerbit Inspira,Page: 10

⁴ Sofia Mansoor & Maria E. Sundah, (2013), *Alih Bahasa: Pesona Menyingkap Kata*, Bandung: ITB, Page: 23

Translation is a set of actions performed by the translator while rendering the source language into another language.⁵ Related above statement, that translation is the name of the activity of translation. It meant that process of translation is to copy the meaning with different language. The purpose of this activity is to communicating something to audience.

Translation is meant to communication. The translator makes possible to exchange the information between the users. The difference between the two languages can produce in the target language. The target language isn't fully same with the source language.⁶

From the some definitions above, the researcher concluded that the translation is the way to transfer one language (source language) to another language. It is delivered by the messages from one language to another language without change a meaning from the text.

2. Types of Translation

2.1 Word to Word Translation

The translation is done by finding the source language which is the equivalent in the target language, because it has meaning more than one. The analysis must be done by carefully and accurately. In this rank of translation is translating text from one language to another at a time. Word by word translation can be used in some languages and not dependent on the sentence structure

⁵ Panagiotis Krimpas, (2015), *Current Profesional Profiles of The Legal Translator in Greece: A Function-Oriented Comparison*,Internasional Journal of Language, Translation and Intercultural Communication, Vol.03, Page: 21

⁶ Farida Repelita Waty Kembaren, (2016), *Translation 1*, Medan: State Islamic University of North Sumatera, Page:3

Example 1: I have a beautiful mother(saya mempunyai ibu yang cantik).

Example 2: I must do the homework. (saya harus mengerjakan pekerjaan rumah itu).

2.2 Group to Group Translation

In this rank, the translation is more complete than word to word translation, but it will be easier the concept of meaning in English phrase has a fixed meaning, equivalent in another. If we have a good phrase meaning, so will be no difficulty in translating it.

2.3 Sentence to Sentence Translation

In this translation, the first thing that be conducted is to do lexical (word to word) and grammatical analysis. Then the message content of the sentence on the basic dynamic and closet natural equivalent principle is done. After that restricting of the message is arranged finally a translation of equivalent is obtained.

2.4 Paragraph to Paragraph Translation

We have to do the first rank until the third one. After doing those steps, then transfer to the source language message content into target language equivalent is conducted. As conclusion, in using those kinds of ranks translation, we can choose them according to the material that we would like to translate or it depends on the material. If it is only a word, so that the first rank is used if it is a passage and all the rank are used of fourth rank only.

Researcher can conclude that in using those kinds of ranks translation, we can choose them according to the material that we would like to translate. It is only a word, so that the first rank will be used. But if it is a passage and all the rank will be used of the fourth rank.

3. Translation Technique

According to Molina and Albir (2002: 117) that translation techniques is tool to analyze translation product, to describe the target text related to the source text⁷. Related the statement, translation technique is used to transfer the meaning of the source text into target text with some of manner. The statement is supported by the theory of Kardiman. Translation technique is one of the translator tactic to translate a word of words. Perhaps the full sentence can be translated into the smaller portion.⁸

The effort of translation makes people understand the meaning of the content, Allah SWT said in QS, Al-Ankabut: 69:

وَالَّذِينَ جَاهَدُوا فِينَا لَنَهْدِيَنَّهُمْ سُبُلَنَا وَإِنَّ اللَّهَ لَمَعَ الْمُحْسِنِينَ

The meaning: “And those who strive in our (cause), We will be certainly guide them to our paths: for verily God is with those who do right”.

⁷ Ria Aresta, M.R Nababan, & Djatmika, (2018), *The Influence of Translation Techniques on the Accuracy and Acceptability of Translated Utterances that Flout the Maxim of Quality*, Surakarta: Sebelas Maret University, Jurnal-Humaniora, Page: 177

⁸ Kardimin, (2013), *Pintar Menerjemah: Wawasan Teoritik Dan Praktek*, Yogyakarta: Pustaka Pelajar, Page.38

3.1 Adaptation

Adaptation is one of the techniques that replaces the source text cultural element with the target text cultural element. In other words, it is used to find the cultural equivalency of the source language in the target language. Example: *Dear sir* in a source language and *dengan hormat* in a target language. *as white as snow* in source language and *seputih kapas* in target language.

3.2 Amplification

Amplification is to introduce the detail formulated in the source text. It gives more detail information about the source text. To translate a terminology, translators need to add notes to present the contextual meaning of the word to get the readers' understanding of the target text. The example: *Bulan depan adalah bulan Ramadhan* in a source text, then *next month is Ramadhan (the muslim month of fasting)* in a target text.

3.3 Borrowing

Borrowing is a translation strategy to considering the meaning of the text, Suryawinata & Harianto said. The technique is called by naturalization. Borrowing is a strategies that used by taking word of the source language in the target language. Peminjaman adalah metode yang sederhana dari semua jenis metode penerjemahan yang ada. Dalam hal ini tidak akan menghilangkan manfaat dari dalam konteks teks. (Borrowing is the simplest method from all translation types of method), it will not eliminate the benefit from in the target language.⁹

⁹ Emzir, (2015), Op.cit, Page: 64

Borrowing is taken a word straight from another language. The use of this technique aims to keep the source language as an appreciation for the source text, or there is no appropriate equivalent for the words in the target language. The example; *lobby* (source language) and *lobby* (target language).

3.4 Calque

Calque adalah jenis teknik yang meminjam ungkapan dalam bentuk lain, kemudian diterjemahkan secara harfiah di setiap elemennya. (Calque is a technique that borrow a idiom or expression, then translated as literal in every elements).¹⁰ Molina and Albir defined that calque is a translation technique that used by translating a word. Calque is called by loan translation. It is used to translate a morpheme into another language. For example: the word *vice president* comes from English become *wakil presiden* in Indonesian language.

3.5 Compensation

Compensation is the technique introduce the source text stylistic effect in another place in the target text because it can not be reflected in the same places as in the source text. Example: *I was looking for you, your highness* in a source language and *saya mencari anda yang mulia* in a target language.

3.6 Discursive Creation

Discursive creation is the technique to established the temporary equivalent of context. Discursive creation is used to translate the title of movies.

¹⁰ Emzir, (2015), Ibid, Page: 65

Example in a source language:

A : Kamu sedang menonton apa?

B : Moana

Example in a target language:

A : What are watching now?

B : Moana

3.7 Description

Description is a technique to replace a terminology to give description. Example: *yuk, beli Rujak* in a source language and *let's buy some fruits salad with spicy sauce* in a target language. Compensation is used to introduce a source text element to another target text. It introduces a language style from the source language to the target language. Example: *never did she visit her aunt* as source text. Then become *wanita itu benar-benar tega tidak menemui bibinya* as target language.¹¹

3.8 Established Equivalent

Established equivalent is the technique in terminology/expression to recognized by dictionary in target language. It is used by giving common expression in everyday that able to express the expression in the source language. Example: *they are as like as two peas* in a source language and *mereka bagaikan pinang dibelah dua* in a target language.

¹¹Farida Repelita Waty Kembaren, (2016), Op.cit, Page: 61

3.9 Generalization

Generalization is more general or neutral terms. It is used to neutral expression in the target language. It is called by neutralization. For example: *public transportation* source language become *bus* as target language and *penthouse* as source language become *tempat tinggal* as target language.

3.10 Linguistic Amplification

Linguistic amplification is the technique to add the linguistic element. It is used to interpreting and dubbing.

3.11 Linguistic Compression

Linguistic compression is a technique to synthesizes the linguistic element in the target language, and it is often used in subtitling.

3.12 Literal Translation

Literal translation is a technique to translates an expression word for word. Literal translation/straight translation is wordbyword translation and free translation. The process of translating, translator looks the grammatical construction. Example: *I have a car* as source language and *saya punya sebuah mobil* as target language.

3.13 Modulation

Modulation is a technique to changethe point out of view the source language, lexically or structurally. It is used by translator to get the message of

source language from different view. Example: *I broke my leg* in a source language and *kakiku patah* in a target language.

3.14 Particularization

Particularization use more of precise or concrete terms. Example: *vehicle* as source language become *becak* as target language.

3.15 Reduction

Reduction is a technique to press the source language information in the target text. The technique is the opposite of amplification. Example: *tomorrow is the muslim month of fasting* as source language and *besok Ramadhan* as target language.

3.16 Substitution

Substitution is a technique to change the linguistic element to paralinguistic element.

3.17 Transposition

Transposins is a technique to change the grammatical category. Suyawinata & Harianto (2003), that the transposition can be used by rubbing the grammatical strusture of source language in target language. Example: *A pair of clothes* as source language and *sebuah baju* as target language.

3.18 Variation

Varitions is technique to change the linguistic elements that affect to linguistic varitions.

4. Meaning Analysis

The meaning analysed should be able to capture the content and meaning the source language in the English text.¹² According to Nida & Taber about meaning analysis that can be determined by three meaning, there are:¹³

4.1 Grammatical Meaning

The grammatical meaning is a meaning that reached by the structure in a phrase or sentences.¹⁴ Generally grammar is taken by granted since, it is seems to be merely a set of arbitrary rule. The rules must be followed if wants to understand, but not rules themselves that seem to have any meaning. It is the first word which performs the actions specified by the second word. Did you go and you did go can be altered with the same pattern of intonation, but the grammatical difference of provides quite a different meaning.

For example:

- a) She sweeps the floor. It indicates that she sweeps the floor in the recent time.
- b) She swept the floor. It indicates that she sweeps the floor in the past time.
- c) The floor swept by her. It indicates past voice.

¹² Hilda Trisvianti, (2018), *Students' Translation Process In Translating Text*, Medan: State Islamic University Of North Sumatra, Page: 24

¹³ E.A Nida and C.R Taber, (1982), *The Theory and practice of Translation*, Berlin: E.J. Brills, Page. 19

¹⁴ Rafli Ariza, Umi Marfathonah, M. Aris, (2017), *Types Of Meaning*, Purwekerto: Jenderal Soedirman University, Page: 2

4.2 Referential Meaning

Referential meaning is as symbol refers to an object, process, abstract, and relation. Referential meaning dealing with grammatical, and lexical.¹⁵ These are refers to words as a symbol; object, event, abstract, and relations. For example:

- a) She bought a watch (dia membeli sebuah jam tangan)
- b) She will meet her boyfriend (dia akan menemui pacarnya)
- c) She will give the watch to her husband (dia akan memberikan jam tangan itu kepada suaminya)
- d) She will give the watch as gift to her boyfriend. (dia akan memberikan jam tangan itu kepada suaminya)

The term “watch” and “boyfriend” are closely that marked by the occurrence of these terms in quite different with the verb.

4.3 Connotative Meaning

The connotative meaning is the challenging of aspects in translation activity that is about two culture and different background.¹⁶ The connotative meaning is refers to users react of the language, whether get positive or negative react. The associations including some of words become strong, while the people try to avoid them. It's called by verbal taboos, feelings of revolution, or disgust.

¹⁵ Rafli Ariza, Umi Marfathonah, M. Aris, (2017), *Ibid*, Page: 5

¹⁶ Nouredin Mohamed Abdelaal, (2018), *Translating Connotative Meaning in the Translation of the Holy Quran: Problems and Solutions*, Malaysia: Kolej Yayasan Pahang,, AWEJ for Translation & Literary Studies, Volume2, Number 1, February 2018, Page: 76

5. Translation Strategies

Strategy is shape of tactics, plan, method to achieve a goal. As generally, the aim of translation strategies is to make the best translation. In the principles, there are three categories; they can be conscious, potentially conscious (e.g translation behavior may be accessed through introspection) or subconscious (e.g it would be the case with undesirable strategies, such as the resulting in various forms of translation). Whenever, the strategies aren't accessible through the translator, which need to be hypothesized from the available of data.¹⁷

There are stages of translation strategies, there are:

- a. Preliminary of analysis,
- b. Exhaustive style & context analysis
- c. Acclimation
- d. Reformulation of the text
- e. Analysis of translation
- f. Reviews & comparison

6. Translation Process

Translation process according to Choliludin in translating the text, there are some processes that the translator have to make the translation appropriate with the original text or source language. According to Larson, the translator intention is to translate the idiomatic which makes effort to communicate the

¹⁷ Farida Repelita Waty Kembaren, (2018), *My Tranlation My Adventure*, Medan, page: 69-71

meaning of the natural forms of receiver language. Furthermore, the translation is concerned with the study of lexicon, grammatical structure, communication, and cultural in source language. It is analyzed in order to determine the meaning.

The discovered meaning is reconstructed by using the lexicon and grammatical structure which are appropriate in the receiver language and it is cultural context. Translation process according to sir Nababan is consisted by three steps, there are:¹⁸

a) Analysis

Analyzing is one of the step, the translation activity begins with analyzing of the source language, because the translator always faced the source language first. Analysis of the source language text is being in reading activity. Next the reading activity of source language text intended to understand the content of the text. The translator can understand with the content in a text if read it the first.

b) Transfer of Message

After translator can understand the meaning and structure of the source language, the translator will be able to get the message in it. The next step is to transfer the content, meaning, and the message from the source language into the target language. The translator required to find the equivalent of source language the into target language. This process to transfer, the contents, meanings and the message are internal process. The process take place in the mind of the translator.

¹⁸ M.R. Nababan, (2008), *Teori Menerjemah Bahasa Inggris*, Yogyakarta: Pustaka pelajar, Page: 26

After the content, meaning and the message already exist in the translators mind then they express in target language orally or in writing. To obtain a better translation in accordance with the translation purpose itself, so the translation should be restructured.

c) **Restructuring**

Restructuring is to change the process of transfer to the target language. Furthermore, in this step, the translator needs to pay attention variety of the language to determine style. Then, the translator needs to pay attention for whom its translation. The steps will be analyzed by the comprehension from the source language into the target language. Then, restructuring have been completed by translator.

7. Types of Translation Difficulties

There is no one perfect translation, because the aesthetic factors and the tastes of each translator can be influenced by the translation process. Therefore, the right or wrong translation should be distinguished from readable and unreadable translation.¹⁹ Many factors are crucial in process of translating that can be claimed by comprehensive. This research shows these factors translation difficulties, they are:

¹⁹Farida Repelita Waty Kembaren, (2016), *My Translation My Adventure: Experience The Excitement of Translation World*, Medan: The State Islamic University of North Sumatera, Page. 66

7.1 Linguistic Factors

Linguistics is the scientific study of natural language. Linguistic factor is one of important division between study of language structure/grammar and the meaning/semantics. Linguistics is the scientific study of human's language.²⁰ Related the statement, linguistics is study about language. Language used to communicate in daily life and everywhere.

The linguistic factors have crucial influence on process of translation. The linguistic factors are lexical, syntactical, textual that can influence the translation result. It can be safely to assume the inter-lingual differences constitute the main source of translation difficulties. It include the sheer size of the undertaking, the indicated by number of the rules and dictionary entries system will need, and there are many constructions whose grammar poorly understood, it haven't been distinct how the rules and should be used to describe it the meaning in translation process.

7.2 Non-Linguistic Factors

The non-linguistic factor is involved to knowledge in ideology, cultural, historical, political, social, chemistry, science, technical, biology, medical, agricultural, and economics. The difficulties in translating can divides by two factors, namely; linguistic factor and non-linguistic factor.

Those problems appear because there are differences between language and culture. The English attentive on linguistics genre like "*he and she*". Both of

²⁰Solihatul Hamidah Daulay, (2017), *Introduction General Linguistics*, Medan: State Islamic University of Nort Sumatera, Page: 1

them in Indonesian have the same meaning “*dia*”. The general categories in students difficult to translating, there are:

- a) Students difficult to find the meaning of word that unfound in dictionary.
- b) Students difficult to translate phrase, idiomatic with culture.
- c) Students difficult to translate long sentence.
- d) Students difficult to arrange words into target language.

The main difficulties that can be found in a translation, the aspects are:

- 1) The knowing the two languages
- 2) The meaning of words
- 3) The perceptions
- 4) The time and the context that was written
- 5) Interpretation the writer's personality²¹

8. Recount Text

8.1 Definition of Recount Text

According to the expert Djuharie (2008), that recount text is reconstruction that happened in the last event. It's the unfolding sequence of event, and the purpose of recount text is to tell what occurred in the past in of story. The recount text begins to tell the reader who was involved in the last, what occurred in the past, where the event took place, and when it had occurred. The

²¹ Narcisa Schwarz, LauraRebeca Stiegelbauer, &Diana-Bianca Husar, (2017), *Translation Problems And Difficulties In Applied Translation Processes*, Arad: Western University of Arad, Page: 56

sequence of the event is described some sorts of order, for instance a time order. The recount text has a title which summarizes the text. The recount text tells about past experiences. It uses grammar past tense. The recount text describes some of events.²²

The recount text could be found by the sequence of events, which the past event is written chronologically. The purpose of the recount text is to give the readers a description of the events that had happened, to inform and to entertain the readers.²³ The purpose of a recount text is to describe the last people experiences by retelling the events by in a text. Furthermore, researcher chose recount text as material in translating recount text, because it mostly tells about last events. Recount text represents a variable which can be translated by students. As the results, the students would be interested in studying English by using recount text to master a simple past tense.

8.2 Generic Structure of Recount Text

The generic structure of the recount text consists of three parts; there are; setting or orientation, events, and conclusion. The orientation of the recount text is the background of information who, when, where and why. It also gives an outline of what you are writing. Events are where the students write about the things that happened and are identified and described in chronological order. The conclusion expresses a personal opinion regarding the events to be described.

²²Doni Ramli, (2015), *An Analysis On Students' Errors In Writing Recount Text*, Pontianak: Tanjungpura University, Page: 5

²³Putri Aisah Ningsih, (2015), *The Effectiveness of Teaching writing Recount Text By Using Facebook*, Jakarta: Syarif Hidayatullah State Islamic University, Page: 10

To make an effective recount text needs standard that is used to guide a writer to make a good writing. Recount text has several significant characteristics which the writer may use. The generic structure of the recount text consist of orientation, sequence of events, and re-orientation.²⁴

The components/generic structure of a recount text are:

1. The first paragraph is orientation which explains about the background of information who, what, where, and when.
2. The series of paragraph is to retell the events in the order in what they happened
3. A concluding paragraph/Re-orientation

The students have to know about the generic structure of recount text . It is because the students will be easier to translate a recount text if they know the construction.

Language features in a recount text are:

1. Proper nouns
2. Descriptive words
3. The use of the past tense

²⁴Lancashire, (2008), *Primary Framework Support for Writing, Non Fiction*, County Council, Page: 6-7

4. Words²⁵

The example of the recount text is Vacation To Parangtritis Beach.

B. Related Study

Some of research has relation of this study. Furthermore, the other research had conducted a research concerning students' difficulties before researcher conduct this thesis. The researcher explains three thesis as related study of this research, as follows:

1. The title of the thesis is *The Analysis Of Students Difficulties In Translating Argumentative Text From English To Indonesian At The Second Grade Students Of Man Tebing Tinggi Academic Year 2018/2019* conducted by Dedek Sugi Hariati. The researcher used qualitative research to describes the result. The researcher take sample in her research is the second grade students of XI IPA were consisted by 35 students. Be Based on the result, the researcher can conclude that the students' difficulties in translating Argumentative text is to included two factors. The factor of the difficulties is linguistic factor and non-linguistic factor.
2. The title of the thesis is *Students' Translation Process In Translating Text At The Twelve Grade Of Sma N 1 Air Joman* conducted by Hilda Trisvianti. researcher take sample in her research is 9 (nine) students twelve grade. Be based on the result, the researcher can conclude that the

²⁵Ardy Tri Yuniyanto, (2014), *Improving Students' Writing Abilities In Writing A Recount Text By Using Journal Writing*, Yogyakarta: UGM, Page: 28-29

students translate a text use stage of translation process, it can be proved by the student use transfer, analysis and restructuring.

3. The title of the thesis is *An Error Analysis In Translating Indonesian Into English At The Eleventh Grade Students* conducted by Ayu Safitri Nasution. Researcher takes sample in XI MIA 6 that consisted of 22 students. Be based on the result, the researcher concluded that the translation of second grade students at SMA Negeri 13 Pangkep is still have mistaken in translated a text and the lexical aspect is the dominant of students' mistake.

C. Conceptual Framework

Teaching is the process of give learning to students so that they can do something useful. In other words is to transfer knowledge to students. Translation is an attempt to divert messages in a text from the source language into another language. Translation activities can be carried out to determine the structure of understanding foreign languages. So, students must know how to translate well and what they need to make a good and correct translation in a text. English is a foreign language learned by students, where the English is one of the subjects in the class that must be studied.

In the process of translation, students have many difficulties translating sentences into English text. Especially when they learn in English there are several types of texts that are studied, one of which is recount text. In schools that were the subject of this study, students admitted that they had difficulty in learning English and in translating activities. Some of the difficulties' students

faces are students having difficulty understanding the meaning of texts, students having difficulty translating new vocabulary, students finding it difficult to combine word by word into a sentence, and so on. To understand the text, students must be able to translate each sentence or each paragraph of the text. In this research, the researcher focused on the recount text.

To overcome some of problems in translating text, it takes several tricks or treatments that are used by teachers. Teachers who teach English subject, they must choose a good alternative, so the students can be easily learn about translation. Before recognizing the alternative to overcome some of problems, the most important thing that the teacher must know about the difficulties who faced by students in translating English recount text and knowing what causes it. In this research process, researcher can be seen the follows figure:

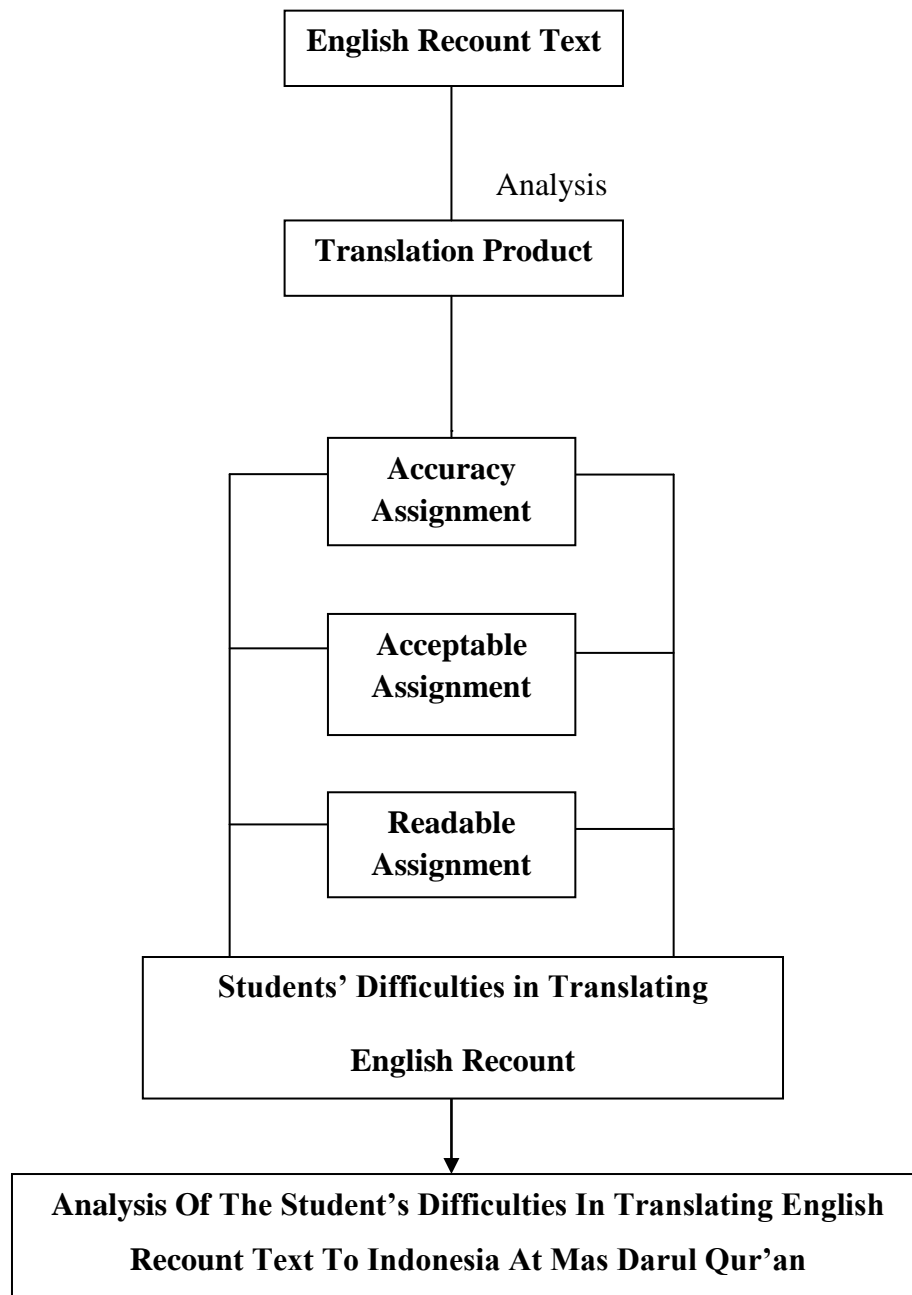


Figure 1 The Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Researcher conducted a research by applying qualitative method by using descriptive qualitative research. This research related to translating recount text. Berdasarkan definisi penelitian kualitatif dari pak Sugiono, penelitian kualitatif ini berusaha mempelajari sesuatu secara menyeluruh tanpa terkontrol. (According to Sugiyono, the qualitative research try to learn something as whole without controlled).²⁶The qualitative research refers to the definition, the concepts, the meaning, the characteristics, and the description of the study.²⁷

B. Research Subject

Berdasarkan definisi dari pak Sugiono mengenai purposive sampling adalah suatu teknik yang digunakan untuk mengambil sampel berdasarkan beberapa pertimbangan dan memiliki kriteria yang detail. (According to Sugiyono about the purposive sampling is a technique that used to take sample based on some of consideration and have detail criteria.²⁸Researcher takes the sample is consisted by 10 (ten) students at the first grade of class X IA-3 MAS

²⁶ Sugiyono, (2013), *Statistik untuk Penelitian*, Bandung: Alfabet, Page: 93

²⁷ Djamar'an Satori and Aan Komariah, (2013), *Metodologi Penelitian Kualitatif*, Bandung: Alfabeta, Page: 23

²⁸ Sugiyono, (2013), *Op.cit*, Page: 300

Darul Qur'an Medan Tembung. Which, the students have difficulty in translating English recount text to Indonesia.

C. Data Collection

To get the data collection, researcher uses some of instruments such as the follows:

1. Observation

The observation is an activity done by researcher in order to see directly the activities that done by the informant in the scope of school. Therefore, researcher makes notes about what researcher see and hear both directly in the classroom and outside the classroom. The intention of the observation is to observe directly, that done by informant related to the problems in the study. Then, compare it with the results of interviews from other informants. Therefore, in gathering actual information, researcher must do it incidentally and the observation activities can be seen naturally and to avoid saturation.

Researcher conducted the observation when PPL 3 at MAS Darul Qurán Tembung. Researcher observed before the pandemic period. At the time, researcher teaches the students about English. Furthermore, researcher took the opportunity to conduct the observation. Researcher asked and heard the students' difficulty in translating English text. Researcher makes notes about what researcher see, then the researcher collects the all information to support this study.

2. Interview

According to Moleong, the interview is some of conversations with a specific purpose. The interviewer is who give questions and the interviewee is who answer questions.²⁹ Through the interview researcher will obtain information from the informant by daring (WhatsApp). The interview sheet is used by researcher to collect the data from informant. The researcher would ask about the reason of the student's difficulties in translating English recount text to Indonesia. Researcher gives interview sheet to English teacher, the interview sheet to student before and after test, and the interview about the reason of the students' difficulties in translating English recount text.

To conduct the interview as daring in pandemic period, researcher interviews the teacher by face to face. Furthermore, researcher asked the teacher to invite into group class. Then, researcher give introduction to the students that the researcher would conduct the interview as daring (WhatsApp). Furthermore, researcher gives interview sheet to the students in the group class. To collect the interview sheet, researcher asked the student to send private chat to the researcher.

3. Test

Menurut Suharsimi Arikunto Tes adalah bentuk dari beberapa pertanyaan yang mengandung informasi tentang data yang dibutuhkan peneliti. Selain itu, untuk mengetahui kemampuan yang dimiliki oleh siswa. (According to Suharsimi Arikunto, The test is shape of some questions that contains information

²⁹Moleong Lexy J, (2013), *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya, Page: 186.

about data researcher need. Be sides, to knowing students' ability).³⁰ To collect data from the informant, the researcher will use test to knowing the students' ability in translating English recount text, then the researcher will give English text to students to knowing the students' difficulties in translating English recount text.

Researcher will give English recount text to students by daring, in order to the students translate it into Indonesian. Researcher gives English text to done in 50 minute. Researcher permits the students use the dictionary and google translate. The title of the English text is *Visiting Bali*. If the students have finished it, researcher collects the translation product by WhatsApp. If the students finish it, the researcher collected the data. Furthermore, researcher analyse the students translation.

³⁰Suharsimi Arikunto, (2013), *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, Page: 89

The assessment rubrics of translation test by Nababan, Nuraeni and Sumardiono, as this followed:³¹

a. Accuracy

Table. 1. Accuracy assessment rubric of translation

Translation Categories	Assessment Categories	Score
Accurate	The meaning of words, technical terms, phrases, clauses, sentences or source language in a texts are transferred accurately into the target language; there is absolutely no distortion of meaning.	3
Less Accurate	The technical terms, clause, sentence, and phrases in a text have been accurately transposed into the target language. But there is a double meaning in the translation or find the meaning omitted. It's disturbing the integrity of the message in a text.	2
Inaccurately	The words meaning, the technical terms, clauses, phrases, sentence in a texts are transferred inaccurately into the target language.	1

³¹ Nuraeni Nababan and Sumardiono, (2012), *Pengembangan Model Penilaian Kualitas Terjemahan*, Jurnal Kajian Linguistik dan Sastra, Vol.24, No.1, Juni:2012, Srakarta: Universitas Sebelas Maret, Page. 44-45

b. Acceptable

Table.2. Acceptable assessment rubric of translation

Translation Categories	Assessment Categories	Score
Accurate	Translation with natural, the technical terms are commonly familiar to readers, the clauses, phrases, and sentences that used are in conformity with Indonesian patterns.	3
Less Accurate	Translation with natural, but there are a few problems with technical terms or there are a few mistake in grammatical.	2
Inaccurately	Unnatural translation, the technical terms are not commonly familiar to readers, the clauses, the phrases, and the sentence don't confirm the Indonesian patterns.	1

c. Readable

Table. 3. Readable assessment rubric of translation

Translation Category	Assessment Category	Score
High Level of Readability	Technical terms, phrases, clauses, sentence can be easily understood by the reader.	3
Moderate Readability	Translation can understand by the reader, but there are parts that must be read more than once to understand the meaning.	2
Low Readability Level	Translation is hard to understand the meaning.	1

According to Nababan, the translation process has three parts, namely; analysis, transfer of message, and the restructuring.³²

a. Analysis

To analyse the source language in English, translator read first the English text. In order to understand the content or point out and view in the English text.

b. Transfer of Message

After translator can understand the meaning and structure of the source language, the translator will be able to get the message. The next step is to transfer the content, meaning, and the message from the source language into the target

³² M.R. Nababan,(2008), *Teori Menerjemah Bahasa Inggris*, Yogyakarta: Pustaka pelajar, Page: 26

language. The translator required to find the equivalent of the source language into the target language.

c. Restructuring

Restructuring is an activity to change or transfer process to the target language. In the restructuring step, the translator needs to pay attention variety of the language to determine style of language.

D. Data Analysis

Data will analyse by using Miles and Huberman model. The analysis model is consisted from data reduction, data display, and conclusion,³³ namely:

1. Data Reduction

Data reduction is a process of sensitive thinking that requires intelligence and breadth and depth of insight.³⁴ Reducing data means to summarizing data, to estimate the point, focus on the important things, and exile data. The process of data reduction will be selected by simply the data, abstracting, and the transforming. As the first action is process of selecting the data, then the text will be divided into a sentence. The second action of data reduction is focus on the translation. The third action of data reduction is abstracting, the researcher will be input the result of data analysis in tabulation. The last action is transforming, the researcher will display the data in written the summary of student's translation.

³³Djam'an Satori & Aan Komariah, (2017), Op.cit, Page: 218

³⁴Sugiyono, (2013), Op.cit, Page: 339

2. Data Display

The presentation of data display can be done in the form of brief description, chart, relationship between categories, flowchart, and the others. So, in this study the student's difficulties in translating English recount text will be display by table and descriptions, then the students process in translating will be display by chart and descriptions.³⁵

3. Conclusion Drawing

Researcher will make the conclusion of the research based on the data findings.

E. Trustworthiness

The research finding should have support to prove the strengthen of data. The validity of the data can be intended by obtain the level of trust to clarify the data based on the fact in field³⁶

The trustworthiness of the research is important thing to evaluate data. The intention of trustworthiness in qualitative inquiry is to support the arguments in findings. According to the expert of Lincoln and Guba have criteria to establishing the trustworthiness of qualitative research, there are:

³⁵Sugiyono, (2016), Op.cit, Page: 341

³⁶Ibrahim M.A, (2015), *Metodologi Penelitian Kualitatif: Panduan Penelitian Beserta Contoh Proposal Kualitatif*, Bandung; Alfabeta, Page: 50

1. Credibility/True value

The credibility is an evaluation of research findings to representing a credible conceptual interpretation of the data, drawn from the participants' original data.

2. Dependability (Consistency)

The dependability is an assessment to integrated the process in data collection, data analysis, and the theory of generations.

3. Confirmability

The confirmability is a measure of the inquiry finding that are supported by the data collection.

4. Transferability (Applicability)

The transferability is a degree to findings of this inquiry can apply or transfer beyond the bounds of the project.³⁷

³⁷Didik Santoso & Pirman Ginting, (2015), *Bilingual Education Program at Junior High School*, Jakarta: Prenadamedia Group, Page: 55.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The chapter IV researcher collect the data from the test. The researcher found that the students have difficulties in translating English recount text to Indonesian was caused by the English words (vocabularies) didn't translate correctly and the sentence structure in Indonesian didn't arranged unwell by first Grade students in MAS Darul Qur'an.

1. Data Descriptions of Students' Difficulties of Translating English Recount Text

Translation Student 1

Mengunjungi Bali

Terdapat banyak tempat untuk dilihat di Bali bahwa teman-temanku memutuskan untuk ikut serta tur untuk melihat sebanyak mungkin. Temanku tinggal di Kuta pada kedatangan. Dia menghabiskan tiga hari pertama berenang dan berselancar di pantai Kuta. Dia mengunjungi beberapa agen tur dan memilih dua tur. Pertama ke Singaraja, dan kedua di Ubud. Pada hari tur, dia sudah siap. Temanku dan grupnya kumpulan melewati gunung. Singaraja adalah kota tentang 90 ribu orang. Itu adalah sibuk tapi lumayan kota kecil. Jalan-jalan di barisan dengan pohon-pohon dan disana banyak rumah Belanda.

Tur kedua ke Ubud adalah tur yang sangat berbeda. Itu tidak melihat pemandangan tapi melihat seni dan keahlian di pulau itu. Pertama berhenti di Batubulan, sebuah pusat batu ukir. Disana temanku menonton anak laki-laki muda diukir di blog batu besar. Selanjutnya berhenti di Celuk, sebuah pusat untuk perajinan perak dan perajinan emas. Setelah itu dia berhenti sementara untuk makan siang di Sukawati dan ke Misa. Misa adalah sebuah pusat wisata.

Teman saya sepuluh hari tinggal berakhir sangat cepat disamping dua turnya; semua hari dihabiskan di pantai. Dia pergi berlayar atau berselancar setiap hari. Dia sangat puas.

The line 1 is “There were so many places to see in Bali”. The students translated “terdapat banyak tempat untuk dilihat di Bali”, meanwhile the target language mean is “Di sana ada banyak tempat untuk melihat Bali”. The fifth line is “My friend and his group drove on through mountains”, the student translated “Temanku dan grupnya kumpulan di melewati gunung”. Meanwhile the target language is “Temanku dan kelompoknya melaju melewati pegunungan”. The line &is “It is a busy but quite town”, the students translated “Itu adalah sibuk tapi lumayan kota kecil”. This translated have ambiguous meaning. The target language is “Kota ini ramai tapi tenang”. The line 10, the student translated “Jalan-jalan di barisan dengan pohon-pohon. This sentence isn’t arranged into good indonesian sentence. The source language is “The streets are lined with trees” and the target language is “Jalanan dipagari dengan pepohonan”.

In the second paragraph, the line 11 the source language is “It was not to see the scenery. The student translated “Itu tidak melihat pemandangan”, while the source language is “Bukan untuk melihat pemandangan”. The line 15 student translated “dan”, while the target language is “dan selanjutnya”.

Translation Student 2

Mengunjungi Bali

Disana ada banyak tempat untuk melihat di Bali bahwa teman-temanku memutuskan untuk ikut serta tur untuk melihat sebagai banyak mungkin. Temanku tinggal di Kuta pada kedatangan. Dia menghabiskan tiga hari pertama berenang dan berselancar di pantai Kuta. Dia mengunjungi agen tur dan memilih dua tur. Pertama ke Singaraja, dan kedua di Ubud. Pada hari tur, dia siap. Temanku dan kelompoknya melewati gunung. Singaraja adalah kota tentang 90 ribu orang. Itu adalah sibuk tapi lumayan kota kecil. Jalan-jalan di batasi dengan pohon-pohon dan disana banyak rumah Belanda.

Tur kedua ke Ubud adalah tur yang sangat berbeda. Itu tidak untuk melihat pemandangan tapi melihat seni dan keahlian di pulau itu. Pertama berhenti di Batubulan, sebuah pusat batu ukir. Disana temanku menonton anak laki-laki muda diukir di blog batu besar. Selanjutnya berhenti di Celuk, sebuah pusat untuk perajinan perak dan perajinan emas. Setelah itu dia berhenti sementara untuk makan siang di Sukawati dan ke Misa. Misa adalah sebuah pusat wisata.

Teman saya sepuluh hari tinggal berakhir sangat cepat disamping dua turnya; semua hari dihabiskan di pantai. Dia pergi berlayar atau berselancar setiap hari. Dia sangat puas.

The line 2 student translated the source language “to see as much as possible” as “untuk melihat sebagai banyak mungkin”. While, the target language is “untuk melihat sebanyak mungkin”. The student translated phrase word by word. The line 4 the student didn’t translate word of “some”. The student translated is “Dia mengunjungi agen tur”, while the target language is “Dia mengunjungi beberapa agen tur”. The line 6, student translated “Singaraja adalah kota tentang 90 ribu orang” and the target language is “Singaraja adalah kota yang berpenduduk sekitar 90 ribu orang”. Then the line 7, student translated “Itu adalah sibuk tapi lumayan kota kecil” and the target language is “Kota ini ramai tapi tenang”.

The line 9, the student translated the source language “It was not to see the scenery” as “Itu tidak untuk melihat pemandangan”. While, the target language is “Bukan untuk melihat pemandangan”. The line 17, the student translated “all his day was spent on the beach” as “semua hari dihabiskan di pantai”. While the target language is “sepanjang harinya dihabiskan di pantai”. The line 18, the student translated “He was quite satisfied” as “Dia sangat puas”. The target language is “Dia merasa puas”.

Translation Student 3

Mengunjungi Bali

Ada banyak tempat untuk melihat di Bali bahwa teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin. Teman saya tinggal di Kuta saat kedatangan. Ia menghabiskan tiga hari pertama berenang dan berselancar di pantai Kuta. Ia mengunjungi beberapa agen tur dan memilih dua tur. Pertama adalah ke Singaraja, kedua adalah ke Ubud. Pada hari tur, dia siap. Temanku dan kelompoknya kumpulan pada melewati gunung-gunung. Singaraja adalah kota berpenduduk 90 ribu orang. Kota ini sibuk tapi sangat sepi. Jalan-jalan dibarisi dengan pohon-pohon dan ada banyak rumah tua Belanda.

Tur kedua ke Ubud adalah tur yang sangat berbeda. Tidak untuk melihat pemandangan namun melihat seni dan kerajinan pulau. Perhentian pertama ada di Batubulan, sebuah pusat patung batu. Di sana teman saya melihat anak laki-laki muda diukir di blok batu yang besar. Perhentian berikutnya adalah Celuk, sebuah pusat untuk perajin perak dan perajin emas. Setelah itu dia berhenti sebentar untuk makan siang di Sukawati dan pada ke Misa. Misa adalah sebuah pusat perjalanan.

Teman saya sepuluh hari tinggal berakhir sangat cepat di samping dua turnya, semua hari dihabiskannya di pantai. Dia pergi berlayar atau surfing setiap hari. Dia adalah sungguh puas.

The line 1 in the first sentence, student didn't translate word of “There”. The student just translated “Ada banyak tempat...”. The translation shall “Disana ada tempat”. Then word of “my friends” is plural. So, the translation is “teman-temanku”. The line 6, student translated the source language is “My friend

and his group drove on through mountains” as “Temanku dan kelompoknya kumpulan pada melewati gunung-gunung”. This sentence is ambiguous meaning. The target language is “Temanku dan kelompoknya melaju melewati pegunungan”. The line 8, student translated the word of “busy” as “sibuk”. While the target language is “ramai”. Then the word of “quite town” translated as sangat kota”. The target language in the text is “tenang”.

Additionally, the sentence of “The streets are lined with trees ...” student translated “Jalan-jalan dibarisi dengan pohon-pohon”. This sentence is ambiguous meaning. The target language in the text is “Jalanan dipagari dengan pepohonan...”. the line 11, student translated “... melihat seni dan kerajinan pulau...”, while the target language the text meaning is “... melihat seni dan kerajinan di pulau it”. The line 15, student translated the word of “and on to.. ” as “ dan pada ke...”. the target language is “ dan terus ke...”.

The line 17, student translated “all his day was spent on the beach” as “semua hari dihabiskannya di pantai”. The target language is “sepanjang harinya dihabiskan di pantai”. Then, student didn’t translate the word of “surfing”. The line 18, the student translated “He was quite satisfied” as “Dia adalah sungguh puas”. The target language is “Dia merasa puas”.

Translation Student 4

Mengunjungi Bali

Ada banyak tempat untuk melihat di Bali bahwa teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin. Teman saya tinggal di Kuta saat kedatangan. Dia menghabiskan tiga hari pertama berenang dan berselancar di pantai Kuta. Dia mengunjungi beberapa agen tur dan memilih dua tur. Pertama adalah ke Singaraja, kedua adalah ke Ubud. Pada hari tur, dia siap. Temanku dan kelompoknya melewati pegunungan. Singaraja adalah kota berpenduduk 90 ribu orang. Kota ini sibuk tapi sangat sepi. Jalan-jalan dibarisi dengan pohon-pohon dan ada banyak rumah tua Belanda.

Tur kedua ke Ubud adalah tur yang sangat berbeda. Tidak untuk melihat pemandangan tapi melihat seni dan kerajinan pulau. Pertama berhenti adalah di Batubulan, sebuah pusat patung batu. Di sana teman saya melihat anak laki-laki muda diukir di blok batu yang besar. Perhentian berikutnya adalah Celuk, sebuah pusat untuk silversmiths dan goldensmiths. Setelah itu dia berhenti sebentar untuk makan siang di Sukawati dan terus ke Misa. Misa adalah sebuah pusat perjalanan.

Teman saya sepuluh hari tinggal berakhir sangat cepat di samping dua turnya, semua harinya dihabiskan di pantai. Dia pergi berlayar atau surfing setiap hari. Dia sangat puas.

The line 1 in the first sentence, student didn't translate word of "There". The student just translated "Ada banyak tempat...". The translation shall "Disana ada tempat". Then word of "my friends" is plural. So, the translation is "teman-temanku". The line 7, the student translated the word of "about2 is "tentang". The target language in the text meaning is "sekitar". The line 8, student translated "The streets are lined with trees..." as "Jalan-jalan dibarisi dengan pohon-pohon...". this sentence didn't arrange well. The target language in the text meaning is "Jalanan dipagari dengan pepohonan".

The line 11, student translated the source language "Pertama berhenti adalah di Batubulan". This sentence didn't arrange well. So, the sentece hard to uderstand for the reader. The target language in the text meaning is "Perhentian

pertama ada di Batubulan”. The line 14, the source language is “a center for silversmiths and goldsmiths”, then the student translated “sebuah pusat untuk silversmiths dan goldsmiths”. The student didn’t translate the whole sentence, there are: “silversmiths and goldsmiths”. The line 16, the student’s translate the word of “tourist center” as “perjalanan” and the word of “tourist” didn’t translate. The good phrase is pusat turis “. The line 18, the student translated the word of “all his day” as “semua harinya”. The target language is “ sepanjang harinya”.

Translation Student 5

Mengunjungi Bali

Disana ada banyak tempat untuk melihat di Bali bahwa teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin. Teman saya tinggal di Kuta saat kedatangan. Ia menghabiskan tiga hari pertama berenang dan surfing di pantai Kuta. Ia mengunjungi beberapa agen tur dan memilih dua tur. Pertama adalah ke Singaraja, kedua adalah ke Ubud. Pada hari tur, dia siap. Temanku dan kelompoknya melewati kumpulan gunung-gunung. Singaraja adalah kota berpenduduk 90 ribu orang. Kota ini sibuk tapi sangat sepi. Jalan-jalan itu dibatasi dengan pohon-pohon dan ada banyak rumah tua Belanda.

Kedua tur ke Ubud adalah sebuah sangat berbeda tur. Tidak untuk melihat pemandangan tapi melihat seni dan kerajinan pulau itu. Pertama berhenti adalah di Batubulan, sebuah pusat patung batu. Di sana teman saya melihat anak laki-laki muda diukir di blok batu yang besar. Selanjutnya berhenti adalah di Celuk, sebuah pusat untuk perajin perak dan goldsmiths. Setelah itu dia berhenti sebentar untuk makan siang di Sukawati dan terus ke Misa. Misa adalah sebuah pusat wisata turis.

Teman saya sepuluh hari tinggal berakhir sangat cepat di samping dua turnya, sepanjang harinya dihabiskan di pantai. Dia pergi berlayar atau surfing setiap hari. Dia sangat puas.

The line 1 the first sentence, word of “that”. Student translated “bahwa”. Meanwhile, the target language in the text as conjunction. So, her translation didn’t arrange well, like “Disana ada banyak tempat untuk melihat di Bali bahwa

teman saya memutuskan untuk....”. The target language is “Disana ada banyak tempat untuk melihat di Bali teman saya memutuskan....”. The line 4, the student didn’t translate the word of “surfing”. The word of “surfing” can translate into Indonesia “berselancar”. The line 6, the sentence of “Temanku dan kelompoknya melewati kumpulangunung-gunung”. This sentence still have ambiguous meaning. The target language is “Temanku dan kelompoknya melaju melewati pegunungan. So in this case, the student shall arrange the good pattern in Indonesian sentence.

The line 8, the sentence is “Jalan-jalan itu dibatasi dengan pohon-pohon...”. This sentence still have ambiguous meaning. This sentence hard to understand for reader. The target language from the sentence is “Jalanan dipagari dengan pepohonan...” then the phrase is “...old Dutch house” the student translated is “rumah tua Belanda”. So, the target language in the text meaning is “Rumah Belanda tua”. The line 10, the sentence is “Kedua tur ke Ubud adalah sebuah sangat berbeda tur”. This sentence haven’t arranged into good sentence. The target language is “Tur kedua adalah ke Ubud sebuah tur yang sangat berbeda”. Then, the student translated sentence “melihat seni dan kerajinan pulau itu”. The target language is “melihat seni dan kerajinan di pulau”. Then the word of “...goldsmiths” didn’t translate it. The meaning of “...goldsmiths” is perajinan emas”. The word of “...surfing” didn’t translate it by the student. The last sentence is “Dia sangat puas”. The good sentence is “Dia merasa sangat puas”.

Translation Student 6

Mengunjungi Bali

Ada banyak tempat untuk melihat di Bali bahwa teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin. Teman saya tinggal di Kuta saat kedatangan. Ia menghabiskan tiga hari pertama berenang dan berselancar di pantai Kuta. Ia mengunjungi beberapa agent tur dan memilih dua tur. Pertama adalah ke Singaraja, kedua adalah ke Ubud. Pada hari tur, dia siap. Teman saya dan kelompoknya melewati gunung-gunung. Singaraja adalah kota penduduk 90 ribu orang. Kota ini sibuk tapi sangat sepi. Jalan-jalan dibarisi dengan pohon-pohon dan ada banyak rumah tua Belanda.

Perjalanan kedua ke Ubud adalah sangat berbeda perjalanan. Tidak untuk melihat pemandangan tapi melihat seni dan kerajinan pulau. Pertama perhentian di Batubulan, sebuah pusat batu patung. Di sana teman saya melihat laki-laki muda diukir di blok batu yang besar. Selanjutnya perhentian adalah di Celuk, sebuah pusat untuk perajin perak dan perajin emas. Setelah itu dia berhenti untuk makan siang di Sukawati dan ke Misa. Misa adalah sebuah pusat perjalanan.

Teman saya sepuluh hari tinggal berakhir sangat cepat di samping dua turnya, sepanjang harinya dihabiskan di pantai. Dia pergi berlayar atau surfing setiap hari. Dia sangat puas.

The line 1 the first sentence is “Ada banyak tempat untuk melihat...”. This sentence shall translate “ Disana ada banyak tempat untuk melihat...”. Then, the phrase of “ as much as possible” didn’t translate well. The target language is “sebanyak mungkin”. The sentence of “Teman saya tinggal di Kuta saat kedatangan”. This sentence have ambigious meaning. The target language is “Saat tiba teman saya tinggal di Kuta”. Additionally, the word of “agent...” didn’t translate into indonesia. The meaning word of “agent...” is “agen”. The student translated this sentence “Kota ini sibuk tapi sangat sepi”. The target language in this text is “kota ini ramai tapi sangat tenang”.

The line 8, The student translated this sentence “Jalan-jalan dibarisi dengan pohon-pohon dan ada banyak rumah tua Belanda”. The target language in the text is “Jalanan dipgari dengan pepohonan dan ada banyak rumah Belanda

tua”. The line 11, the student translated the sentence “Pertama perhentian...”, the good translation is “pemberhentian pertama...”. Then, the word of “...and on to...” didn’t translate by the student. The meaning of the word is “ dan terus ke...”. Additionally, the student translated “Misa adalah sebuah pusat perjalanan”. The target language in the sentence is “Misa adalah sebuah pusat turis”. The word of “surfing” didn’t translate by the student. The target in the text is “...berselancar...”.

Translation Student 7

Mengunjungi Bali
<p>Disana banyak tempat untuk melihat di Bali bahwa teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin. Teman saya tinggal di Kuta saat kedatangan. Ia menghabiskan tiga hari pertama berenang dan berselancar di pantai Kuta. Ia mengunjungi beberapa agen tur dan memilih dua tur. Pertama adalah ke Singaraja, kedua adalah ke Ubud. Pada hari tur, dia siap. Temanku dan kelompoknya melewati pegunungan. Singaraja adalah kota berpenduduk 90 ribu orang. Kota ini sibuk tapi sangat sepi. Jalan-jalan dibarisi dengan pohon-pohon dan ada banyak rumah tua Belanda.</p> <p>Tur kedua ke Ubud adalah tur yang sangat berbeda. Tidak untuk melihat pemandangan tapi melihat seni dan kerajinan pulau. Perhentian pertama ada di Batubulan, sebuah pusat patung batu. Di sana teman saya melihat anak laki-laki muda diukir di blok batu yang besar. Perhentian berikutnya adalah Celuk, sebuah pusat untuk perajin perak dan perajin emas. Setelah itu dia berhenti sebentar untuk makan siang di Sukawati dan terus ke Misa. Misa adalah sebuah pusat perjalanan.</p> <p>Teman saya sepuluh hari tinggal berakhir sangat cepat di samping dua turnya, sepanjang harinya dihabiskan di pantai. Dia pergi berlayar atau surfing setiap hari. Dia sangat puas.</p>

The line 1, the word of “...that...” student translated as “...bahwa...”. While the target language in the text is as conjunction. So the target language in the text is “Disana banyak tempat untuk melihat di Bali dan teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin”. The line 2, the student translated the sentence “Teman saya tinggal di Kuta saat kedatangan”. The target

language in the text is “saat kedatangan teman saya tinggal di Kuta”. The line 7, the student translated the sentence “Kota ini sibuk tapi sangat kota kecil”. The target language in the text is “Kota ini ramai tapi sangat tenang”. The line 8, the student translated as “Jalan-jalan adalah dibatasi dengan pohon-pohon dan ada banyak rumah tua Belanda”. The target language in the text is “Jalanan dipagari dengan pepohonan ada banyak rumah Belanda tua”.

The line 16, the student translated the sentence is “Misa adalah sebuah pusat perjalanan”. The source language is “Mass is a tourist centre”. The student didn't translate the word of “tourist”. So the target language in the text is “Mass adalah sebuah pusat turis”. Then the phrase of “and on to...” didn't translate well. The target language in the text is “ dan terus ke...”. The last sentence is “he is quite satisfied”. The student translate “Dia sangat puas”. The target language in the text is “Dia merasa sangat puas”.

Translation Student 8

Mengunjungi Bali

Disana banyak tempat untuk melihat di Bali bahwa teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin. Teman saya tinggal di Kuta saat kedatangan. Ia menghabiskan tiga hari pertama berenang dan berselancar di pantai Kuta. Ia mengunjungi beberapa agen tur dan memilih dua tur. Pertama adalah ke Singaraja, kedua adalah ke Ubud. Pada hari tur, dia siap. Temanku dan kelompoknya melewati pegunungan. Singaraja adalah kota berpenduduk 90 ribu orang. Kota ini sibuk tapi sangat sepi. Jalan-jalan dibarisi dengan pohon-pohon dan ada banyak rumah tua Belanda.

Tur kedua ke Ubud adalah tur yang sangat berbeda. Tidak untuk melihat pemandangan tapi melihat seni dan kerajinan pulau. Perhentian pertama ada di Batubulan, sebuah pusat patung batu. Di sana teman saya melihat anak laki-laki muda diukir di blok batu yang besar. Perhentian berikutnya adalah Celuk, sebuah pusat untuk perajin perak dan perajin emas. Setelah itu dia berhenti sebentar untuk makan siang di Sukawati dan terus ke Misa. Misa adalah sebuah pusat perjalanan.

Teman saya sepuluh hari tinggal berakhir sangat cepat di samping dua turnya, sepanjang harinya dihabiskan di pantai. Dia pergi berlayar atau surfing setiap hari. Dia sangat puas.

The line 1, the word of “...that...” translated by the student as “...bahwa...”. While in the text, the word of “...that...” is as conjunction. The target language is “Disana banyak tempat untuk melihat di Bali dan teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin”. The line 8, the student translated the sentence as “Kota ini sibuk tapi sangat sepi”. This sentence is hard to understand for the reader. The meaning of the sentence is ambiguous. The source language is “It is a busy but quite town”. While, the target language in the text is “kota ini ramai tapi sangat tenang”. Then, the sentence of “Jalan-jalan itu melewati dengan pohon-pohon dan ada banyak rumah tua Belanda”. The source language is “The streets are lined with trees and there are many old Dutch house”. While, the target language in the text is “jalanan dipagari dengan pepohonan dan ada banyak rumah Belanda tua”.

The line 18, the student translated the text as “...sepanjang harinya menghabiskan di pantai “. The source language is “all his day was spent on the beach “. The target language in the text is “sepanjang harinya dihabiskan di pantai. “. The last sentence is “Dia sangat puas”. The source language is “he was quite satisfied”. The target language in the text is “dia merasa sangat puas”.

Translation Student 9

Mengunjungi Bali
<p>Disana banyak tempat untuk melihat di Bali bahwa teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin. Teman saya tinggal di Kuta saat kedatangan. Ia menghabiskan tiga hari pertama berenang dan berselancar di pantai Kuta. Ia mengunjungi beberapa agen tur dan memilih dua tur. Pertama adalah ke Singaraja, kedua adalah ke Ubud. Pada hari tur, dia siap. Temanku dan kelompoknya melewati pegunungan. Singaraja adalah kota berpenduduk 90 ribu orang. Kota ini sibuk tapi sangat sepi. Jalan-jalan dibarisi dengan pohon-pohon dan ada banyak rumah tua Belanda.</p> <p>Tur kedua ke Ubud adalah tur yang sangat berbeda. Tidak untuk melihat pemandangan tapi melihat seni dan kerajinan pulau. Perhentian pertama ada di Batubulan, sebuah pusat patung batu. Di sana teman saya melihat anak laki-laki muda diukir di blok batu yang besar. Perhentian berikutnya adalah Celuk, sebuah pusat untuk perajin perak dan perajin emas. Setelah itu dia berhenti sebentar untuk makan siang di Sukawati dan terus ke Misa. Misa adalah sebuah pusat perjalanan.</p> <p>Teman saya sepuluh hari tinggal berakhir sangat cepat di samping dua turnya, sepanjang harinya dihabiskan di pantai. Dia pergi berlayar atau surfing setiap hari. Dia sangat puas.</p>

The line 1 in the first sentence, the student translated “...melihat di Bali bahwa teman saya...”. There is not word of “bahwa”. The word of “that” as conjunction. So the target language is “Disana ada banyak tempat untuk melihat di Bali dan teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin”. The line 2, the student translated as “Teman saya tinggal di Kuta saat kedatangan”. The target language in the text is as “saat kedatangan teman saya

tinggal di Kuta”. The line 8, the student translated the sentence as “Kota ini sibuk tapi sangat sepi”. This sentence is hard to understand for reader. The meaning still ambiguous. The source language is “It is a busy but quite town”. While, the target language in the text is “kota ini ramai tapi sangat tenang”.

The line 16, student translated the sentence “Misa adalah sebuah pusat perjalanan”. While in the source language there is not word of “perjalanan”. The source language is “Mass is a tourist centre”. So the target language in the text is “Mass adalah pusat turis”. The line 19, the student didn’t translate the word of “surfing”. Then the last sentence is “dia sangat puas”. The source language is he was quite satisfied”. While the target language in the text is “dia merasa sangat puas”.

Translation Student 10

Mengunjungi Bali

Disana ada banyak tempat untuk melihat di Bali bahwa teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin. Teman saya tinggal di Kuta saat kedatangan. dia habiskan tiga hari pertama berenang dan berselancar di pantai Kuta. Dia mengunjungi beberapa agen tur dan memilih dua tur. Pertama adalah ke Singaraja, kedua adalah ke Ubud. Pada hari tur itu, dia siap. Temanku dan kumpulan kelompoknya melewati pada gunung-gunung. Singaraja adalah kota tentang berpenduduk 90 ribu orang. Kota ini sibuk tapi sangat kota kecil. Jalan-jalan itu melewati dengan pohon-pohon dan ada banyak rumah tua Belanda.

Tur kedua ke Ubud adalah tur yang sangat berbeda. Tidak untuk melihat pemandangan tapi melihat seni dan kerajinan pada pulau. Pemberhentian pertama ada di Batubulan, sebuah pusat patung batu. Di sana teman saya melihat anak laki-laki muda diukir di blok batu yang besar. Pemberhentian berikutnya adalah Celuk, sebuah pusat untuk perajin perak dan perajin emas. Setelah itu dia berhenti sebentar untuk makan siang di Sukawati dan pada ke Misa. Misa adalah sebuah turis pusat.

Teman saya sepuluh hari tinggal sangat cepat berakhir di samping dua turnya, semua harinya dihabiskan di pantai. Dia pergi berlayar atau surfing setiap hari. Dia adalah sangat puas.

The line 1 in the first sentence, the student translate “Disana ada banyak tempat untuk melihat di Bali bahwa teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin”. There is not word of “bahwa”. So the target language is “Disana ada banyak tempat untuk melihat di Bali dan teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin”. The line 2, the student translated as “Teman saya tinggal di Kuta saat kedatangan”. The target language in the text is as “saat kedatangan teman saya tinggal di Kuta”. The line 6, the student translated as “Temanku dan kumpulan kelompoknya melewati pada gunung-gunung”. The source language is “My friend and his group drove on through mountains”. The target language in the text is as “Temanku dan kelompoknya melaju melewati pegunungan”.

The line 8, the student translated the sentence as “Kota ini sibuk tapi sangat sepi”. The source language is “It is a busy but quite town”. While, the target language in the text is “kota ini ramai tapi sangat tenang”. Then, the sentence of “Jalan-jalan itu melewati dengan pohon-pohon dan ada banyak rumah tua Belanda”. The source language is “The streets are lined with trees and there are many old Dutch house”. While, the target language in the text is “jalanan dipagari dengan pepohonan dan ada banyak rumah Belanda tua”. The line 19, the student translated the sentence as “Dia adalah sangat puas”. The source language is “he was quite satisfied”. The target language in the text is “dia merasa sangat puas”.

Table. 4. The Summary of The Students' Translation Mistake

No.	Source Language	Target Language	Correct Language
1.	There were so many places to see in Bali that my friends decided to join the tours to see as much as possible	Disana banyak tempat untuk melihat di Bali bahwa teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin.	Disana banyak tempat untuk melihat di Bali dan teman saya memutuskan untuk mengikuti tur untuk melihat sebanyak mungkin.
2.	My friend stayed in Kuta on arrival.	Teman saya tinggal di Kuta saat kedatangan.	Teman saya tinggal di Kuta pada saat kedatangan.
3.	My friend and his group drove on through mountains.	Temanku dan kumpulan kelompoknya melewati pada gunung-gunung.	Temanku dan kelompoknya melaju melewati pegunungan.
4.	Singaraja is a city of about 90 thousand people.	Singaraja adalah kota berpenduduk tentang 90 ribu orang.	Singaraja adalah kota berpenduduk sekitar 90 ribu orang.
5.	It is a busy but quite town	Itu adalah sibuk tapi sangat kota kecil.	Kota itu ramai tapi sangat tenang.
6.	The streets are lined with trees and there are many old Dutch house.	Jalan-jalan itu melewati dengan pohon-pohon dan ada banyak rumah tua Belanda.	Jalanan dipagari dengan pepohonan dan ada banyak rumah Belanda tua.
7.	It was not to see the scenery but to see the art and the craft of the island.	Tidak untuk melihat pemandangan tapi melihat seni dan kerajinan pada pulau	Bukan untuk melihat pemandangan tapi melihat seni dan kerajinan pada pulau itu.

8.	After that he stopped a little while for lunch at sukawati and on to mass.	Setelah itu dia berhenti sebentar untuk makan siang di Sukawati dan pada ke Misa	Setelah itu dia berhenti sebentar untuk makan siang di Sukawati dan terus ke Misa
9.	Mass is a tourist centre.	Misa adalah sebuah perjalanan pusat.	Misa adalah sebuah turis pusat.
10.	All his day was spent on the beach.	semua harinya dihabiskan di pantai	Sepanjang harinya dihabiskan di pantai.
11.	He went sailing or surfboarding every day.	Dia pergi berlayar atau surfing setiap hari.	Dia pergi berlayar atau berselancar setiap hari.
12.	He was quite satisfied.	Dia adalah sangat puas.	Dia merasa sangat puas.

Table.5. The Students Score in Translating English Recount Text

Students Score	Frequency	Percentage (%)
3,3	2	20 %
4,4	2	20 %
5,5	3	30 %
6,6	2	20 %
7,7	1	10 %
Total	10	100%

Table. 6. The Students' Difficulties in Translating English Recount Text

No.	Question	Percentage (%)		
		Yes	No	Sometimes
Linguistic Factors				
1.	I found a complicated English sentence pattern in the text, so it made difficult to translate it into Indonesia.	7 (70%)	-	3 (30%)
2.	I difficult to interpreting the sentence even I know the meaning of the sentence.	6 (60%)	-	4 (40%)
3.	I difficult to understand the meaning of the English text.	7 (70%)	-	3 (30%)
Non Linguistic Factors				
4.	I difficult to find the meaning of words that unfound in dictionary.	7 (70%)	-	3 (30%)
5.	I difficult to translate phrase	7 (70%)	-	3 (30%)
6.	I difficult to translate the long sentence in English.	8 (80%)	-	2 (20%)
7.	I difficult to arrange the words be sentence into the target language.	8 (80%)	-	2 (20%)
8.	I found words that had double meaning, it makes difficult to determine which one the meaning to choosen.	7 (70%)	-	3 (30%)

The students difficulties of understanding the meaning of the source language, it makes students difficult to translate it into the target language was caused by students lack of vocabularies, students knowledge and the students

understanding about translation was still less. So, the researcher concluded that the students difficulties in translating English recount text to Indonesian is from linguistic factor and non linguistic factor. It proved by the percentage amount in the table above.

2. Data Description How the Students' Translating English Recount

Text

Before analyze those data, the researcher gives some explanation about how students' translate English recount text. In conducting those data in this research, researcher give 5 (five) questions to students in order to knowing students' translation process in translating English recount text. The researcher analyzes the students' process of translating English recount text by interview. The researcher presents the finding in appendix VII.

Students 1

Q1 : How the manner do you translate English recount text into Indonesia?

S1 : *Kalau menerjemahkan teks ana kata per kata. Karena ana tidak tau.*

(The student use **transfer**, because the student translated the text word by word).

Q2 : Do you read English text before you translating the text?

S1 : *Ana baca judul dan paragraf pertama aja, setelah itu langsung ana terjemahkan.*

(This student didn't use stage).

Q3 : Do you understand the whole content in the text before translate it into Indonesia?

S1 : Membaca dan mencoba memahami teksnya, tapi ana nggak ngerti teks bahasa Inggris.

(This student use **Analysis**, because the student lile understang about the content in the text).

Q4 : Do you search the vocabularies that you don't know before translating the text?

S1 : Tidak. Kalau ada kata-kata asing yang ana tidak tahu baru mencari di kamus.

(This student didn't use stage).

Q5 : Do you recheck your translation when you finish the tranalation?

S1 : Ya, ana baca sambil diperiksa mualimah biar ngerti isi teksnya.

(This stdent use **Restructuring**, because the student recheck the result of her translation).

Student 2

Q1 : How the manner do you translate English recount text into Indonesia?

S2 : Gk bisa pakek google translate, jadi ana menerjemahkan kalimat perkalimat mualimah.

(This student use **Analysis**, because the student translate the text by sentence).

Q2 : Do you read English text before you translating the text?

S2 : Iya dibaca dulu mualimah, biar ana tau menerjemahkan teks bahasa Inggrisnya ke dalam bahasa Indonesia.

(This student use **Analysis**, because the student read the text firstly as comprehension).

Q3 : Do you understand the whole content in the text before translate it into Indonesia?

S2 : *Ana paham sedikit isi teks bacaannya. Setelah dipahami ana langsung menerjemahkan ke dalam bahasa Indonesia.*

(This student use **Analysis**, because the student lile understang about the content in the text).

Q4 : Do you search the vocabularies that you don't know before translating the text?

S2 : *Tidak. Kalau ada kata-kata yang susah, ana cari di kamus atau bertanya sama mualimah Zahra.*

(This student didn't use stage).

Q5 : Do you recheck your translation when you finish the tranalation?

S2 : *Diperiksa lah mualimah, ana baca-baca biar paham dan kalo ada yang gk ana ngerti ana tanya sama mualimah.*

(This student use **Restructuring**, because the student recheck the result of her translation).

Student 3

Q1 : How the manner do you translate English recount text into Indonesia?

S3 : *Cari kosa katanya di kamus nanti diterjemahkan kata per kata mualimah*

(This student use **transfer**, because the student translate the text word by word).

Q2 : Do you read English text before you translating the text?

S3 : *Ya, ana baca teksnya dan mencoba memahami.*

(This student use **Analysis**, because the student read the text firstly as comprehension).

Q3 : Do you understand the whole content in the text before translate it into Indonesia?

S3 : *Tidak mualimah, ana kurang mengerti.*

(This student didn't use stage).

Q4 : Do you search the vocabularies that you don't know before translating the text?

S3 : *Gk ana cari mualimah. Ketika menerjemah baru ana cari kosa katanya.*

(This student didn't use stage).

Q5 : Do you recheck your translation when you finish the translation?

S3 : *Iya mualimah, ana baca dan diperiksa. Kalau ada yang salah ana cari kata yang pas.*

(This student use **Restructuring**, because the student recheck the result of her translation).

Student 4

Q1 : How the manner do you translate English recount text into Indonesia?

S4 : *Satu-satu mualimah, walaupun lama menerjemahkannya.*

(This student use **transfer**, because the student translate the text word by word).

Q2 : Do you read English text before you translating the text?

S4 : *Jika ada teks bahasa Inggris yang mau diterjemahkan ke dalam bahasa Indonesia, ana membaca terlebih dahulu supaya ana tahu apa yang dikerjakan.*

(This student use **Analysis**, because the student read the text firstly as comprehension).

Q3 : Do you understand the whole content in the text before translate it into Indonesia?

S4 : *Ana ngerti sedikit isi teks bahasa Inggrisnya.*

(This student use **Analysis**, because the student lile understang about the content in the text).

Q4 : Do you search the vocabularies that you don't know before translating the text?

S4 : *nggak mualimah, ana memabaca sekalian menerjemahkan teks bahasa Inggris.*

(This student didn't use stage).

Q5 : Do you recheck your translation when you finish the tranalation?

S4 : *Ana periksa kembali dan ana pahami kembali setelah diterjemahkan.*

(This student use **Restructuring**, because the student recheck the result of her translation).

Student 5

Q1 : How the manner do you translate English recount text into Indonesia?

S5 : *Satu-satu diterjemahkan mualimah, karna kalau sekalian ana tidak tahu dan ana sedikit hapal kosa kata bahasa Inggris.*

(This student use **transfer**, because the student translate the text word by word).

Q2 : Do you read English text before you translating the text?

S5 : *Ana baca teks bahasa Inggris agar ana tahu apa yang akan diperlukan untuk menerjemahkan teks kedalam bahasa Indonesia.*

(This student use **Analysis**, because the student read the text firstly as comprehension).

Q3 : Do you understand the whole content in the text before translate it into Indonesia?

S5 : *Langsung ana diterjemahkan mualimah. Ana sulit dalam bahasa Inggris.*

(This student didn't use stage).

Q4 : Do you search the vocabularies that you don't know before translating the text?

S5 : *nggak mualimah, ana mencari kosa kata ketika sedang menerjemahkan teks bahasa Inggris aja.*

(This student didn't use stage).

Q5 : Do you recheck your translation when you finish the translation?

S5 : *Iya mualimah, ana periksa lagi terjemahannya. Kalo gk diperiksa ana takut ga paham isi teksnya.*

(This student use **Restructuring**, because the student recheck the result of her translation).

Student 6

Q1 : How the manner do you translate English recount text into Indonesia?

S6 : *Kata perkata mualimah, karna ana tidak tahu.*

(This student use **transfer**, because the student translate the text word by word).

Q2 : Do you read English text before you translating the text?

S6 : *Iya, ana hanya membaca sekilas teks bahasa Inggris.*

(This student didn't use stage).

Q3 : Do you understand the whole content in the text before translate it into Indonesia?

S6 : *Terkadang ana baca judul dan kalimat akhir, dan terkadang juga baca di paragraf pertama.*

(This student didn't use stage).

Q4 : Do you search the vocabularies that you don't know before translating the text?

S6 : *Ana mencari kosa kata, kalau ada kata asing ana tidak sibuk lagi mencari di kamus.*

(The student use **Transfer**, because the student search the vocabulary).

Q5 : Do you recheck your translation when you finish the translation?

S6 : *Dicek lagi mualimah, sambil dibaca jadi tahu dimana letak salah terjemahannya.*

(This student use **Restructuring**, because the student recheck the result of her translation).

Student 7

Q1 : How the manner do you translate English recount text into Indonesia?

S7 : *Kalau kalimat bahasa Inggrisnya mudah, ana menerjemahkannya kalimat per kalimat. Tapi kalau kalimatnya panjang dan susah ana menerjemahkannya kata per kata mualimah.*

(This student use **Analysis**, because the student translate the text by sentence).

Q2 : Do you read English text before you translating the text?

S7 : *Ana tidak membaca seluruh teks. Ana coba melihat vocabulary-vocabulary yang asing saja.*

(This student didn't use stage).

Q3 : Do you understand the whole content in the text before translate it into Indonesia?

S7 : *Ana ngerti ketika ana menerjemahkan semabari membaca.*

(This student didn't use stage).

Q4 : Do you search the vocabularies that you don't know before translating the text?

S7 : *Ya, ana cari vocabulary-vocabulary yang asing mualimah. Biar nanti menerjemahkan teksnya lebih mudah.*

(The student use **Transfer**, because the student search the vocabulary).

Q5 : Do you recheck your translation when you finish the translation?

S7 : *Ya, mualimah. Sebelum dikumpulkan hasil terjemahannya ana baca dulu biar ana paham isi teks bacaannya.*

(This student use **Restructuring**, because the student recheck the result of her translation).

Student 8

Q1 : How the manner do you translate English recount text into Indonesia?

S8 : *Ana menerjemahkan teks bahasa Inggris kalimat perkalimat.*

(This student use **Analysis**, because the student translate the text by sentence).

Q2 : Do you read English text before you translating the text?

S8 : *Ana hanya baca judul, paragraf pertama, dan paragraf terakhir.*

(This student didn't use stage).

Q3 : Do you understand the whole content in the text before translate it into Indonesia?

S8 : *Ana kurang ngerti bahasa Inggris mualimah.*

(This student didn't use stage).

Q4 : Do you search the vocabularies that you don't know before translating the text?

S8 : *Nggak mualimah, ketika menerjemahkan baru ana cari di kamus kosa katanya.*

(This student didn't use stage).

Q5 : Do you recheck your translation when you finish the translation?

S8 : *Iya mualimah, ana periksa terjemahannya. Kalau ada kalimat yang tidak dipahami ana bisa memperbaikinya.*

(This student use **Restructuring**, because the student recheck the result of her translation).

Student 9

Q1 : How the manner do you translate English recount text into Indonesia?

S9 : *Ana makek kamus mualimah, jadi menerjemahkan teks bahasa Inggris nya satu-satu diterjemahkan mualimah, karna kalau sekalian ana tidak tahu.*

(This student use **transfer**, because the student translate the text word by word).

Q2 : Do you read English text before you translating the text?

S9 : *Ana baca judulnya saja mualimah.*

(This student didn't use stage).

Q3 : Do you understand the whole content in the text before translate it into Indonesia?

S9 : *Ana tidak ngerti bahasa Inggris mualimah, jadi ana langsung terjemahkan. Setelah itu baru ana baca dan pahami mualimah.*

(This student didn't use stage).

Q4 : Do you search the vocabularies that you don't know before translating the text?

S9 : *Kadang-kadang mualimah dan tidak semua dicari vocabulary yang ada di teksnya.*

(This student didn't use stage).

Q5 : Do you recheck your translation when you finish the translation?

S9 : *Iya, ana periksa hasil terjemahannya lagi kalau ada yang salah, setelah itu baru ana kumpulkan teks terjemahannya.*

(This student use **Restructuring**, because the student recheck the result of her translation).

Student 10

Q1 : How the manner do you translate English recount text into Indonesia?

S10 : *Biasanya ada google translate, ana terjemahkan kalimat per paragraf mualimah. Karna di pesantren gk diizinkan bwak hp, jadi ana terjemahkan kalimat per kalimat mualimah.*

(This student use **Analysis**, because the student translate the text by sentence).

Q2 : Do you read English text before you translating the text?

S10 : *Ya, ana membaca dulu. Agar tidak asing dan sulit menerjemahkan teks bahas Inggrisnya.*

(This student use **Analysis**, because the student read the text firstly as comprehension).

Q3 : Do you understand the whole content in the text before translate it into Indonesia?

S10 : *Ada beberapa teks yang mudah dipahami dan ada yang sulit. Tapi, ana tetap membaca dan memahami sebisa ana.*

(This student use **Analysis**, because the student like understand about the content in the text).

Q4 : Do you search the vocabularies that you don't know before translating the text?

S10 : *Nggak, ana menerjemahkannya satu per satu jadi kalau ada kata-kata asing baru ana cari di kamus bahasa Inggris.*

(This student didn't use stage).

Q5 : Do you recheck your translation when you finish the translation?

S10 : *Iya mualimah, ana periksa lagi terjemahannya. Kalau ada kata-kata yang kurang pas, ana ganti katanya biar mudah dipahami.*

(This student use **Restructuring**, because the student recheck the result of her translation).

2.1 Data Analysis of Students' Translation Process in Translating Text

The researcher use theory from Mangatur Nababan, there are three stages of translation process, namely; analysis, transfer, and restructuring. Based on the data description, the researcher find the result of students translation process as below:

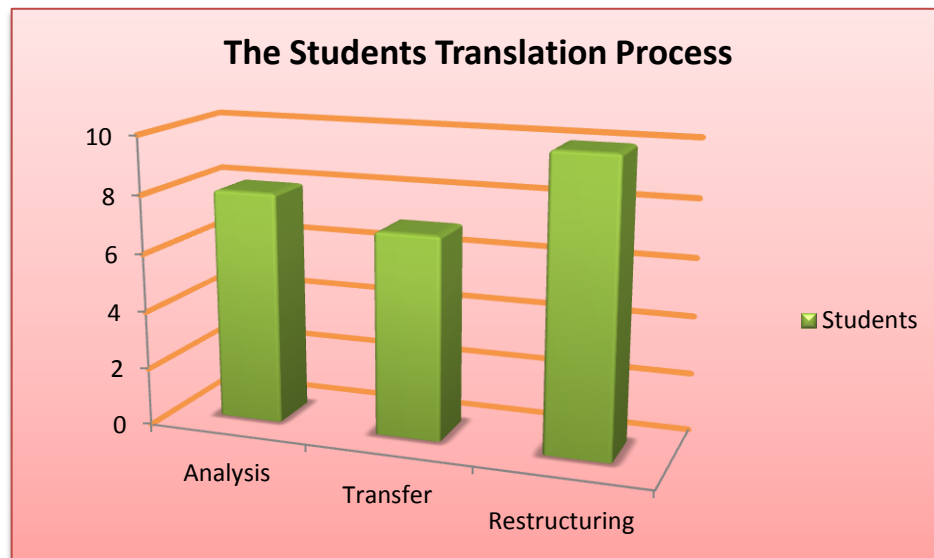
Table. 7. The Result Of Student's Translation Process

No.	Initial Name	Analysis	Transfer	Restructuring
1.	D S	✓	-	✓
2.	F A	-	✓	✓
3.	F S	✓	✓	✓
4.	F C	✓	✓	✓
5.	F R	✓	✓	✓
6.	LF	✓	✓	✓
7.	N S H	✓	-	✓
8.	S A	✓	✓	✓
9.	S E	✓	-	✓
10.	W P	-	✓	✓
Total		8	7	10

From data in the table, the students' used all of the stage according from Nababan, namely analysis, transfer, and restructuring. In this research, the students didn't translate based on translation process from Nababan, 8 (eight) from 10 (ten) students' used analysis, they are; DS, FS, FC, FR, LF, NSH, SA, and WP. 2 (two) students didn't use analysis, they are; FA and WP . 7 (seven) from 10 (ten) students' used transfer, they are; FA, FS, FC, FR, LF, NSH, SA, and WP. 3 (Three) students didn't use transfer, they are; DS, NSH, and SE. 10 (ten) students used restructuring, they are; DS, FA, FS, FC, LF, NSH, SA,SE, and WP. All of the students use this stage in their translation process of English recount text.

Based on the explanation above, the researcher find the result of student's translation process in translating English recount text and showed by this figure below :

Figure. 2. Students' Translation Process



Based on the figure above, the researcher can conclude that 8 (eight) students' used analysis, 7 (seven) students' used transfer, and 10 (ten) students' used restructuring. In this case students dominant use restructuring in their translation process of English recount text.

Based on those data, researcher finds each student have different process of translating English recount text into Indonesia. The researcher analyse how the students in translate English recount text into Indonesia, there are below:

According the stage of translation process from Mangatur Nababan, there are 5 (five) students' use the stage of translation process, they are FS, FC, FR, LF, and SA. Those students' use stage of translation process; analysis, transfer, and restructuring as sequentially during translating English recount text. So, from

those data researcher can conclude that those students use all of the stage in translation process from Mangatur Nababan.

Those students' who didn't use the all part of stage translation process. 2 (two) students jump to the transfer process and restructuring process , they are; FA, and WP. The first, students use transfer and the second use restructuring during translation process in translating English recount text into Indonesia. 3 (three) students who didn't use the part of stage translation process, namely; DS, NSH, and SE. Those students use analysis and restructuring. So, those students didn't use the all stage of translation process from Mangatur Nababan, because the students' jump to transfer before use analysis.

Based on the explanation above, the researcher can conclude that 5 (five) students use analysis, transfer, and restructuring from theory of Mangatur Nababan. 2 (two) students use transfer and restructuring and 3 (three) students use analysis and restructuring.

3. The Reason Of The Students' Difficulties In Translating English Recount Text To Indonesia.

Based on the result of the interview, the researcher analyse the students reasons why they have difficulties in translating English recount text to Indonesia.

a. Student Initial L F

Based on the interview with the student 1 about the reason have difficult in translating English recount text, the researcher got the reason why the students have difficulties in translating English recount text to Indonesia. The reason was

that the student found unfamiliar vocabularies in English recount text and hard to translate it.

b. Student Initial N S H

Based on the interview with the student 2 about the reason have difficult in translating English recount text, the researcher got the reason why the students have difficulties in translating English recount text to Indonesia. The reason was that the student difficult to determine the right words in translating English recount text.

c. Student Initial F R

Based on the interview with the student 3 about the reason have difficult in translating English recount text, the researcher got the reason why the students have difficulties in translating English recount text to Indonesia. The reason was that the student difficult to translate long sentence and unfamiliar vocabulary.

d. Student initial F S

Based on the interview with the student 4 about the reason have difficult in translating English recount text, the researcher got the reason why the students have difficulties in translating English recount text to Indonesia. The reason was that the student difficult to found the right Indonesian words in the text and sometimes found the unfamiliar vocabularies.

e. Student Initial F C

Based on the interview with the student 5 about the reason have difficult in translating English recount text, the researcher got the reason why the students have difficulties in translating English recount text to Indonesia. The reason was that the student was still less about grammar and didn't know about English.

f. Student Initial W P

Based on the interview with the student 6 about the reason have difficult in translating English recount text, the researcher got the reason why the students have difficulties in translating English recount text to Indonesia. The reason was that the student would be hard to translate if there was not English dictionary.

g. Student Initial S A

Based on the interview with the student 7 about the reason have difficult in translating English recount text, the researcher got the reason why the students have difficulties in translating English recount text to Indonesia. The reason was that the student didn't know to translate English text to Indonesian, and her basic was not in English.

h. Student Initial S E

Based on the interview with the student 8 about the reason have difficult in translating English recount text, the researcher got the reason why the students have difficulties in translating English recount text to Indonesia. The reason was that the student less in English translation activity and difficult in arrange the right sentence pattern in Indonesian.

i. Student Initial F A

Based on the interview with the student 9 about the reason have difficult in translating English recount text, the researcher got the reason why the students have difficulties in translating English recount text to Indonesia. The reason was that the student lack of vocabularies, so the student difficult to translate it.

j. Student Initial D S

Based on the interview with the student 10 about the reason have difficult in translating English recount text, the researcher got the reason why the students have difficulties in translating English recount text to Indonesia. The reason was that the student didn't know about English and the English was not her basic.

B. Discussions

1. Students' Difficulties in Translating English Recount Text

The students score in translating English recount text is enough. The 10 (ten) students can't reach the maximal score. Several students got standard score from the test result. From the students score, the researcher can conclude that the students have difficulties in translating English recount text into Indonesia caused by linguistic factors and non linguistic factors.

Based on the table above, the students difficulties in translating English recount text is from linguistic factor and non linguistic factor. The linguistic factors are; point number 1 with *question I found a complicated English sentence pattern in the text, so it made difficult to translate it into Indonesia*, it proved with 70% of 10 students chose option (yes) and 30% of 10 students chose option

(sometimes). Point number 2 with question *I difficult to interpreting the sentence even I know the meaning of the sentence*, it proved with 60% of 10 students chose option (yes) and 40% of 10 students chose option (sometimes). Point number 3 with question *I difficult to understand the meaning of the English text*, it proved with 70% of 10 students chose option (yes) and 30% of 10 students chose option (sometimes).

The non linguistic factors are; point number 4 with question *I difficult to find the meaning of words that unfound in dictionary*, it proved with 80% of 10 students chose the option (yes) and 20% of 10 students chose the option (soometimes). Point number 5 with question *I difficult to translate phrase*, it proved with 70% of 10 students chose the option (yes) and 30% of 10 chose the option (sometimes).point number 6 with question *I difficult to translate the long sentence in English*, it proved with 80% of 10 students chose the option (yes) and 20% of 10 student chose the option (sometimes). Point number 7 with question *I difficult to arrange the words be sentence into the target language*, it proved with 80% of 10 students chose the option (yes) and 20% of 10 students chose the option (sometimes). Point number 8 with question *I found words that had double meaning, it makes difficult to determine which one the meaning to choosen*, it proved with 70% of 10 students chose the option (yes) and 20% of 10 students chose the option (sometimes).

The high percentage in linguistic factor is 80% of 10 students chose the option (yes). Then, the low percentage is 20% of 10 students chose the option (sometimes). The high percentage in non linguistic factor is 70% of 10 students chose the option (yes) and 30% of 10 students chose the option (sometimes).

The researcher found that the students have difficulties in linguistics factor and non linguistic factor in translating English recount text. It was proved by the percentage in the table above. So, the researcher can conclude that the students difficulties is caused by linguistics factor and non linguistic factor.

2. Students' Process in Translating the English Recount Text

Based on those data, the researcher found each student's have different process of translating English recount text into Indonesia. The researcher analyse how the students translate the English recount text into Indonesia, they are FS, FC, FR, LF, and SA. Those students' use stage of translation process; analysis, transfer, and restructuring during translating the English recount text. The students' stage is appropriate with Mangatur Nababan theory.

Those students' didn't use the all stage translation process. Students jump to the transfer process and restructuring process, they are: FA, and WP. The first, students use transfer and the second use restructuring during translation process in translating English recount text into Indonesia. Students who didn't use the part of stage translation process, they are: DS, NSH, and SE. Those students use analysis and restructuring. So, those students didn't use the all stage of translation process from Mangatur Nababan.

3. Students Reason Have Difficulties in Translating English Recount Text

Based on those data above, the researcher combine and conclude the result by using Nababan's theory, there are:

- a. The first reason why students have difficulty in translating English recount text to Indonesian were the students found double meaning in the dictionary and difficult to arrange the English sentence to Indonesian pattern. So, the students' translation have ambiguous meaning. In this case, that the source language in the text hadn't reach the target language in the text meaning. Because, the students translation hadn't translate it with accuracy, acceptable, and readable.
- b. The second reason is why students have difficulties in translating English recount text were the students didn't carry the dictionary and found the unfamiliar vocabulary in the text. In this case, the students have difficult to translate English text into Indonesia was caused by students lack of vocabularies.
- c. The third reason why students have difficulties in translating English recount text were the students difficult to determine the right words and the students didn't understand about grammar in English. In this case, when the students translate English sentence into Indonesian pattern, they didn't translate it to target language.

CHAPTER V

CLOSING

The chapter V will presents conclusion, suggestion, and implication. The conclusions, suggestions, and implication are drawn by research findings and discussions in the previous chapter.

A. Conclusion

The research had conducted and analyzing the data, the researcher can conclude in three points:

1. The researcher found that the students of MAS Darul Qur'an Tembung had difficulties in translating English recount text. It was influenced by the linguistic factors and linguistic factor. The students haven't understood the meaning of the source language in the recount text. In this case, the students difficult translated it to the target language. It was proved by the highest percentage. Furthermore, the highest percentage from linguistic factor is 80% of 10 students and the highest percentage from non linguistic factor is 70% of 10 students.
2. The researcher found that 5 (five) students use the stage of translation process from Mangatur Nababan in translating English recount text, there are: analysis, transfer, and restructuring. Then, there are some of students didn't use the all of the stage in translation process.

3. The researcher found that the students reason why have difficulty in translating English recount text were lack of vocabulary and difficult of arranging words into Indonesian.

B. Recommendation

The researcher finds, there are some mistake made by the students in translating English recount text to Indonesian. Therefore, there are some suggestions that the researcher can propose after doing the research as follows:

1. The teacher should give various practices to the students of translating a text, so the students will be more adept of translating English recount text.
2. The teacher can search more information about the strategies or method how to teaching translating text to students by daring. It may make students interested to translating the English text. It will overcome the problem of the students face in translating English recount text.
3. The students can enrich vocabulary by application in smartphone, memorize vocabularies five words in one day, and make vocabulary book to advance students vocabularies.
4. The teachers should be aware of the students' problem of translating English recount text into Indonesia and give motivation in learning English by daring or in group chat every day.
5. The researcher give suggestion the other researchers to explore about translating Indonesian text to English related to the process of translation and mistake.

C. Implication

The implications are described from research finding. The point out of discussion in research finding is that students difficult in translating English recount text to Indonesian. It was proved by the students' translation result of translating English recount text get score of below average. In summaries, the linguistic factors were affects to students' knowledge about translation activity. The highest percentage is students difficult to understand the meaning of the source language and students difficult in translating English recount text. This study can help the English teacher to make a new strategy of teaching English.

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Appendix I

Obsrvation Sheet Guidance

Bagaimana cara belajar siswa dalam menerjemahkan teks bahasa Inggris?

- Siswa menerjemahkan teks nya kata per kata
- Siswa menggunakan kamus bahasa Inggris
- Siswa selalu bertanya kepada gurunya

Apakah siswa mengalami hambatan dalam menerjemahkan teks bahasa Inggris?

- Hambatan siswa karena tidak membawa kamus bahasa Inggris
- Tidak hapal banyak kosa kata bahasa Inggris
- Buku cetaknya satu meja dapat 1 buku paket

Apa saja kesulitan yang dialami siswa dalam menerjemahkan teks Bahasa Inggris?

- Menyusun kalimat ke dalam bahasa Indonesia
- Menerjemahkan kalimat bahasa Inggris ke dalam bahasa Indonesia.
- Kalimat bahasa Inggris yang panjang.
- Menerjemahkan phrasa
- Tidak mengetahui arti dari kalimat bahasa Inggris

Masalah apa saja yang dialami siswa dalam menerjemahkan teks bahasa Inggris?

- Kebanyakan siswa mengeluh tentang ketidak tahuan mereka tentang bahasa Inggris.
- Mengeluh karena bahasa Inggris bukan dari basic santri.
- Tidak terlalu menyukai pelajaran bahasa Inggris apalagi tentang menerjemahkan teks bahasa Inggris.

*Appendix II***INSTRUMENT**

Name :

Class :

Translated the text bellow into Indonesia!

Visiting Bali

There were so many places to see in Bali that my friends decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, and the second was to Ubud. On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quite town. The streets are lined with trees and there are many old Dutch house.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at sukawati and on to mass. Mass is a tourist centre.

My friend's ten-day-stay ended very quickly beside his two tours; all his day was spent on the beach. He went sailing or surfboarding every day. He was quite satisfied.

Appendix III

The Meaning or Key Answer of Instrument

Name :

Class :

Mengunjungi Bali

Ada begitu banyak tempat untuk melihat di Bali teman saya memutuskan untuk mengikuti perjalanan untuk melihat sebanyak mungkin. Teman saya tinggal di Kuta pada saat kedatangan. Dia menghabiskan tiga hari pertama berenang dan berselancar di pantai Kuta. Dia mengunjungi beberapa agen tur dan memilih dua tur. Yang pertama ke Singaraja, yang kedua adalah ke Ubud. Pada hari perjalanan, dia sudah siap. Temanku dan kelompoknya melaju melewati pegunungan. Singaraja adalah kota yang berpenduduk sekitar 90 ribu orang. Kota itu ramai tapi tenang. Jalanan dipagari dengan pepohonan dan ada banyak rumah Belanda tua.

Perjalanan kedua ke Ubud adalah perjalanan yang sangat berbeda. Bukan untuk melihat pemandangan tapi melihat seni dan kerajinan di pulau itu. Perhentian pertama adalah di Batubulan, sebuah pusat patung batu. Di sana teman saya melihat anak laki-laki muda diukir di blok batu yang besar. Perhentian berikutnya adalah Celuk, pusat untuk perajin perak dan perajin emas. Setelah itu dia berhenti sebentar untuk makan siang di Sukawati dan terus ke Misa. Misa adalah pusat wisata.█

Teman saya sepuluh hari tinggal berakhir sangat cepat di samping dua perjalanannya, sepanjang harinya dihabiskan di pantai. Dia pergi berlayar atau berselancar setiap hari. Dia merasa sangat puas.

Appendix IV

The Students' Score in Translating English Recount Text

The Students' score in Translating English
Recount Text

Initial	Object									Total	Score
	Accuracy			Acceptable			Readable				
	3	2	1	3	2	1	3	2	1		
S.1		✓		✓				✓		7	7.7
S.2			✓		✓			✓		5	5.5
S.3		✓			✓			✓		6	6.6
S.4		✓		✓				✓		7	7.7
S.5			✓			✓			✓	3	3.3
S.6			✓		✓			✓		5	5.5
S.7		✓				✓			✓	4	4.4
S.8		✓				✓			✓	4	4.4
S.9		✓			✓			✓		6	6.6
S.10			✓		✓			✓		5	5.5

Appendix V

The Guidelines of Interviews With The English Teacher

The Guidelines of Interviews With The English Teacher

Observer : Khairunnisa Simanjuntak
 Location of Interview : MAS PON-PES DARUL QUR'AN
 English Teacher : Zahara Marhamah Siregar, S.Pd

No	Questions	Answers
1.	How to learn English in class X IA-3?	Mualimah mengajar seperti biasa (ceramah) di depan kelas.
2.	Have the students of class X IA-3 learned about recount text?	Iya, recount text sudah dilewati.
3.	Have the students translated English recount text into Bahasa?	Iya, sudah. Mualimah memberikan tugas menerjemah.
4.	What types of text have been ever studied in class X IA-3?	Report Text, Recount Text, Narrative Text, Descriptive Text.
5.	Have the students of class X IA-3 understood about the recount text?	Santri belajar dengan baik dan paham. Tapi, kalau ditanyakan kembali, mereka lupa.
6.	Do the students of class X IA-3 often asked about the recount text?	Santri aktif di dalam kelas. Apalagi mereka tidak tahu informasi di luar, jadi mereka sering bertanya.
7.	Do the students of class X IA-3 often given the task to translate English text?	Ya, ketika pelajaran tentang text-teks aja.
8.	Do the students always use dictionary when the students translate a text?	Iya, mualimah menyuruh santri membawa kamus, setiap pelajaran Bahasa Inggris.
9.	How long the students of class X IA-3 translate a teks?	.45 Menit lama waktunya
10.	Do the students find difficulty when translating English recount text to Bahasa?	Kesulitan santri di kosa katanya yang kurang, menyusun kalimat, dan terkadang terdapat kata-kata yang mempunyai arti ganda.

*Appendix VI***The Guidelines of Interviews With The Students Before Test**

The Guidelines of Interviews With The Students Before Test

Observer : Khairunnisa Simanjuntak

Location of Interview : MAS PON-PES DARUL QUR'AN

Students Initial name : L F

No.	Questions	Answers	
		Yes, reason	No, reason
1.	Do you ever translate English text into bahasa?	Yes, karna saya tidak banyak mengerti kata-kata bahasa Inggris.	
2.	Do you like to translate English recount text into Bahasa?	Yes, karena tidak terlalu susah.	
3.	Do you use dictionary when to translate English recount text into Bahasa?	Yes, karena saya tidak banyak menghafal kata-kata bahasa Inggris.	
4.	Is it difficult to translate English recount text into bahasa?	Yes, karna kata-katanya asing dan sulit diterjemahkan.	
5.	Do you often ask the teacher when find a problem of translating English text into Bahasa?	Yes, kadang dikamus kata-katanya tidak ketemu.	

*Appendix VII***Interview With Students After Test**

No	Question	Percentage (%)		
		Yes	No	Sometimes
Linguistic Factors				
1.	I found a complicated English sentence pattern in the text, so it made difficult to translate it into Indonesia.	7 (70%)	-	3 (30%)
2.	I difficult to interpreting the sentence even I know the meaning of the sentence.	6 (60%)	-	4 (40%)
3.	I difficult to understand the meaning of the English text.	7 (70%)	-	3 (30%)
Non Linguistic Factors				
4.	I difficult to find the meaning of words that unfound in dictionary.	7 (70%)	-	3 (30%)
5.	I difficult to translate phrase	7 (70%)	-	3 (30%)
6.	I difficult to translate the long sentence in English.	8 (80%)	-	2 (20%)
7.	I difficult to arrange the words be sentence into the target language.	8 (80%)	-	2 (20%)
8.	I found words that had double meaning, it makes difficult to determine which one the meaning to choosen.	7 (70%)	-	3 (30%)

Appendix VIII

Interview With Students

Name : L F

Questions	Answer	Theory
How the manner do you translate English recount text into Indonesia?	Kalau menerjemahkan teks ana kata per kata. Karena ana tidak tau.	This student use transfer , because the student translate the text word by word.
Do you read English text before you translating the text?	Ana baca judul dan paragraf pertama aja, setelah itu langsung ana terjemahkan.	This student didn't use stage
Do you understand the whole content in the text before translate it into Indonesia?	Membaca dan mencoba memahami teksnya, tapi ana nggak ngerti teks bahasa Inggris.	This student use Analysis , because the student lilte understang about the content in the text.
Do you search the vocabularies that you don't know before translating the text?	Tidak. Kalau ada kata-kata asing yang ana tidak tahu baru mencari di kamus.	This student didn't use stage
Do you recheck your translation when you finish the tranalation?	Ya, ana baca sambil diperiksa mualimah biar ngerti isi teksnya.	This stdent use Restructuring , because the student recheck the result of her translation.

*Appendix IX***The Students Initial And Real Name**

1. D S : Dian Syahrani
2. F A : Fatimah Azzahra
3. F S : Fani Sefriani
4. F C : Faddina Chairunnisa
5. F R : Fitriah Rahmadani
6. L F : Lala Febianti
7. N S H : Nur Syifa Harahap
8. S A : Syauqi Azzahra
9. S E : Suwanda Elfani
10. W P : Wahyuni Pulungan

Appendix X

DOCUMENTATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jl. Williem Iskandar Pasar V Medan Estate 20371
 Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-7604/ITK/ITK.V.3/PP.00.9/07/2020

14 Juli 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MAS PON-PES DARUL QUR'AN

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Khairun Nisa Simanjuntak
NIM : 0304163201
Tempat/Tanggal Lahir : Tanjungbalai, 25 Agustus 1997
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : JLN. JENAHA LK. III KELURAHAN SEI MERBAU KECAMATAN
 TELUK NIBUNG KOTA TANJUNGBALAI Kelurahan SEI.MERBAU
 Kecamatan TELUK NIBUNG

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS PON-PES DARUL QUR'AN , guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

ANALYSIS OF THE STUDENT'S DIFFICULTIES IN TRANSLATING ENGLISH RECOUNT TEXT TO INDONESIA AT MAS DARUL QUR'AN YEAR 2019/2020

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 14 Juli 2020

a.n. DEKAN

Wakil Dekan Bidang Akademik dan
Kelembagaan



Digitally Signed

Drs. RUSTAM, MA

NIP. 196809201995031002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



مؤسسة المركز الإسلامي دار القرآن الجليلي بحمد الرحمن الرحمن
 YAYASAN ISLAMIC CENTRE DARUL QUR'AN JEND. BESAR DR. H. ABD. HARIS NASUTION
MADRASAH ALIYAH SWASTA
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SURAT KETERANGAN
 Nomor : 557/MAS/PPDQ/VII/2020

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Swasta Pondok Pesantren Darul Qur'an, menerangkan dengan sesungguhnya bahwa:

Nama : Khairun Nisa Simanjuntak
 NIM : 0304163201
 Tempat/Tanggal Lahir : Tanjungbalai, 25 Agustus 1997
 Program Studi : Pendidikan Bahasa Inggris

telah kami beri izin untuk melakukan **Riset** di Madrasah Aliyah Swasta Pondok Pesantren Darul Qur'an Kecamatan Percut Sei Tuan pada tanggal 14 Juli 2020 s/d 15 Agustus 2020 sesuai dengan Surat Izin Kampus Universitas Islam Negeri Sumatera Utara Medan dengan No. B-7604/ITK/ITK/ITK.V.3/PP.00.9/07/2020, tanggal 14 Juli 2020

Demikian keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya.

Deli Serdang, 15 Juli 2020

Kepala Madrasah,



[Signature]
 Bangsawan Dalimunthe, S. Th., I.

Advisor I



Dr. Syaokani, M.Ed. Adm
NIP. 196007161986031002

PS 2

