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Students' Problems In Translating Simple Narrative English Text Into Indonesian

Eugelin Sulaiman ^{1✉}, Genoveva Dua Eni³, Valentino Garavani Taka Waron³

(1) Pendidikan Bahasa Inggris, Universitas Timor

(2) Pendidikan Bahasa Inggris, Universitas Nusa Nipa

(3) SMPN SATAP Nualunat

Email: eugelinsulaiman@unimor.ac.id^{1✉}

Abstrak

Penelitian ini dilakukan untuk mengetahui permasalahan dalam menerjemahkan Narrative Text Bahasa Inggris sederhana ke dalam bahasa Indonesia yang dihadapi oleh siswa kelas III SMP Negeri Nualunat, Kabupaten Timor Tengah Selatan. Penelitian ini tergolong penelitian deskriptif. Dalam pengumpulan data, penulis menggunakan teks yang diterjemahkan oleh 30 subjek penelitian, dan hasil terjemahannya dibandingkan dengan model terjemahan yang dibuat penulis. Hasil analisis data menunjukkan bahwa permasalahan yang terjadi pada pekerjaan siswa berkaitan dengan distribusi makna 63% (19 siswa), transfer leksikal kata individual 23% (7 siswa), kata ganti orang 16% (5 siswa), tenses 26% (8 siswa), urutan 43% (13 siswa), bentuk jamak 16% (5 siswa), konstruksi gerund 13% (4 siswa) dan kata spesifik budaya 20% (6 siswa). Dengan demikian, persentase permasalahan siswa tertinggi berkaitan dengan distribusi makna (63%). Fakta menunjukkan bahwa terdapat beberapa siswa yang memiliki pengetahuan memadai dalam menerjemahkan teks narasi sederhana berbahasa Inggris ke dalam bahasa Indonesia. Namun, ada juga beberapa siswa lain yang mengalami kendala dalam menerjemahkan teks Narasi Bahasa Inggris sederhana ke dalam bahasa Indonesia.

Kata Kunci: *Masalah Siswa, Terjemahan, Teks Naratif*

Abstract

This research was conducted to find out the problems in translating simple English Narrative Text into Indonesia faced by the third-grade students of Nualunat Junior High School, Timor Tengah Selatan Regency. This research has classified as descriptive research. In collecting the data, the writer used the text which were translated by 30 research subjects, and result of their translation were compared with the model of translation made by the writer. The result of the data analysis reveals that the problems which occurred in the students' work are related to meaning distribution 63% (19 students), lexical transfer of individual word 23 % (7 students), personal pronoun 16% (5 students), tense 26 % (8 students), order 43% (13 students), plural form 16% (5 students), gerund construction 13 % (4 students) and culture- specific word 20% (6 students). Thus, the highest percentage of students' problems is related to meaning distribution (63%). The fact indicates that there are some students who have adequate knowledge in translating simple English narrative texts into Indonesian. However, there are also some other students who have problems in translating simple English Narrative text into Indonesia.

Keywords: Students Problems, Translation, Narrative Text

INTRODUCTION

One of the fundamental aspects of humanity is language. It embodies the principal desire of human beings to express themselves to the world they live in. Therefore, wherever people live together, language exist to support the relationship between people in order to communicate whatever they have in their mind. This is the point where people need language as the means to bridge those ideas from one person to the other.

Among thousands of languages existing in the world now, English plays a very significant role in supporting international communication and development (Pasaribu, et al 2020). This is due to the fact that people from different countries who basically speak different language now come to the irresistible need to interact with each other. In such context, English images as an international language to make such challenge.

Unfortunately, not all people have the opportunities and capacities to master English in order to deal with the development of international communication. In this scenario, there is a technique to communicate ideas without necessarily mastering English orally, that is translation. T. Bell (1991, cited in Hastuti, 2020) defined translation as the process or activity of transferring

ideas or messages from one language to another, including also every aspect attached, such as linguistic system, form, emotion, feeling, depending on what purpose the activity is meant for. Furthermore, he also explained that translating from English to Indonesian is a unique business because both languages have different systems, either in terms of phonology, morphology, syntax, and semantics. In addition, every language has its own culture, including English and Indonesian. The culture of English is different from that of Indonesian. That is why we do not only need to learn languages, but we also all to learn the culture of the language as well.

In relation to the explanation above, the Indonesian government realizes the role of English as the language of Science and Technology. In Indonesia, English is taught as a compulsory subject from Junior High School up to university level with one single goal which is the mastery of language skills namely listening, speaking, reading, and writing. Based on this, the primary ends of teaching English from Junior high school to university level in Indonesia are to absorb sciences and technology for nation building, to put the sources of information into function by means of reading, and to facilitate activities related to international development through international meetings and diplomatic relationships. This implies that reading skill is very important and the skill of translation used as the way in order to comprehend the meaning.

Dealing with the syllabus of the English Subject in Junior High School, the students are expected able to transfer many words, sentences even some kinds of the text namely: narrative text, descriptive text, recount text, procedure text in a good translation and can understand the main ideas in the text, and then they can conclude the important information in the text and also can retell the information from the text in their own words with their mind based on their understanding in translation. Through translation in the writing form is acquired new ideas, obtain needed information, seek support for our ideas and broaden our interest. We can also get the message that the Writer had expressed. One of the purposes of teaching translation of a foreign language to the Indonesian language is that they can read, grasp the idea and understand the book written in English (Hasibuan, 2021: 46).

Based on the teacher's experience in teaching English especially about narrative text to the students of third grade students in Nualunat Junior High School, Timor Tengah Selatan Regency, many students felt difficult to translate English into Indonesian including narrative and

descriptive text. To check their reading comprehension, the writer asked the students to translate narrative text into Indonesian. The result of their translation showed that they were unable to translate and thus failed to understand the text even simple text.

The research saw that the students had a lack of vocabulary when they would try to translate the text correctly. It was proved where the students always asked the lecturer many words they had never listened before, and of course, they did not know what is the real meaning of the words at all.

Beside that, the students also had a lack of understanding of the grammar and lexicon of the language in translating the text. If it was going to get a good result of the translation, we have to understand the grammar and lexicon of the two languages whether the source of the language or the target of the language because it has an effect of the correctness of the translation itself that should be paid attention well. So, if we have known the lexicon and the grammar of the two languages that would be transferred, certainly it would be created a high quality of translation.

The other case is the students tended to translate the text words by words based on its arrangement or in the form of literal translation whether it started with the source of the language or the target of the language, so the translation of the text became incorrect. Thus, it had known that a number of sentences cannot be translated words by words forever. That is why we have to be careful and paid attention to these cases so we could not get a mistake of translation.

The above experience inspired the writer to conduct a study under the title students' problems in translating simple English text into Indonesian faced by third grade students of Nualunat Junior High School. This study was conducted in order to answer the following questions: 1). What problems are encountered by the students of the third grade students of Nualunat Junior High School in translating simple English text into Indonesian? And 2). What is the dominant problem faced by the students of third grade students of Nualunat Junior High School in translating simple English text into Indonesian?

REVIEW OF RELATED LITERATURE

Definition of Translation

The word translation is a noun that is verified from the verb to translate which means to transfer ideas from one language into another. The process of translation results in a meaningful way of speaking or writing, that is, clear utterances or sentences in one linguistic system committed into related meaningful appearances in another system.

Talking about translation means talking about the transfer of thought or ideas from one language to another language either in written or oral form. Catford (1965, cited in Kian Bera 2010: 2) said that translation is the replacement of textual material in one language (source language/ SL) by equivalent textual material into another language (target language/ TL). As a result, when we translate a text into some other language, we simply change the language; the original text's meaning is unaffected.

While Larson (1984:3) said the translation consists of translating the meaning of source language into the receptor language. In this process of translation, the important thing is transferring the meaning transferring the meaning of the source language into target language without changing the form of the source language.

Based on those definitions, the writer concludes that in translation the translator does not only find the equivalent work of the source language text but also consider the other aspects of language such as feelings, emotion, and affects of messages. Another important thing in translation is also the translator should know the context of the source language text well enough so that the translation will be understandable.

Some Common Problems in Translation

In doing translation, the beginner translator or students usually face problems with the choice of contextual equivalent English word in target language. Sometimes translators do not consider the possibility of other meanings being more suitable to the context in which the words are found. Sometimes they are also influenced by their own language and undergo culture.

in previous research done by Hadrus (2017:17), she stated that there are four general categories of students difficulties in translation such as; difficult to understand the meaning

of word that not find in dictionary, difficult to translate the idiomatic phrases and collide with culture, difficult to translate the long and complex sentence, and difficult to arrange the text intarget language.

Some common problems in translating from English into Indonesian classified into lexical problems, grammatical problems and cultural problems. (Kian Bera 2010: 23)

1. Lexical Problems

a. Meaning Distribution

In English one word have two or more meanings. That is why translators especially beginners often have problems with the choice of contextually appropriate English word equivalent in Indonesia.

Examples : Daren is wearing glasses (Daren memakai kaca mata)

My son has broken a glass (Anak saya memecahkan gelas)

The door is made of glass (Pintu itu terbuat dari kaca).

As seen in the above examples glasses or glass in the first sentence means kaca mata, in the second sentence means gelas, and the third sentence means kaca.

b. Lexical transfer of individual words

The translators look up the meaning of English word equivalent in Indonesian in a bilingual dictionary and then translate it directly without accessing whether or not the translation makes sense in target language.

Examples:

I'm not in a position to help you.

Lexically, the sentence can be translated by '*saya tidak dalam suatu kedudukan menolongmu*'. While contextually it means '*saya tidak dapat menolongmu*'.

2. Grammatical problems

Some common problems in grammatical dealing with the use of personal pronoun, gerund construction, tenses, word order, structural ambiguity.

a. Personal pronoun

For instance, English pronoun for first plural person we in Indonesian has meaning as

'kami' (excluding the second person) and 'kita' (including the second person). Therefore, the translator must determine what should be used, whether that means 'kita' or 'kami'. The following sentences as the examples illustrate the problem:

- We will be here with you (kami or kita akan disini bersamamu).
- We can read some books related to our topic to get more information.

Based on the context of the sentences, the most correct translation of the first sentence is 'kami akan disini bersamamu'. And the second sentence is 'kita dapat membaca buku yang berhubungan dengan topik kita untuk mendapat lebih banyak informasi'.

b. Gerund Construction

Gerund is the -ing form of a verb and it is used as noun. The examples of problems in translating gerund are:

- *watching TV is my hobby* (*Pertontonan televisi adalah hobi saya*)
- *Fishing is an interesting activity* (*Pemancingan adalah sebuah aktivitas yang menarik*).

c. Tenses

Indonesian does not have tenses but only has words that represent answers. For example 'sudah' for *perfect* or *complete* action *sedang* for *continuous* action and 'akan' for *future* action. Because of this difference, Indonesian translator sometimes faces difficulties in translating English tenses or aspects into Indonesian.

For example:

- *I'm going to library* (*saya sedang pergi ke perpustakaan*)
- *Vera went to library yesterday* (*Vera sudah pergi ke perpustakaan kemarin*).

The translation above are incorrect because the translator focuses on grammar or tenses. Grammar is important but meaning is more important the correct translation should be '*saya pergi ke perpustakaan*' and '*Vera pergi ke perpustakaan kemarin*'.

d. Word Order

Sometimes the Translator translate English sentence based on Indonesian word order, the 'head' follows the 'modifier', while in English the 'head' precedes the 'modifier' such as *window glass* is translated as *jendela kaca*. Actually it should be *kaca jendela*.

e. Structural Ambiguity

The meaning of a sentence is not only determined by the meaning of individual words but also by the way words are fit together to form sentences. But in some sentences, the structure is ambiguous in the sentence that the same structure may have different meanings. This ambiguity can cause problems for translators as seen in the following example: *'Bob loves his wife and so do I'*. This sentence has two possible meanings namely *'Bob loves his wife and I love his wife too'* (*Bob mencintai istrinya dan saya juga mencintai istrinya Bob*) and *'Bob loves his wife and I love my wife'* (*Bob mencintai istrinya dan saya juga mencintai istri saya*). To solve this problem, translator should pay more attention to the context of the text.

3. Cultural Problems

It is stated that our language shows our culture. This means, culture can be seen through language. According to Kardena (2016), the teacher should be able to involve cultural values in teaching English. As explained by Hesar, et al in Kardena (2012: 46), the learners should be encouraged to understand a new culture while maintaining their own culture. Each language has its own culture, therefore the translator at least must have adequate knowledge about the culture of both source and target language. Here, cultural problems can be classified to:

a) Culture- Specific Words

The meaning of a word is determined by the society in which the word is used. For example: *'Family'* in English consists of parents and children only. Translators tend to translate English word *'Family'* into *'keluarga'* in Indonesian without realizing that the concept *'keluarga'* in Indonesian is more extended. – Hamburger, pizza, hot dog, etc. in English cannot be translated into Indonesian because of the concepts or these kinds of food do not originate in Indonesia. *'I like eating pizza'* is translated to *'saya suka makan pizza'*.

b) Culture- Specific Expressions

The meaning of idioms, sayings, jargons, or proverbs is determined by the cultural assumption maintained in a specific culture in which they are used. For example: – *'As white as snow'* is better translated as *'seputih kapas'* since snow does not exist in Indonesia. (Some translators translated it directly to *'seputih salju'* as they thought that the *'snow'* has been universally known). Another expression *'I am going bananas'* cannot be translated literally. Its

closest natural equivalent in Indonesian is "*saya bosan*". So, if there is no equivalent word or expression existing in the target language (Indonesian), the word or expression remains untranslated and the translator provides explanation.

Narrative Text

According to Zubad in Hastuti et al. (2020) narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. Generic Structure of Narrative Text Orientation sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story. Complication tells the beginning of the problems which leads to the crisis (climax) of the main participants. Resolution means the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending. Then re-orientation/coda is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

METHOD

The writer used descriptive qualitative method as an appropriate one for this research for the reason that it just the studies about naturally occurring phenomena without intervention or experimental manipulation towards the subject of the study (Arikunto, 2006).

Creswell (2014:4) stated that qualitative research is a research for exploring and understand the meaning individuals or groups ascribe to social or human problem. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are. In this study, the researcher uses an observation to analyze what the student's difficulties in grammatical problems of students' translation. It is designed for describing the problems in translating simple English text into Indonesian faced by the third grade students of SMPN Nualunat, Timor Tengah Selatan.

The writer used a series of test as the main technique in collecting the data by providing the three simple narrative text and asked the students to translate it into Indonesian. After getting the result of the test, the writer analysed it by comparing students' translation with the model of translation prepared by the writer. The failures or mistakes made by the students

indicate the difficulties they face in translating. Those problems were categorized under lexical problems, grammatical problems, and cultural problems.

FINDINGS

After one month of researching, the Writer finally came into the finding which will be described in the points to follow. In finding out the problems encountered by the students in translating English into Indonesian, the writer provided texts to be translated by the students. The results showed that the students have problems regarding to lexical, grammatical, and cultural problems.

A. Lexical Problem

1) Problems In Meaning Distribution

Problems in meaning distribution can be seen by there were 4 students who translated the words 'old' and 'by' in sentence "give a pile of old clothes by the door to the beggar" as 'berikan tumpukan pakaian tua dengan pintu ke pengemis' while it should be translated as "berikan setumpuk pakaian bekas di balik pintu pada si pengemis. Second, there were 12 students who translated the word "take" in the sentence 'they didn't have enough money to take snow white' as 'mengambil' and 'keperluan' while actually it should be translated as "membawa". Third, there were 8 students who translated the word 'castle' in the sentence '... talking about leaving snow white in the castle' as 'benteng' while it should be translated as 'istana'. Fourth, there were 3 students who translated the word 'woods' in the sentence "she run away into the woods" as 'gubuk kayu', while it should be translated as "hutan" and 8 other students also did the same mistake when they translated the word "wish" as "berkehendak" and "ingin" while it should be translated as "mau". Another 3 students translated the word 'when' in the sentence "she ran away from home when her aunt and uncle were having breakfast" as "bila" while actually it should be translated as "ketika". Fifth, there were 7 students who translated the word "tell" in the sentence "tell the butcher that his meat is too fat" as "ceritakan", while it should be translated as "katakan".

2) Problems in Lexical Transfer of Individual Words

The following examples of students translation illustrate the problems on lexical transfer

of individual words: 'I must go out now and do some shopping. (Saya harus pergi sekarang dan melakukan beberapa perbelanjaan), 'Snow White did not want her uncle and Aunt to do this so she decided it would be best if she ran away (Putri salju tidak membutuhkan om dan tantenya untuk membantunya untuk kemauan yang baik agar ia dapat berlari jauh). The Indonesian translation in those sentences was gramatically correct. However, they did not make sense, as they could not be accepted as communicative. It should be translated as "saya mau keluar untuk berbelanja " and "Putri salju tidak ingin paman dan bibinya melakukan hal tersebut sehingga dia memutuskan akan lebih baik jika dia pergi " respectively. Here we can see that translation was concerned with words, but not with words alone. Even simple word for word translation can sometimes be misleading. So the best way to know the Indonesian equivalents of English words would be through context.

B. Grammatical Problems

1). Problems in Personal Pronoun

Another problem faced by the students in translating English narrative text into Indonesian was dealing with the use of pronoun 'it' and 'they/them' for inanimate objects. Both of them cannot be translated as 'dia' atau 'mereka'. In Indonesian syntactic system, the word should be mentioned again, or 'nya' (object) can be used. Another solution is the use of 'hal ini' or 'hal itu'. Dealing with personal pronoun, the research subject problems in translating 'personal pronoun were first, there was a student who translated the sentence I must go out now and do some shooping. I want you to look after the house as 'Saya akan pergi sekarang dan akan berbelanja, aku ingin kamu menjaga rumah'. Second, there were 3 students who translated the sentence 'He caught a big golden fish in hid trap. It was the biggest catch which he ever had in his life as 'Dia menangkap ikan emas besar di perangkapnya. Menangkap yang terbesar dalam hidupnya'. Instead, it should be translated as 'Dia menangkap seekor ikan emas besar di dalam perangkapnya. Ini adalah tangkapan terbesar yang dia dapat selama hidupnya'.

2). Problems in English Tenses

The data revealed that the research subject encountered problems dealing with 'tense' were first, there were 4 students who translated the sentence 'she ran away from home when her Aunt and Uncle were having breakfast' as 'Dia akan lari meninggalkan rumah saat bibi dan

pamannya sedang sarapan'. The problem is 'Dia akan lari (future tense), it must be translated as 'Dia pergi (past tense). It should be translated in the sentence as 'Dia pergi dari rumah ketika bibi dan pamannya sedang sarapan'. Second, there were 3 students who translated the sentence 'There was a man who was living in north Sumatra' as 'Di sana seorang pria sedang meninggalkan di Sumatra Utara'. In fact, it should be translated as 'Ada seorang pria yang tinggal di Sumatra Utara'. Thus, the students' problems that appeared in the data related to English tenses were their failure in understanding the meaning of sentences. These occurred because the concept of tenses in their language (Indonesian) is different from that of English.

3). Problems in Words Order

The Writer found that problems dealing with translating word order were first, there were 3 students who translated the sentence 'Once upon a time there lived a little girl named Snow White' as 'Sekali waktu hiduplah seorang gadis kecil Bernama salju putih'. In fact, it should be translated as 'suatu ketika hiduplah seorang gadis Bernama Puti Salju'. Second, there were 2 students who translated the sentence 'He caught a big golden fish in his trap' as 'Dia menangkap emas ikan besar dalam perangkapnya'. Instead, it should be translated as 'Dia menangkap seekor ikan emas besar di dalam perangkapnya'. Third, there were 3 students who translated the sentence 'Soon there was a big earthquake....' As 'Segera ada besar gempa....'. Actually, it should be translated 'akan ada gempa besar....'.

4). Problems in Plural Form

Plural form is used to refer to more than one thing or person. Generally, English plural form is marked by -s or -es, not yet all plural forms should be translated as reduplication in Bahasa Indonesia. The finding showed that the research subject problems dealing with translating 'plural forms' were first, there was a student who translated the sentence 'Finally Snow White and the seven dwarfs lived happily ever after' as 'Akhirnya Putri Salju dan tujuh kurcaci-kurcaci hidup Bahagia selamanya'. In fact, it should be translated as 'Akhirnya Putri Salju dan tujuh kurcaci hidup Bahagia selamanya'. Second, there were 5 students who translated the sentence 'He saw a pile of clothes by the door' as 'Dia melihat setumpuk pakaian di dekat pintu'. Actually, the sentences above cannot be translated as the way they did it because not all plural words in English can be translated as reduplication such as they are in Indonesian.

5). Problems in Gerund Construction

The mastery of gerund construction, including gerund and compound gerund phrase is also important in translating from English into Indonesian. In English gerund construction is one of the uses of the form of the verb ending (-ing). Actually, there is no gerund in Indonesian, so it causes some problems to the students when they translate an English gerund. The data showed that the research subject encountered problems as they translated the words; 'shopping and sleeping' as 'membelanjakan dan meniduri'. Consequently, the students were incorrect in making the Indonesian sentences. That made the meaning in the target language distorted. The target language sentences could not be the reflection of the source language because the students made a mistake in choosing appropriate forms of words. The gerund in the above table must be translated as 'berbelanja' and 'tertidur' respectively.

C. Cultural Problems

Dealing with Cultural Problems students have problems in Culture- Specific Words. Language and culture cannot be separated. Language is a part of culture and in language there is a culture. Regarding to problems in 'culture-specific words', there were 3 students who translated the word 'you' in the sentence 'Yes, but you have to promise not to tell anyone....' as 'Ya, tapi kau harus berjanji untuk tidak menceritakan siapa pun'. Actually, the sentence was correct, but it was not appropriate with the Indonesian culture. It should be translated as 'Ok, tetapi anda harus berjanji untuk tidak memberitahu siapa pun.'

RESEARCH RESULTS

Based on the findings above the writer would like to present the percentage of students's problems of lexical, grammatical, and cultural problems. The percentages of student's problems were as follows.

Table 1: Percentage Of Student's Problems

NO	Areas Of Problems	Total Numbers of Students	Number Of Students with Problem	Percentage (%)	Number Of Students Without Problem	Percentage (%)
1	Lexical Problems					
	Meaning Distribution	30	19	63%	11	37%
	Lexical Transfer of Individual Words	30	7	23%	23	77%
11	Gramatical Problems					
	Personal Pronoun	30	5	16%	25	84%
	Tenses	30	8	26%	22	74%
	Word Order	30	13	43%	17	57%
	Plural Form	30	5	16%	25	84%
	Gerund Construction	30	4	13%	26	87%
III	Cultural Problems					
	Culture-Specific Words	30	6	20%	24	80%

The table above shows that the percentage of students' errors dealing with Meaning distribution was 63% (19 students), lexical transfer of individual words was 23% (7 students), personal pronoun was 16% (5 students), tense was 26% (8 students), word order was 43% (13 students), plural form was 16% (5 students), gerund construction was 13% (4 students), and culture-specific words was 20% (6 students). From data above, the writer may conclude that the dominant problems faced by the third grade students of Nualunat Junior High School in translating English narrative texts into Indonesian came from lexical problems (meaning distribution 63%), grammatical problems (word order 43%) and cultural problems (culture-specific words 20%).

CONCLUSION

Looking back at the findings and result of data analysis, it could be concluded that the students were quite poor in translating from English into Indonesia, in which their translation results were not well understood because the original message in English text was different from the Indonesian text that students produced. Lack of vocabulary and lack of practice in translation might be the sources of these problems. For next writers, it is expected to carry out a study in order to improve students' capability in translating English texts into Indonesian.

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