KEPUTUSAN DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA
Nomor : 026.b/SK/FKIP-UPY/III/2024

Tentang
PENGANGKATAN DOSEN PEMBIMBING SKRIPSI
SEMESTER GENAP TAHUN AKADEMIK 2023/2024
PROGRAM STUDI PBI

DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA

Menimbang	:	1.	Bahwa dalam rangka memperlancar pelaksanaan ujian skripsi mahasiswa pada Semester Genap Tahun Akademik 2023/2024 perlu menunjuk dan mengangkat Dosen Pembimbing Skripsi di lingkungan Universitas PGRI Yogyakarta.
		2.	Bahwa sehubungan dengan hal tersebut di atas perlu diterbitkan Surat Keputusan Pengangkatan Dosen Pembimbing Skripsi Semester Genap Tahun Akademik 2023/2024.
Mengingat	:	1.	Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi
		2.	Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
		3.	Buku Pedoman Akademik UPY Tahun Akademik 2023/2024
		4.	Statuta Universitas PGRI Yogyakarta
		5.	Usulan Ketua Prodi PBI

MEMUTUSKAN

Menetapkan	:	Pengangkatan Dosen Pembimbing Skripsi Semester Genap Tahun Akademik 2023/2024 di lingkungan Universitas PGRI Yogyakarta
Pertama	:	Mengangkat dan menetapkan susunan Dosen Pembimbing Skripsi di lingkungan FKIP dengen perincian tercantum pada lampiran.
Kedua	:	Menugaskan kepada para Dosen Pembimbing Skripsi untuk mengevaluasi, memberikan masukan perbaikan dan memberi penilaian pada skripsi mahasiswa.
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Ditetapkan di : Yogyakarta
Pada tanggal : 26 Maret 2024
Dekan

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1. Wakil Dekan I FKIP
2. Ketua Program Studi PBI
3. Dosen yang bersangkutan

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A STUDY OF STUDENTS' TRANSLATION
OF NARRATIVE TEXT ENTITLED NOPOMBALU
IN SMP N 3 KASIHAN BANTUL

UNDERGRADUATE THESIS

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Yogyakarta, Januari 2022

Sameeta Sukmajati Atmaja

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CHAPTER 1

INTRODUCTION

A. Background of Study

Translation has a important role in human life, especially in Indonesia. In this era there are many journals, news, book , movie, and also advertisement addressed in English language. So this situation can become a barrier to someone who want know the meaning of the text. Based on that situation, translation can help the people to get some information about the text that written in English. Secondly based on observation and experience on PLP II activity also a discussion with several students in SMP N 3 Kasihan. Researcher got the result that in English lesson, especially to translate sentences, there are almost all of the students used google translate to translate each words or sentences. Almost of them used google translate because easier to access and also did not understood every words or sentences in English text. Using google translate may can be useful for the students in translate English text, but just on a simple sentences and similar to the structure of Indonesian text. Therefore based on my experience, translation using google translate in a complex sentence will be different on the meaning and purpose of the original text.

Based on those situation, translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style (Nida & Taber, 1969:12 in Aris Wuryanto:10). In the other side translation is made possibly by an equivalence of thought that lies behind its different verbal expression (Savory, 1969:13 in Aris Wuryanto:13) so we can conclude that the meaning of translation is remove a text from one language to other language without change the meaning, so the reader can get the message from source language to target language. Then the translation product can help the people to get information, and make them understand with the meaning in English text. But not all the people can understand how to translate from one language to other language. Then someone can become translator for himself, because the translation skill and how to translate can be learn. And it can be learn start from Junior High School, because there were they learn about many text, such as descriptive, narrative, recount, and procedure text. But in this study researcher choose the narrative text, because it is more interesting to the students. Because narative text served a story or legend in the past that can make interest to the students.

In Indonesia there were three translating methods that usually common use in this country, such as translate with dictionary, without dictionary and use google translate.

The other situation that make researcher interesting about translation study, because the result of observation researcher in SMP N 3 Kasihan in teaching activities in the classroom on English subject. Translation is a difficult things to understand. The products of students' translation is an interesting thing. This study focus to

explore the product of students' translation in Junior High School. So the participant of this research are the English students beginner. This research analyzed the students' method to translating text there are three categories that has been determined by the researcher use google tanslate, without dictionary, and use dictionary, the quality of their translation, and the difficulties in translate in English text. So based on that situation the researcher raise up the research title "An Study of Students' Translation of Narrative Text Entitled Nopombalu in SMP N 3 Kasihan Bantul".

B. The Identification of The Problem

Based on the background of the study. The researcher identifies the following problem in teaching activities in the classroom, especially in translation. They are :

a. The students have difficulties to understand and memorized of English word.
b. The students have a ability using google translate to translate every English words.
c. The students have difficulties to understand a complex sentence in a text.

C. The Formulation of The Problem

The problems of this research are formulated as the follows :
a. What is the technique that students's used in translating the narrative text entitled Nopombalu?
b. What is the effect of used translating technique on the translation quality in translating the narrative text entitled Nopombalu?
c. How the student's abilities when translating the narrative text entitled Nopombalu and the effect in the translation quality?

D. Research Purpose

The purpose that will result in this research are :
a. To indentify the technique that used by students to translated the narrative text entitled Nopombalu.
b. To identify the effect of translation technique on the translation quality in translating narrative text entitled Nopombalu .
c. To find out the student's abilities when translating narrative text entitled Nopombalu.

E. The Significance of the Research

This research contributed in translation and education. In this research focus on the students' translation of English text. First is significance of this research to students, this research contributed in translation and education especially to students because can get information about their skill in English learning especially in translation activity.

Second is significanceof this research to the readers. This research contributed in translation for reader because they can get information about translation description, translation techniques, and translation skill. So can compare about the quality of translation.

Third is significance of this research to teachers. This research contributed in translation for teachers because they can get information about skill translation of the students and also can help them to find the best strategies to translate English text.

CHAPTER 2

LITERATURE REVIEW

A. Theoretical Framework

1. Translation

Translation consist two parts, there are produce text to target language and produce the closest equivalent from source language. Part one is about meaning and part two is about style of language (Nida and Taber, 1974:12 in Aris Wuryanto:10). Newmark (1988:15 in Aris Wuryanto:10) said that translation is to remove meaning of a text into other language without change the original meaning from the writer.

Translation is made possibility by an equivalence of thought that lies behind its different verbal expression (Savory, 1969:13 in Aris Wuryanto:13). So translation is make a close equivalent from source language in verbal expression. Then, Larson (1984:3 in Aris Wuryanto:16) said that translation consist of transferring the meaning of the source language into the receptor language. Based on these definition, the conclusion of translation is remove a text from one language to other language without change the meaning, so the reader can get the message from source language into target language. The problem that always relate to translation is wheter to translate literally or freely (Newmak, 1988:45).

Related with translation, there is a translator. Transator is a person that do a translation, but not all of the people that mastering a foreign language can called translator. Translator is a person that produce translation (Nababan, 2008:17 in Aris Wuryanto:20). But all of the people that can produce translation can called translator, because process of translating from source language is a complex things (Schaffner & Adab, 2000:iii in Aris Wuryanto:21). Heim and Tymowski (2006:5 in Aris Wuryanto:22) said that the ideal translator , as we have seen, is one whose native or dominant language is the target language and who has a professionally grounded knowledge of the source language, training in translation techniques, and especially if the text is of scholarly nature expertise in the pertinent field. Finding such as a translator can be a daunting task. So, based on that theory the ideal translator not only know and understand about source language and target language, but have to know about techniques of translation. The problem that always relate to translation is wheter to translate literally or freely (Newmak, 1988:45).

Translation activities also related with a process. Procces removed from source language into target language. Translation process in other word is an analysis, remove, and make a equivalent of source language text so can be accepted in target language. Nida and Taber (1969:33 in Aris Wuryanto:31) said there are three stages

on translating procces. First is analysis stage. A translator before do a translation, have to reviewing on text that is will be translate. In this process translator check and look at the text from the first nto the last. Translator do all of their knowledge, such as linguistic and extralingistic knowledge. Knowledge used in comprehension can be classified into linguistic knowledge and extralinguistic knowledge. The type of knowledge used seems to determine the level of comprehension that can be reached, ultimately affects the product quality (Ryonhee Kim :2006:286 in Aris Wuryanto:33). Second is language switch process. In this stage translator have to remove the meaning and messages that is contain in source language to target language. This stage is a difficult process because the translator have to find the equivalence of the word and also meaning in source language to target language. So in this stages translator must have a some strategies how to translate the text without changed the meaning and massages that contain in the text. And the third is language adapting. In this stage a translator have to recreate to adapting the result of the translation into target language. The purpose of this stage is to get a translation result that can acceptable in the society in the target language, and this stage is the last process on translation.

2. Translation Techniques

Technique is a method or ways to do something (Aris Wuryantoro, 2004:63 in Aris Wuryanto:83). In translation, the meaning of technique is a method that is do by a translator in translate words, sentences, or phrase from source language to target language. In other side Albir (in Molina & Albir:2002 in Aris Wuryanto:83) said that translation technique is a procedure to analys and classified of the translation product. Catford, Molina and Albir (in Molina & Albir:2002 in Aris Wuryanto:83-84) classified the translatin technique in three type. There are word for word translation, literal translation, and free translation.

a. Word for word translation

Word for word translation is a technique that still bound to the vocabulary based on source language. The translator just search the equivalence from source language to target language without change the word structure. The structure still in a source language structure. Example :

Source language : Gadis itu cantik-cantik.

Target language : That woman is pretty-pretty.

b. Literal translation

Literal translation is a technique that were between word for word translation and free translation. So the translator use word for

word translation technique then adapt the word structure from source language to target language. Example :

Source language : Gadis itu cantik-cantik.

Target language : Those are pretty girls or those girls are pretty.

c. **Free translation**

Free translation is a technique that not bound on the equivalence search of the word or sentence. Then the translator must catch the meaning of the sentence then remove to target language. Example :

Source language : Kill two birds with one stone.

Target language : Sambil menyelam minum air.

In the other side, Molina and Albir (2002) in Aria Wuryanto:84 classified the translation techniques into eighteen types.

1) **Adaptation**

Adaptation is a translation technique that remove the cultural elements on the source language into target language. This technique also called cultural equivalent (Newmark:1998 in Aris Wuryanto:84), cultural substitution (Baker:1992 in Aris Wuryanto:84), and "padanan budaya" (Hoed:2006 in Aris Wuryanto:84). Example :

Source language : bridgegroom

Target language : mempelai pria.

2) **Amplification**

Amplification is a translation technique that introduce the information clearly or tell the information there were not listed in the source language. Example :

Source language : Ramadhan

Target language : the moon where the moslem fasted.

3) **Borrowing**

Borrowing is a technique by the direct removal of a word from another language (Molina & Abir :2002 in Aris Wuryanto:85). There

were two types translation techniques, there are pure borrowing or loan word (Baker:1992 in Aris Wuryanto:85) there is without any the slightest change. Usually the writing is in italic. Then the technique with the spell adjustment in the target language or transference borrowing (Newmark:1998 in Aris Wuryanto:85). Example :

Source language : county (pure borrowing)/ procedure (transference borrowing).

Target language : county/ prosedur.

4) **Calque**

Calque is a translation technique that translate the word or phrase from source language literally into target language both lexical and structural (Molina & Albir , 2002 in Aris Wuryanto:85). Example :

Source language : Company address.

Target language : Alamat perusahaan.

5) **Compensation**

Compensatin is a translation technique that introduce the information or the statistic of the source language because that is can not replace on the target language (Molina & Albir:2002 ; Newmark:1998 in Aris Wuryanto:86). Example : translation on poem or music.

6) **Description**

Description is a translation technique which is change the substituted the term for its form or function (Molina & Albir:2002 in Aris Wuryanto:86). This technique that use are descriptive equivalent and functional equivalent. Example :

Source language : Civil libertarian

Target language : seorang penganut paham kebebasan sipil.

7) **Discursive Creation**

Discursive creation is a translation technique that is made a temporary equivalent, that is out of the context or totally unpredictable. Usually used in a title translation (Molina & Albir:2002 in Aris Wuryanto:86). Example :

Source language : Kemilau Cahaya dan Perempuan Buta.

Target language : The Barber.

8) Established equivalent

Established equivalent is a translation technique that used the term is commonly used either in the dictionary or in the target language as the equivalent words (Molina & Albir:2002 in Aris Wuryanto:86). This technique also called recognized translation (Newmark:1998 in Aris Wuryanto:86) or terjemahan resmi (Suryawinata & Hariyanto:2003 in Aris Wuryanto:86). Example :

Source language : Terms and conditions.

Target language : Syarat dan ketentuan.

9) Generalization

Generalization is a translation technique that is used commonly term or neutral in the target language (Molina & Albir:2002 in Aris Wuryanto:86). There were that include in this technique are neutralization (Newmark:1998 in Aris Wuryanto:86), translation by neutral/less expression, and translation by general word (Baker:1992 in Aris Wuryanto:86). Example :

Source language : Certain undesirable activities.

Target language : Hal-hal yang tidak di inginkan

10) Linguistic amplification

Linguistic amplification is a translation tecjnique that is by added the linguistic elements on the target language. This technique usually used in a consequence or dubbing technique and it is the opposite of linguistic compression (Molina & Albir:2002 in Aris Wuryanto:86). Example :

Source language : Ladies and Gentlements.

Target language : Kepada hadirin yang terhormat.

11) Linguistic compression

Linguistic compression is a translation technique that is simplifying the linguistics element in the target language. This technique usually used in a consequence or dubbing technique and it is the opposite of linguistic amplification (Molina & Albir:2002 in Aris Wuryanto:87). Example : The source is telling a long story but it is a funny story. Then the audience keep silent because does not understand what is the source is telling, so the interpreter turned out to be a very funny stoey and asked the audience to applause.

12) Literal translation

Literal translation is a translation technique that is translate by words for word (Molina & Albir :2002 in Aris Wuryanto:87). This technique same with equivalent technique that submitted by Nida, but is wat not an official form of equivalent. Example :

Source language : The company leave year.

Target language : Periode cuti perusahaan.

13) Modulation

Modulation is a translation technique by changed the point of view, focus or cognitive categories that is relate on source language, there were can be in both structural or lexical (Hoed:2006 ; Molina & Albir:2002 in Aris Wuryanto:87). Example :

Source language : Evidence of this must be produced on request.

Target language : Bukti atas hal tersebut harus ditujukkan pada saat diminta.

14) Particularization

Particularization is a translation technique that is used the terms are more specific and concrete than in its general form (Molina & Albir:2002 in Aris Wuryanto:87). Included in this translation technique is cultural specific concept (Baker:1992 in Aris Wuryanto:87). This technique is opposite of generalization. Example :

Source language : Duel.

Target language : Carok (that is duel from Madura).

15) Reduction

Reduction is a translation technique that is implies information because the component of the meaning are included in the target language. This technique same with reduction and expansion (Newmark:1998 in Aris Wuryanto:87) or omission (Baker:1992 in Aris Wuryanto:87). Example :

Source language : appropriate consultation with you.

Target language : mengkonsultasikan kepada anda.

16) Substitution : linguistic, paralinguitic.

Substitution is a translation technique that is used removing elements of linguistic and paralinguistic (intonation and gesture). Usually used to dubbing or interpreting (Molina & Albir:2002 in Aris Wuryanto:88). Example :

Source language : Crazy (by placing the forefinger in your forehead by tilt posisition).

Target language : Gila/Sinting.

17) Transposition

Transposition is a translation technique that is removed the grammatical categories, for the example from verb removed into adverb or change the words, such as adjective-noun removed into noun-adjective (Molina & Albir:2002 in Aris Wuryanto:88). This technique same with the shift or transposition (Newmark:1998 in Aris Wuryanto:88). Example :

Source language : Legal norm.

Target language : Norma hokum.

18) Variation

Variation is a translation technique that is used removed linguistic or paralinguistic elements (intonation, gesture) that is affects linguistic diversity aspects : style replacement, social dialect, geographical dialect (Molina & Albir:2002 in Aris Wuryanto:88).

Example : to introduce or removed dialectical indicator of characters in the show.

3. Translation Quality

Translation must be examined since a translator needs to make sure the accuracy, the clarity and the nature of a translation (Larson, 1984:532 in Edi Maherul Fata:2009). The most important features to be checked in translation quality are accurancy, clarity, and naturalness (Larson:1984 in Edi Maherul Fata:2009). The accurancy is about the meaning or message of source language that should be fully transferred into target language without any omission. The clarify means that the translation should be communicative to the people using it. The forms of language used should make the message of the source language easy to be understood. The naturalness means that the translation should not only be accurate and communicative but also be natural in the receptor language. The translation is checked

whether the grammatical forms are normally used in the target language. The composition of the translation should be natural and original in the target language (Edi Maherul Fata:2009).

The quality of translation is an important factor in assessing ability an interpreter, because the quality of a translation is closely associated with an interpreter's ability in translating the following difficulties. That is the difficulties that faced in translating activity. When translators have comprehensive translation competence. Then the problems that arise in the practice of translating will easy. Rather a translator who is lacking in the translation competence will find many difficulties (Nababan, 2008:59-60 in Edi Maherul Fata:2009). There were three aspect that should be fulfilled in order to qualifying for the quality of translation. There are equivalenity, acceptability, and readability (Nababan, Subroto, dan Sumarlan:2004 in Aris Wuryanto:72).

a. Equivalenity

The primary work of an translator is to find the same equivalent of the source language in the target language. The same equivalent commonly is a important characteristic of qualified translation. Also a translation must have a relation in source language that is mostly rise some problems (Nababan, Subroto dan Sumarlan:2004 in Aris Wuryanto:72). Based on the research result that done by Nababan, Subroto, and Sumarlan (2004) that is reveals that some form of translation was difficult to achieve. First is we difficult to got the same interpretation of a text done by two different people on even two different occasions (Harvey, Higgins, dan Haywood:1995 in Aris Wuryanto:72). Second, translation can not be separated from the translator's subjective interpretation of the source language. Third, is not impossible to translator to determined how a reader responds to the source language when it is first produced.

To determined the equivalent, translation must understand that there was a different system between source language and target language. So can rise unequivalenity or usually called nonequivalent. It is rise because the equivalent of source language can not find in the target language, so the meaning in target language not expressed, especially in terms of words. To overcome of the unequivalenity Mona Baker (1992:21-25 in Aris Wuryanto:72) offers some translation strategies that can used by translator, so can get a good translation.

1) Culture-specific concept

Words that is on source language possible reveal a concept completely that is unknown in the target language culture. That concept can be a abstract or real concept. This is have relation with the belief, religion, culture in society, or type of food. For the example word "gado-gado", this is Indonesian food that from

Betawi and there is consist vegetables (a steam vegetables), tofu and boiled egg then add peanut sauce.

2) **The source language concept is not lexicalized in the target language**

Words that is on source language reveal a concept that is known in the target language but not literally. There is no specific word in the target language to express that word. For the example the word "alocated" those meaning is given a place of their own, when translated into Bahasa becomes reserved (more broadly than alocated meaning).

3) **The source language word is semantically complex**

Words that is on source language have a complex meaning. This is a usually problem that can be faced in translation. Word that is not really complex in morphology but complex in semantics. For the example word "Libertarian" those meaning is someone who believe that every individual should be entitled to do or transmit hir or her will without any governmental interfence.

4) **The source and target language make different distinctions in meaning**

Target language may have greater or smaller differences in the meaning than the source language. In one language this differences is important things, but not in the other language. For the example in Indonesia distinguish between "kehujanan" and "hujan-hujan". The word "kehujanan" can be translated to English became "going out in the rain without knowledge that is raining". Then word "hujan-hujan" can be translated to English became "going out in the rain with knowledge that it is raining".

5) **The target language lacks a superordinate**

Target language may have only a specific equivalent, but there is no common equivalent for semantics. For the example in Rusia language there is no equivalent to "facilities" those meaning is a tools, buildings, and service.

6) **The target language lacks a specific term**

Commonly, a language tend to have common words but lack more in specific words. Because in every language only create a different meaning that is can relate in the certain environments. For the example in English language have a various specific word

from "house" there are bungalow, cottage, croft, chalet, lodge, hut, mansion, manor, villa, and hall.

7) Differences in physical or interpersonal perspective

Physical perspective may more important in a language that is compare in other language. This is have to can relate with a place or people as a phrase pairs of words. For the example come/go, arrive/depart, etc. in Japan language there were have six equivalents for word "give", this is depends on who gives to whom to give, that are yaru, ageru, morau, kureru, itadaku, and kudasaru.

8) Differences in expressive meaning

Target language may have a proportionate meaning as the source language but it may have a different expressive meaning. This difference may became a advisement to giving meaning to the proper context. For the example words "homosexual" those meaning is people that like the same in sex (*gay* or *lesbi*). But in indonesia "homosexual" prefer to *gay*.

9) Difference in form

Often the unequivalenity in target language for specific form from source language, such as prefix and suffix which contains a particular kind of meaning of proportion and other in English, often has not the direct equivalent in any other language. For the example in English language have some couples, such as employer/employee, trainer/trainee, interviewer/interviewee. Etc. then in English language has a variety of prefix that are opposites which means no, such as legal/illegal, possible/impossible, countable/uncountable, etc. Then in English language has a variety of suffix, such as meaning/meaningful, end/endless, port/portable.

10) Difference in frequency and purpose of using specific forms

Whenever specific forms has a direct equivalent in target language, may there are difference frequency in the used. For the example in the English language there is a continuous-ing form which is united by the following words. Then in Indonesian language it is unfamiliar ot not used with this term.

11) The use of loan words in the source text

Used the loan words in the source language can became a specific problem in translation. The loan words is a problem to sloppy translator, that can be problem of false friend, this is words

or phrase that is have a same form in two language or more but have a different meaning. Some of the unequivalenity have to get a attention. So in the translated of the text was no equivalent extortion. Translator have to adapting the elements of the source language into the target language.

Because the target language will never be compatible with the source language, the researchers distinguish different types of the equivalent (Lauscher:2002 in Aris Wuryanto:76), about the equivalent Newmark (1981 in Aris Wuryanto:76) distinguish between communicative e and semantics translation. Communicative translation create the same effect between of the source language and target language reader. Then the semantics translation prefer to literal meaning from source language without seeing the effect it had on the target language reader. In the other side, Nida (1964) in Aris Wuryanto:76 distinguish the equivalent, there are formal and dynamic equivalent. The formal equivalent focus on the message, in its form and the content. Then, the dynamic equivalent focus on the natural form, structur, and grammatical of the target language. While, Kridalaksana (1974:81-84 in Aris Wuryanto:76) said that there are something important that is every language have their capability to form the words and sentences that is different with the other language. Then every language rich of the culture where those language growth while distinguish with the other language.

b. Acceptability

Renkema (1993:36 in Aris Wuryanto:78) said that acceptability requires that a sequence of sentence be acceptable to the intended audience in order to quality as a text. That is showed that acceptability of a text relate with the attitude and response of the reader to the text he read. In understanding the meaning of the text, the reader will understand the meaning of the sentences and then associated it with the context of the situation in their environtmnt (Aris Wuryanto, 2018:78). Beside the relation of the logical sentences that form the text, acceptability also relate to cohesion and coherence in the text. Cohesi aspect can be easier reader to understand the sentences relation form, then coherence aspect can be easier the reader to understand the meaning of the relation of the text, and also relation with the situation context.

While Beaugrande (1981:130 in Aris Wuryanto:78) said that acceptability is what that really accept in the communication. This is showed that acceptability relate to the situation in the communication. Such as how the relation the speaker with the audience, and how the social status between speaker and the audience. Acceptability in translation is a compatibility of words, terms or phrase that is on the translation text according to the rules in the target language. Words, terms, or phrase there are cultural elements or culture concept it's a difficult condition to

create translation that have a high acceptability. Acceptability of the translation is a criteria from a good translation

c. Readability

Adjat Sakri in Nababan (1999:62 in Aris Wuryanto:76) said that readability is a degrees of easy words that are understood the meaning. The more of readability of a text it is easier to read and the lower of readability of the text it is difficult to understand and get the meaning. The readability depend on the word choice and sentence structure.

1) Word choice

Word choice in the text on source language affected the level of readability, such as (i) used new words. Used word choice that unfamiliar in the daily can be difficult to understand by the reader. This difficulties can make the lower of readability. For the example in Indonesian language such as sangkil (effective), mangkus(efficient), nas(text). (ii) used a foreign and region language. It is can be difficult to understand by the reader and also can make a problem. For the example of foreign language such as compatible, install, recall, Bluetooth. Then the example of region language, such as mitoni, tedhak siti, kekeuh. Common people will difficult to understand the region language because only the origin can know about the meaning. (iii) used taksa word. Taksa word can be rise if the context not support the meaning. So translator would hesitate to determine the meaning of word taksa. For the example word "bank" has meaning in Indonesian language *tebing sungai* or *lembaga keuangan*.

2) Sentence structure

Sentence structure rised by the translator in the target language is affected to the quality of the translation, especially to readability, such as (i) taksa sentence. It is sentence that have two meaning. For the example in sentence "You Should ride in right". This sentence can be meaningful in indonesian language. Such as (a) anda harus berkendara di tempat yang benar, (b) anda harus mengendarai di jalur kanan. (ii) long sentence. Commonly that the sentence is longer can difficult to understand. Long sentences used a lot of words. To be understand the reader have to understand the sentence, the meaning, and every words in that sentence then have to understand the relation between words and sentence. (iii) complex sentence. It is a sentence that contains more than one ideas that summarized in the sentence. It is can make complex sentence difficult to understand by the reader.

4. Narrative Text

Barwick (2006:4) a narrative text relates a realistic, imagined or fictitious story. It is written to entertain, amuse and interest the reader but teaches, explains or informs. Through this type of text we can get some values not by force but by enjoyment. Narrative text can teach us about honesty, braveness, friendship, loyalty, hard working, solidarity, and so on. A.S Hornby in Oxford Advanced Learner's Dictionary defines narrative is a description of events, especially in a novel or story, the act or process of feeling a story. It similarly with John Langan says narration is a writer tells the story of something that happened. Through narrative, we make statement clear by relating in detail something that has happened to us. In curriculum 2004, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

According to Smalley and Ruetten (1986) that narrative describes a sequence of the events or tell a story, in other word narrative describe an experience. The logical arrangement of idea and sentences in the narrative is chronological according to time order. Moreover, Anderson (1997) states that narrative is text which tells a story and in doing so, entertains or informs the reader or listener. It means that narrative is a piece of text that tells a story to inform, amuse, and entertain the reader or listener. According to Barbara (2002) states that narrative text broadly defined, tells a story. Example of narrative text include short stories, novels, folktales, tall tales, myths, fables, legends, fantasics, and science fiction. Additionally, Hyland (2008) explains that narrative text should include : 1) an orientation (where the setting are introduced and a time set for the event), 2) a complication (where the problems arises), 3) a resolution (where the problem are resolved). Language features narrative : 1) use of words that link stages in time, 2) use of adjectives and adverbs, 3) use of action verbs, and 4) written in the first or third person. Meanwhile according to Nur Lathifah and Istiqomah Nur Rahmawati (vol:12:1) there are the generic structure and language of narrative text :

a. **Generic Structure**
   1. Orientation   : the beginning of the story.
   2. Complication : the problem faced by the main characters.
   3. Resolution   : the problem is resolved.
   4. Re-orientation : the moral value of the story.

b. **Language Features**
   1. Focus on specific and usually individualized participants.
   2. Focus on material processes
   3. Use of relational processes and mental processes
   4. Use past tense

From the definition above , it is concluded that narrative story is a story tells about something interesting that has purpose to amuse, entertain to the readers. The using narrative when you tell a friend about something interesting that happen to you at work or at school,

when you tell someone a joke. Anderson(1997) states that a good narratives uses wird to paint a picture in our mind of :

a. What characters look like (their experience)
b. Where the action is taking place (the setting)
c. How things are happening (the action)

The characteristics of narrative texts among others :

a. It tells us about a story of event or events.
b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

Therefore it should be detailed and clear, with even arraged in order in which they happened or in some other effective ways you should use for narrative that achieves all of the following goals :

a. It is unfied, with all the action a developing central idea.
b. It is interesting, it draws the writer into the action and makes them fell as if they are observing and listening to the events.
c. It introduces the four ws of a setting- who, what, where, and when- within the context of the action.
d. It is coherent, transisition indicates, change in time, location, and characters.
e. It begin at the beginning and end . that is the narrative follows a chronological order-with events happening in a time sequence.
f. It builds towards a climax. This the moment of most tension or surprise a time when the ending is revealed or the importance of events become clear.

The language features usually found in narrative text are :

a. Specific characters
b. Time words that connect to tell when they convey.
c. Verbs to show the action that occur in the story.
d. Descriptive words to portray the character and setting.

B. Previous Research Study

There were any study that focus on translation, but not only in English but also in other foreign language. Such as Muzia Ranselengo and Mukhtiar Miolo (2020:vol.1) in their investigation about the mistakes of translation product of students from Arabic into Indonesian. The result on their study factor that influence the translation product are the student's favorite level on the subject, education background before, the students understanding, the students opinions about the teacher explanation, and the level of difficulties students in translating. The different from my research is about research subject. In this Muzia Ranselengo research there is study about the mistake of the translation, and on my research the subject is about the quality of students's translation and also them ability while translating narrative text.

Elli Kusumawati (2017:vol.1) in her investigation about the mistakes of translation product of students from English into Indonesia. The result on her study that the students made a lot of mistakes in translating process, there were the mistakes can made because the students not really understand about the vocabulary, in translating process the students just translate word by word without understand the meaning totally, and because there is a time limit, so the students can't reread the translation product. The different from my research and Elli's research is about the procces to got the product of translation. In my research the product of translation got by translating narrative text by three methods, there are translating with google translate, with dictionary, and no device.

In the other side, Emad A.S Abu Ayyash(2017) in her study about the errors and non errors in English-Arabic machine translation. The result on his study that there are some problems in the translation machine translators. But the people cannot dismiss their great help because advantanges of these software because they assist human in saving time and money. The different from my research and Emad's research is about the machine translator. In my research using machine translation of google translate is to compare the product of translation quality not only the errorness of using machine translation. There are also compare about the quality and the ability of the students while translating narrative text.

Paul Stapleton and Becky Leung(2019:vol.001) investigated of the assessing accurancy and teacher's impression of google translate. Based on the result google translate can make easier to detect the native language and also google translate can help the students make a good writing, also google translate can bring a change to language learning and teaching. And the teacher can develop a realization of using technology and adopt machine translation as a pedagogical tool. The different from my research and Paul's research is about the target. In my research the target of the research is student's translation, while in the translating using three methods, there are

translating with googlte translate, the dictionary, and no device. So we can compare the quality of the student's translation then conclude the best method to translated.

Meanwhile, Nur Latifah, Istiqomah Nur Rahmawati (2019:vol.12) in in their study about teaching and learning narrative text writing through story mapping. Based on the result the problems faced by students in learning writing narrative text using story mapping were that the students confused and difficult to develop their ideas because they did not have many vocabularies. Furthermore, the students had problem in capitalization, punctuation, grammatical error, and organization. The also needed too much time to finish their writing of narrative text. The different from my research and Nur's research is about the narrative text. In my research the students read and translated the narrative text from English to Indonesian based on three methods, but in the Nur's research there was the students write the narrative text through story mapping.

CHAPTER 3

RESEARCH METHOD

A. The Setting of Research

The setting of the research was SMP N 3 Kasihan. it is a junior high school which located in Jalan Ngetak, Gendeng, Bangunjiwo, Kasihan, Bantul, D.I.Yogyakarta. The school was established in 1979. Firstly the school named was SMP Bagunjiwo. There are fifteen classes registered from grade VII until IX. English is taught as compulsory subject, with time allocation 80 minutes for each meeting.

B. Subject of the Research

The participant of the research were 20 students of SMP N 3 Kasihan in class VIII who were have interacted with researcher in the teaching activities in the classroom.

C. Object of the Research

The focuses problems in this research are about translation activities in the classroom. And also about the quality of the students' translation product and the behavior of the students while a translation process.

D. Procedure of the Research

This research employed the quanlitative method. First researcher will make three group of grade VIII students of SMP N 3 Kasihan based three categories. It is use to classify the students with criterias of students using google translate, using dictionary, and without dictionary. Subject in this research there were 20 students that chosen randomly. Then the students get a narrative text entitled Nopombalu to translate with the appointed time 60 minutes.

Data collecting techniques in this research, researcher observe in detail during the translation process. It is do to observe the behavior the students during translation activities, and to know the difficulties while translating process. So the researcher can observe the different behavior of the students based of the three categories.

After data collecting, the researcher identify the result and also identify the quality of students' translation. Then the researcher make a comparison of the result of translation based on three methods. The researcher compare by read and simple identify by herself and make a conclusion.

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