



## An Analysis the Text Translation Process Used By Nineth Grade Students at MTSN 02 Rejang Lebong

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### Abstract

The aim of this study is to recognize the various translation methods employed by MTsN 2 Rejang Lebong Class IX A students in the English class' Narrative text part. A range of genres and chronologically sequential storylines are found in narrative texts, which is why those texts were chosen. Allowing students to translate and approach the challenges with the narrative material in different ways. Data were gathered for this study using a descriptive approach, and the individual completed an online questionnaire in addition to being observed. Data were collected from students in class IX A of MTsN 2 Rejang Lebong. The results indicate that students apply the procedures of analysis, transfer, and restructure in that order. The second most typical translation technique used by students is one or two phases, not the proper number.

Keywords: *Translation Process; Narrative Text*

### Introduction,

Language is essential in human life since without it, humans would be unable to accomplish anything. In today's world, speaking another language is necessary for intercultural communication. In this era of globalization, individuals from other countries rely on English as an international language to interact with one another. Because English is such an important international language, it has become a mandatory subject in schools. In Indonesia, it is also taught to students from primary school to university. English includes four language skills to master in school: listening, speaking, writing, and reading. Furthermore, the act of trying to speak in place of something written down in one language with a similar one in another is known as translation. Another skill in translation is trying to convey the same idea or statement in another language in place of one that is written in that language. By translating, it assists others in comprehending the meaning of a text as well as obtaining information from a foreign language without difficulty.

Translation is crucial in terms of communication. One way to spread information and expertise is through translation. It can unite us as human beings with those from varied cultures and linguistic backgrounds. When translating, changing words into different terms is not always essential. On the other hand, both the transfer of language recipients and the critical equivalence of the source



language are the same. For a better translation to be widely accepted, it must be supported by reason and the truth. It is challenging to translate meaning from one language into another (the target language [TL]). This is the case because a hasty translation procedure could lead to a misinterpretation of the message in the source language (SL) in the destination language (TL). According to Nida and Taber (1982), according to how the author meant a different language. Interestingly, professional and amateur translators have different approaches to translating. Students will obtain knowledge and enhance their skills if they are able to interpret properly. They have the creative freedom to make up original theories and findings. Few pupils, meanwhile, still think that learning English is a challenging subject, especially when translating from Bahasa to English.

Larson said that "Translation is basically a change of form. The actual words, phrases, clauses, sentences, paragraphs, etc. that are spoken or written are what we mean when we talk about the form of the language. These patterns are referred to as the language's surface structure. The part of language that is really visible in print or audible during speaking is its structural component. The form of the receptor language (target language) is used during translation to replace the form of the source language. In this passage, Larson emphasizes that while translating, language elements like words, phrases, and even clauses must be acceptable in the target language. The element that is translated as being deeper is the touch surface element discussed above. Rahmani and Anggraini state that, when translating from English to Bahasa or from Bahasa to English, students may run into problems. The students' inability to understand words, sentences, syntax, grammar, and other elements is the fundamental problem. Students often try to adapt the meaning of unfamiliar words into words from their own languages when they use or write them. The outcome is arbitrary, and the text is also unstructured. The technique of translation, as described above, tries to produce meaning equivalence in the target text with the objective of facilitating communication between various texts that convey the same message. It is common knowledge that a book has several characteristics that protect the research itself, particularly those related to social culture and language (SL and TL). To put it another way, a translator has numerous challenges when translating a product.

According to Ronald H. Bathgate, "...there are seven stages in translation process : (1) Tuning, (2) Analysis, (3) Understanding, (4) Terminology, (5) Restructuring, (6) Checking, (7) Discussion. In a book of My Adventure in Translation there are three of main stages of the translation process. To translate a text first is to convert it from one language into another. The information transmission must be sufficient, acceptable, and readable to represent the source document in the target language. Second, editing is done in this stage by a translator who also uses a translation program. This process doesn't include translating as much as it does reviewing segments to guarantee the intended text is generated. Finally, do a last check. This stage involves having proof readers read



the translated material to see whether the target text flows naturally. Proof readers will detect inconsistencies with regard to punctuation, capitalization, and typographical errors..." Nida and Taber explained simple and generally about the process of translation. Nida and Taber (1974: 33) introduce three stages in the process of translation. First, the grammatical and semantic structure of the SL is analyzed, then the meaning is transferred, and finally, the grammatical and semantic structure is rebuilt into the proper TL forms to produce an equivalent TT. According to Nababan (2012), the process of translation divided into three stages that is analysis, transfer and restructuring. For a translator, the analytical phase is the most important stage. The translator uses the transfer stage to convey information, a message, or a meaning from the source language into the target language. Restructuring is the stage where the translator starts to put the information, ideas, and messages they have gleaned from the source text into textual form. In a narrative text, problems or problematic occurrences are told in a way that attempts to discover answers to the problems. One of the most important aspects of a narrative text is the narrative mode, which is the group of strategies used to tell the story through a process narration. As can be seen from the explanation above, the researcher is motivated to carry out this investigation since she is personally involved and assumes that the students used a variety of translation techniques to comprehend English literature. Because they did not comprehend the meaning of specific words and structures, students sometimes translate narrative texts written by others. Aside from that, the main translation procedure carried out by students is the conversion of Using a word of their choice, they can translate English text into Bahasa or vice versa. Consequently, the goal of this study was to ascertain how the translation process is carried out. The ninth-grade students of MTsN 2 Rejang Lebong collected their data using a qualitative descriptive technique.

### **Research Methodology,**

This research conducted at MTsN 2 Rejang Lebong in academic year 2021/2022. A sample of 25 students from class IX A was employed for this study by the researcher. The Google Form was used to produce the online survey, which was then shared with the students via a WhatsApp group. Only five students have expressed interest in taking the poll. The framework of the released final report is adaptable. People that participate in this type of research are in favor of an inductive approach to research. a concentration on personal significance, relevance, or simplifying a complex situation, Cresweell.

The standards used at MTsN 2 Rejang Lebong to judge students' translation skills. The following prerequisites must be met by students to be able to take part in the questionnaire: a daily test score of 60–70. The purpose of the study and the relationship of the questionnaire are to gather



information about student translations using an already generated web form by the researcher. Data gathered from students can be analyzed by the researcher. Prior to translating a narrative from English to Bahasa, The ability to translate one English paragraph is required of the students. Following first sentence of the narrative text translated, the researcher compares the outcome of the data collected from the students. Trisvianti, the source of the questionnaire's inspiration. Consequently, the evaluation was developed and evaluated using the participants covered in MTsN 2 Rejang Lebong.

### **Findings and Discussion,**

The results of this study, together with data analysis and research tools, are presented by the researchers. The researcher used Google forms to perform an online translation questionnaire form to learn more about the students' translation process. The data were gathered using an online survey on translated text. The data were gathered using an online survey of translated text. The researcher is able to distribute the questionnaire to 25 students in class IX A. however; the researcher used just 10 students for this study. The researcher chose these 10 pupils mostly because they were able to finish the questionnaire and received a score that qualified them to participate

The results show that the students translated using phases from the Nababan theory. The students' responses to questions one through five made it clear. The most of the processes utilized by students, the researcher found after looking into how students translate data, are comparable to the theory, analyze, transfer, and restructuring the text processes. However, several pupils didn't complete the procedures in the right order, skipped from transfer to analysis, and some even used just one stage. Additionally, students' access to a variety of vocabulary has a significant impact on how accurately they translate. According to Kulsum's earlier research on vocabulary used by students in translation, students should first increase the scope of their vocabulary if they wish to increase the correctness of their translations. The study's conclusions therefore showed that most of the 10 students employed the process, specifically the analyze, transfer, and restructuring in sequence. The stage was improperly used by three students, who only used one or two stages. The transfer stages were used by two students in place of the analysis and restructure stages, and the restructuring stage was not used by one student.

### **Conclusion and Suggestion**

After reviewing the data, the researcher prefers to draw some findings in response to the study challenge mentioned in the preceding chapter. According to research with students from class IX A of MTsN 2 Rejang lebong. The researcher came to the conclusion that most class IX students needed to



complete their work in order to do the following. Following a word-for-word translation, Newmark utilized a free translation technique. Additionally, several students skipped some of the phases from Nababan, Some of them just used one stage, while others used techniques like analysis to transfer without requiring the restructuring stages. Only five students sequentially completed each step.

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