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Translation Method of Students' Narrative Text from English Into Indonesian at SMP Swasta Ben's Group Buntu Bayu Hatonduhan

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Abstrak

Penelitian ini bertujuan untuk mengetahui metode penerjemahan yang digunakan siswa dalam menerjemahkan teks naratif dari bahasa Inggris ke dalam bahasa Indonesia, serta mendeskripsikan jenis-jenis metode penerjemahan yang digunakan oleh siswa kelas IX SMP SWASTA Ben's Group Buntu Bayu Hatonduhan dalam kegiatan menerjemahkan. Penelitian ini menggunakan metode kualitatif untuk mendeskripsikan hasil analisis jenis-jenis metode penerjemahan yang digunakan siswa dalam menerjemahkan teks naratif. Untuk mengumpulkan data, peneliti menggunakan studi dokumen siswa sebagai instrumen untuk mendapatkan hasil terjemahan terhadap teks yang diberikan kepada siswa. Selanjutnya, siswa menerjemahkan teks tersebut berdasarkan pemahaman mereka. Subjek penelitian ini adalah dua puluh siswa kelas sembilan di SMP SWASTA Ben's Group Buntu Bayu Hatonduhan. Temuan dari penelitian ini menunjukkan bahwa ada beberapa metode yang digunakan siswa dalam proses penerjemahan. Metode-metode tersebut adalah Penerjemahan Harafiah, Penerjemahan Setia, Penerjemahan Adaptasi, Penerjemahan Bebas, Penerjemahan Idiomatis, Penerjemahan Komunikatif. Pada kenyataannya, mahasiswa menggunakan satu sampai empat metode dalam menerjemahkan teks. Dari hasil penelitian, peneliti menemukan bahwa para siswa menggunakan enam jenis metode dalam menerjemahkan teks naratif. Metode tersebut adalah penerjemahan harfiah, setia, adaptasi, bebas, idiomatis, dan komunikatif. Hasilnya, jenis penerjemahan komunikatif paling banyak digunakan oleh siswa dan tidak ada siswa yang menerjemahkan teks dengan menggunakan penerjemahan kata per kata dan penerjemahan semantik.

Kata Kunci: *Penerjemahan, Metode Penerjemahan, Teks Naratif*

Abstract

This research aims to find out the students' translation method of students' used translating narrative text from English into Indonesian. This research described the kinds of translation method that used by students at grade nine in SMP SWASTA Ben's Group Buntu Bayu Hatonduhan in translating activity. This research used qualitative method to describe the result of analysis kinds students used translation method in translating narrative text. To collect the data, the researcher used the students document study as the instrument to get the result of translation toward given text to the students. Furthermore, the students translated the text based on their comprehension. The subject of this research was twenty students at grade nine in SMP SWASTA Ben's Group Buntu Bayu Hatonduhan. The findings of this research showed that there are some methods that students' used in translating process. They are Literal Translation, Faithful Translation, Adaptation translation, Free Translation, Idiomatic Translation, Communicative Translation. In fact, the students' used one until four methods in translate text. From the result of research, the researcher found that the students used six kinds in translating narrative text. They are literal, faithful, adaptation, free, idiomatic and communicative translation. As a result, Communicative Translation kind was mostly used by the students' and none of students' translated the text by using word for word, and semantic translation.

Keywords: *Translation, Translation Method, Narrative Text*

INTRODUCTION

Translation is the process of expressing the meaning, ideas, or messages of one language into another language. According to Newmark (1988:5), cited in Nugraha et al. (2017:79), Translation is the process of changing a text into another language while retaining the author's original meaning. One well-known definition of translation, as given by Newmark (1991:27) and cited in Nanda and Sorta (2023:73), describes it simply as "The act of translating very briefly." Willis Choliludin (2003:7), as referenced by Puspitorini and Hamdani (2024:65), said that "Translation involves taking a written text from one language and transforming it into another, making sure it accurately reflects the meaning in the new language." This means taking the meaning from a part or whole of one language and putting it into another language. Newmark also says that translation becomes both a skill and an art when done with creativity. Additionally, Safei and Salija (2018:46) describe translation as an effort to express ideas in a different language. This process employs two languages: the source language (SL), the original language of the text, and the target language (TL), the language into which it is translated. For example, when translating a text from English to Indonesian, English is the source language and Indonesian is the destination language.

Al-Sulaimaan and Khoshaba (2018:61) mention that "Translation is a broad concept that can be interpreted in various ways," Translators often make language simpler to help readers understand better. Herman (2014:32), mentioned by Nainggolan et al. (2020:68), says that "Translation means changing the content from the source language to the target language so that the target text has the same meaning as the original." Translation plays crucial role in education, enabling students to clearly convey meanings from texts and explore their ideas in a meaningful way. This process helps them acquire knowledge related to the content, allowing them to grasp the meanings of words, sentences, and paragraphs, as well as the messages contained within. Therefore, it is essential for students to enhance their translation skills.

According to Newmark (1987:45-53) cited in Pelawi (2018), translation methods can be categorized into eight types: borrowing, word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation. Literal or direct translation is used when the structure and meaning of the original language can be carried over into the new language. For instance, the sentence "the cat is sleeping," translated as *kucing sedang tidur* in Indonesian, is an example of literal translation because it directly conveys the original text in a natural and correct way in the target language.

According to the researcher's observations at SMP Swasta Ben's Group, many ninth-grade students struggle with translating texts. Common issues include a limited vocabulary and a lack of understanding of the meanings of words within the text. For this research, the focus is on narrative texts as part of the translation method. Narrative texts are chosen because they are a genre that ninth-grade students are required to master according to the curriculum. Narrative texts are helpful for sharing feelings, telling past experiences, and improving learning for both teachers and students. According to Anderson (1998:3), as cited by Viona and Rachmawati (2020:98), "Narrative is a text that tells a story and entertains the audience." According Khotimah (2017), the purposes of narrative texts include entertaining, expressing emotions, informing, and persuading readers. Students can relate their translations to their own feelings and experiences, which can enhance their ability to study narrative texts. They also need to plan the tenses used in order to effectively develop and explain narrative texts. Furthermore, the translation method is employed to categorize the types of translations produced by students, with the researcher utilizing this method to focus on writing skills.

The researcher take some previous research that analyzed about translation. This phenomenal are also found in some researchers namely. Sianturi Ester Riska (2021), Fitriyani and Wennyta (2020), Palupi (2021), Nabila and Sujatna (2020), Ajeng Tirani Puspita (2020), Manullang Evi (2022), Rambe Nova Hartati (2021) discovered that students often misinterpret meanings when translating narrative texts, descriptive texts, and novels into Indonesian. Many students find it hard to match meanings from English to Indonesian, which makes it difficult for them to understand the text and learn new words.

From the explanation above, the researcher interest titled "Translation Method of Students' Narrative Text From English Into Indonesian at SMP SWASTA BEN'S GROUP BUNTU BAYU HATONDUHAN".

RESEARCH METHOD

The research used a qualitative approach. This type of research aims to describe situations or events based on data collected, usually through the researcher's observations. According to Creswell (2014:4), qualitative research aids in investigating and comprehending the significance that individuals or groups assign to social or human concerns. In simple terms, it helps us understand the society we live in and why things are the way they are. In a descriptive qualitative research study, the researcher gathers data, organizes and sorts it, then interprets the information. Finally, the researcher makes conclusions based on the analyzed data. This kind of qualitative research doesn't include giving treatments, changing variables, or forcing the researcher's definitions on the participants. Instead, it lets the participants share their own meanings, making it more adaptable to the research environment.

The researchers aim to identify sentences and analyze the translation methods used by ninth-grade students at SMP SWASTA Ben's Group. The research specifically targets a group of 20 students in the ninth grade. According to Ary et al. (2010:201), a test consists of a series of stimuli presented to individuals to elicit responses, which can then be assigned a numerical score. In this study, the researcher will involve students as participants in the testing process. The researcher employed a translation test, providing students with narrative texts in English to assess their methods of translating these texts. Additionally, the researcher utilized a document instrument to collect and analyze the students' translation results.

RESULT AND DISCUSSION

Data Description

The study examines how students translate narrative texts from English into Bahasa Indonesia. It applies Newark's (1988) theory, which categorizes translation methods into eight types: word-for-word, literal, faithful, semantic, adaptation, free, idiomatic, and communicative translation.

Table 1. The kinds of students Translation Method

No	Students Initials Name	Kinds Of Translation Method								Translated Sentence
		WW	L	FA	S	A	FR	I	C	
1	MANG			2		1	2			5
2	RS			1		3			1	5
3	ER					1	4			5
4	YMH			1		2	2			5
5	AID						5			5
6	WAW					2	2		1	5
7	FA		1			2			2	5
8	BS			1		1	1		2	5
9	FIL						1		4	5
10	NAZ					2	1		2	5
11	KF						3	1	1	5
12	RM					2		1	2	5
13	HCKSP			1		1	1		2	5
14	BR			2			2		1	5
15	ANG			1		1			3	5
16	ON			1		2			2	5
17	SH			1		3			1	5
18	PL			1		2	1		1	5
19	JER		2						1	3
20	SAM								3	3
Total		0	3	12	0	25	25	2	29	96

WW : Word for Word Translation

- L : Literal Translation
- FA : Faithful Translation
- S : Semantic Translation
- A : Adaptation Translation
- FR : Free Translation
- I : Idiomatic Translation
- C : Communicative Translation

According to the details in Table 1, students employed six distinct translation techniques to convert narrative texts from English to Bahasa Indonesia. These techniques include literal translation, faithful translation, adaptation, free translation, idiomatic translation, and communicative translation. The data indicates that the students primarily favored communicative translation. In particular, the students applied the following methods: literal translation (3 instances), faithful translation (12 instances), adaptation (25 instances), free translation (25 instances), idiomatic translation (2 instances), and communicative translation (29 instances). Notably, none of the students used word-for-word translation or semantic translation in their work.

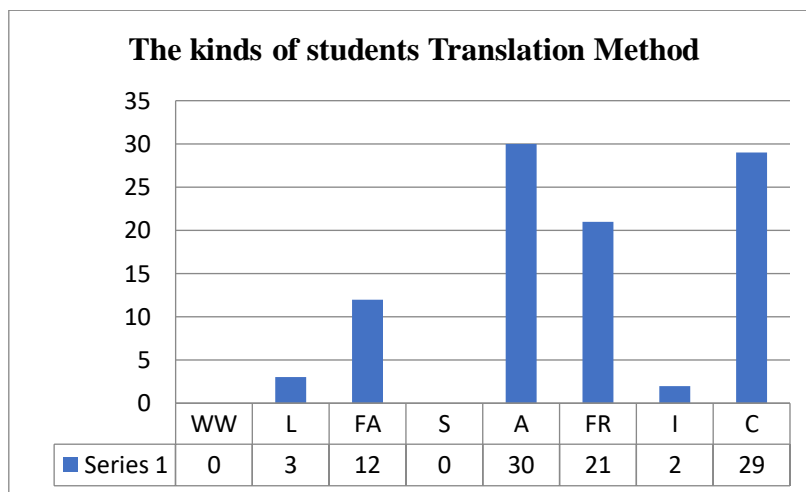


Figure 1. The kinds of students Translation Method

Discussion

The researcher indicates that the findings illustrate the application of Newmark's theory in translating narratives from English to Bahasa Indonesia, along with the various translation methods employed. The researcher also compared these findings with previous studies conducted by others. For instance, a study by Sianturi et al. (2021) titled "Kinds of Translation Method Used by Students in Translating Descriptive Text from English into Indonesian" revealed that students utilized only four methods: literal, faithful, word-for-

word, and free translation. Additionally, students frequently applied multiple methods when translating descriptive texts.

Another relevant study by Fitriyani and Wennyta (2020), titled "An Analysis of Students' Narrative Text Translation from English to Indonesia at Tenth Grade of SMA N 3 Jambi Academic Year 2018/2019," It was observed that students used various ways to translate narrative texts. Among these methods, the literal translation technique was the most frequently used, as students typically translated words based on their direct meanings while attempting to identify the nearest equivalent meanings in the target language.

The researcher conducted this study with students from grade IX-1 at SMP Swasta Ben's Group Buntu Bayu Hatonduhan. Some students submitted incomplete translations due to their lack of understanding of how to translate effectively. They faced numerous challenges, primarily struggling with word meanings, sentence structure, and confusion within the text. Additionally, they exhibited deficiencies in vocabulary, grammar, and punctuation. Some students could express the meaning of the original language, but they often had difficulty with the structure of the new language, resulting in translations that were sometimes unclear.

CONCLUSION

The study indicates that the majority of students struggle to translate narrative texts accurately. They frequently rely on free translation, resulting in ambiguous meanings due to their incomplete grasp of vocabulary, sentence structures, or the overall text. While students occasionally employed various translation techniques such as literal, faithful, adaptation, free, idiomatic, and communicative translation, the predominant approach was communicative translation. The research involved 20 students from grade IX-1, and notably, none utilized word-for-word or semantic translation methods in their assignments. The researcher recommends that future researchers use this study as a reference for related research and expand upon it by incorporating different types of texts, such as recount texts or short stories, to gather more data that can support further investigations. Additionally, researchers can explore the errors identified in this study to investigate related topics, such as the challenges of translating reported speech from Indonesian to English.

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