



**THE STUDENTS' DIFFICULTIES IN TRANSLATING  
NARRATIVE TEXT AT GRADE X OF SMA NEGERI 1  
SIBABANGUN TAPANULI TENGAH**

**A THESIS**

*Submitted to the English Education Study Program of State Collage for Islamic  
Studies Padangsidimpuan in Partial Fullfilment of the Requirement for Degree  
of Islamic Educational Scholar (S.Pd) in English Program*

**Written By :**

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**ENGLISH EDUCATIONAL PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2019**



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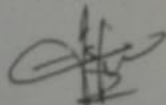
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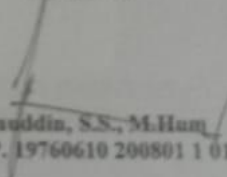
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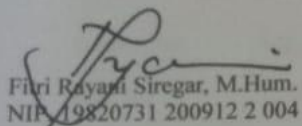


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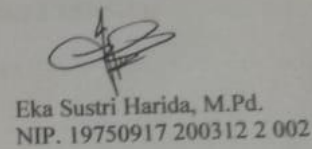
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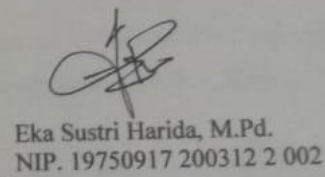
  
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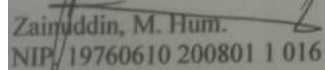
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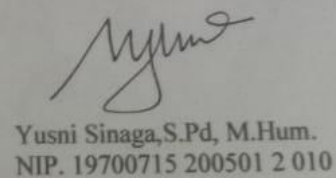
  
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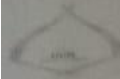
  
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Thesis : THE STUDENTS' DIFFICULTIES IN TRANSLATING  
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This thesis is still so far from being perfect based on weakness of the researcher. Therefore, the researcher expects the constructive criticism and suggestions from the readers to improve this thesis.

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NARRATIVE TEXT AT GRADE X OF SMA NEGERI 1  
SIBABANGUN TAPANULI TENGAH

### **ABSTRAK**

Penelitian ini menceritakan tentang kesulitan siswa dalam menerjemahkan teks naratif dari bahasa Indonesia kedalam bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam menerjemahkan teks naratif di SMA Negeri 1 Sibabangun Tapanuli Tengah, dan untuk mengidentifikasi kesulitan siswa dalam menerjemahkan teks naratif dari bahasa Indonesia ke bahasa Inggris.

Penelitian ini dilakukan melalui penelitian kualitatif. Sumber data dari penelitian ini adalah siswa dari SMA Negeri 1 Sibabangun Tapanuli Tengah di kelas X Mia 3 dengan total 30 siswa. Instrument tes adalah teks naratif. Data diproses untuk membaca terjemahan siswa, melihat kesulitan siswa, menghitung skor siswa, menggambarkan hasil penelitian dan membuat kesimpulan.

Berdasarkan tes terjemahan siswa, penelitian ini menunjukkan kesulitan siswa dalam menerjemahkan teks naratif. Siswa mengalami kesulitan dalam tata bahasa, siswa tidak dapat membuat aspek tata bahasa dengan baik. Kemudian siswa kurang kosata terutama dalam kata yg tidak dikenal dan siswa sulit untuk menyusun kata menjadi kalimat yang baik.

**Kata Kunci** : *kesulitan siswa, naratif teks, terjemahan.*

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NARRATIVE TEXT AT GRADE X OF SMA NEGERI 1  
SIBABANGUN TAPANULI TENGAH**

### **ABSTRACT**

This research tells about students' difficulties in translating narrative text from Indonesian into English. The purpose of this research is to know the students' difficulties in translating narrative text in SMA Negeri 1 Sibabangun Tapanuli Tengah, and to identify the difficulties of students in translating narrative text from Indonesian into English.

This research was conducted through qualitative research. Sources of data from this research were students from SMA Negeri 1 Sibabangun Tapanuli tengah in class X Mia 3 with the total of 30 students. The instruments is test translation narrative text. The data is processed to read the students' translation, look the students difficulties, analysis the students' difficulties, count the students' score, describe the result of research and make conclusion.

Based on the test of the students' translation, this research showed the students difficulties in translating narrative text. Students has difficult in grammar,the students can't made the grammar aspect well. Then, students lack vocabulary especially in unfamiliar word and students' difficult to arranged words into good sentence.

**Keywords :** *students' difficulties, narrative text, translation*



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# CHAPTER 1

## INTRODUCTION

### A. Background of the Problem

Language is important in human life because without language, people as human being will not be able to do anything. In this modern life, to communicate with other countries, language is needed. In Indonesian, English is the first foreign language taught from junior high school up to university level. This is good progress in education development in Indonesia to face the globalization challenge.

In teaching and learning activity in school, English has four language skill to learn; those are listening, speaking, writing, and reading. There are some language components which may not be neglected in English teaching and learning process, namely grammar, vocabulary, spelling, pronunciation and translation. Furthermore, there are many language that need to be translated.

For translating a text, the students have to transfer the meaning or message which is written in source language (SL) to target language (TL) such as in English text to Indonesian text.<sup>1</sup> The goal of translation is to establish a relation of equivalence of intent between the source and target text ( that is to say, to ensure, that both text communication the same message), while taking into account a number of constraining include

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<sup>1</sup> Erry Silviana, "An Analysis of Students' Difficulties In Translating Narrative Text (A Case Study at Eleventh Grade of SMK Hass Ashabulyamin Cianjur)," 2008, <http://id.scribd.com/document/344032322/Students-Difficulties-in-Translating-Narrative-Text>.

context, the rules of grammar or both language, their writing conventions, their idioms and the like.

From the explanation above, it is found that translation is a process which is intended to find meaning equivalence in the target text and the purpose to communicate between the different text but the same message. Translation typically has been used to transfer written or spoken SL texts to equivalent written or spoken TL texts. In general, the purpose of translation is to reproduce various kinds of texts including religious, literary, scientific, and philosophical texts in another language and thus making them available to wider readers.

The students in Senior High School level must deal with many kinds of the text. Narrative text is one of the kinds of text. Narrative text is a text to retell the story in the past. Narrative text have been studied from junior high school, but some students still consider that they can't translate English Narrative text into Indonesian. So, the researcher want to know their difficulties in translating.

However, translating is obviously not an easy task for the intellectuals to deal with. Translators faced the complexity of work in concerned with lexion study, grammatical structure, communication situation and cultural. Contexts of the language, both source language and target language. Moreover, some students still consider that English is

difficult subject to be learned especially when they translate the Indonesian text into English.

Based on interview to the English teacher at grade X SMA Negeri 1 Sibabangun the students have problem in translating.<sup>2</sup> They are lack of vocabulary, and they did not considered the grammatical aspect of narrative text. Some students are not able to translate narrative text with good grammar.

One of the ways to learning English is by translating a text or a book. On account fact, one of the most acceptable ways to adept the knowledge is by translating. By translating there are at least two benefits to get first, the adoption process can be conducted more cheaply and deeply and that all people are able to take the advantages by reading the translate works. And by translating especially Indonesian narrative text into English the students can practice in making Indonesian sentence. There are many text or story in narrative to students practice translate.

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems.<sup>3</sup> This story can be fiction, non fiction, or fable, where the story purpose to amuse the reader. In a narrative, the story usually in the past tense. The backbone of the narrative or a series of events which are usually actions. The agent of the

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<sup>2</sup>Alimatussaddiyah, S.Pd, *Personal interview* ( SMA Negeri 1 Sibabangun , maret 27<sup>th</sup> 2019, at 10.00)

<sup>3</sup> Nurul Istiqomah, *The Annalysis Of Students' Problem In Translating English Narrative Text Into Indonesia At The Eighth Grade Of SMP N 4 Purworejo In The Academic Year Of 2016/2017*, 2017.

events is usually third person or first person, that is, the narrator tells about the things which happened to someone else or to himself. Thus, in this research the researcher only discusses about narrative text.

From the explanation above, the researcher is curious to analysis the students' in translating narrative text (Indonesian into English) made by the tenth grade students at SMA Negeri 1 Sibabangun.

### **B. Identification of the Problem**

The problem found by the researchers during the observation. The researcher found that students' feel difficult to translate text from Indonesian into English. The students difficult to translate narrative text with good grammar and also students difficult with unfamiliar word.

### **C. Focus of the Research**

Based of background of the problems. The researcher focused on students' difficulties in translating narrative text from Indonesian into English sentence. The researcher intends to focus on students' translating Indonesian narrative text into English, and the difficulties of them.

### **D. Formulation of the Problem**

Formulation of the problem is "what are difficulties of students' in translating narrative text (Indonesian into English ) at SMA Negeri 1 Sibabangun".

### **E. Objective of the Research**

The objective of the research is "to know the difficulties of students in translating narrative text Indonesian into English at The X Grade students of SMA Negeri 1 Sibabangun".

### **F. Significance of the Research**

From the result of the research, there are some expected advantages that the researcher can take. The significance of the problem as follows:

1. Headmaster of SMA Negeri 1 Sibabangun, to develop and encourage the English teachers to teach English well.
2. English teachers of SMA Negeri 1 Sibabangun, to know about the students difficulties in Indonesian narrative text into English translation. Hopefully, the teacher can convey in the class to improve the students ability.
3. Researcher, to give knowledge about translating Indonesian narrative text into English and conduct any research with similar topic.

### **G. The Definition of Key Terms**

To avoid the vagueness and misunderstanding between researcher and readers, the researcher states of the key terms as below :

#### **1. Difficulties**

Difficulties is anything that causes problem. Difficulty is a word that can be describe a steaming situation from the relationship between two or more factors in a confusing situation. Based on the explanation

above the researchers conclude that the difficulty is a situation or condition of arduous.

## **2. Translation**

Translation is a mental activity in which a meaning of given linguistic discourse is rendered from one language to another. It is act of transferring the linguistic entities from one language into their equivalents into another language. Translation is an act through which the content of a text is transferred from the source language in to the target language.

## **3. Narrative Text**

Narrative text is a story with complication or problematic events and it tries to the resolutions to solve the problem. An important part narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story.

Based on the meaning above, the researcher simplified that the meaning of the title : Translation Narrative Text of the Grade X SMA Negeri 1 Sibabangun is about the students' difficulties in translating narrative text.

## **H. Outline of the Thesis**

The systematics of this research is described into five chapters they are: the first chapter consist of many sub chapters with detail as follow the background of the problem, identification of the problem, focus of the

problem, formulation of the problem, objective of the problem, significance of the problem, and definition of key terms.

The second chapter consist of the theoretical description. It consist of the material of the research, they are definition of students' difficulties, definition of translation, types of translation, types of difficulties in translation, the process of translation, the procedures of translation, ways of testing, definition narrative text, generic structure of narrative text, dominant grammatical aspect of narrative text, types of narrative text, example of narrative text, and review related findings, outline of thesis.

The third chapter consist of methodology of the research it is divided into sub chapter, place and time of the research, the research design, the sources of the data, the instrument of collecting data, the technique of collecting data, technique of trustworthiness, and the technique of data analysis

The fourth chapter consist of the result of the research consist of findings, discussion, and the threats of research.

Chapter five consist of conclusion about the result of the research and suggestion that are given by the researcher.



## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Students' Difficulties

###### a. Definition Students' difficulties

Students are components in the education system, which are then processed in the education process, with the aim of becoming a quality human being in accordance with the objectives of national education. Difficulty is word used to depict a situation steaming from relation link among between two factors or more findings situation that bewilder.<sup>1</sup> From the explanation above the researcher conclude that difficulty is a situation steaming two factors or more situation.

Difficulties is something that hard to be done in the situation that causes problems. The researcher mean the students difficult in translate narrative text from Indonesian into English. They do not understand about the grammar aspect in narrative text and they fell difficult in unfamiliar word. So. The researcher can conclude that students should avoid attributing their negative attitudes to task difficulty in some cases

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<sup>1</sup> A.S. Hornby, *Oxford Learner's Pocked Dictionary*, (New York, Oxford University,2003).p.350

## **2. Translation**

### **a. Definition of Translation**

Translation is mental activity in which a meaning of given linguistic discourse is rendered from one language to another.<sup>2</sup> Translation is transferring the message from one language into another language, the process of transferring words or text from one language into another, the process of moving something from one place to another, the communication of meaning from one language (the source) to another language (the target). Translation refers to written information from one language into another language.

Brisilin in Srikandini Narulita script, describes that can be defined as the following: 1) translation may be defined as a presentation of text in a language other than in which it was originally written, 2) translation may be defined as the replacement of textual material in one language by equivalence material in another language, 3) translation is often considered as code switching operation implying that a sequence of symbols from one is substituted for a sequence of symbols in another language.<sup>3</sup> Then, Salekovicks in Srikandini Narulita script, adds that any substitution of one language components for another (they may be phonemes or other written form, letters, grammatical marks, or lexical items) resulting in correct

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<sup>2</sup> Amira Osman, "Definition of Translation," n.d., <https://translationjournal.net/October-2017/definition-of-translation.html>. Retrieved on August 10<sup>th</sup> 2019.

<sup>3</sup> Srikandini Narulita, "Error Analysis On Student's Narrative Text In Translation Class Of English Department Of Kutai Kartanegara University" I, no. April (2016), p.17. <http://intelegensia.org/index.php/intelegensia/article/view/2/2>. Retrieved on March 26<sup>th</sup> 2019.

linguistic equivalent could be termed translation.<sup>4</sup> Based on the previous definitions of translation, a simple description of translation may be given as craft, technique employed to replace the target language into receptor's language. The language translated should have the closest natural equivalent of the source language. Besides, translation activities should deal the closest natural equivalent in terms of meaning and style.

According to Jeremy Monday in Erika Sinambela Gusti Yessy script: Translation is the communication of the a process that performed in language, a process changing a text in source language. Translation is consists of giving the meaning of source language into target language. The form of language is called source language and which is changed is called target language. Translation is completed process. However, a translator who is concerned with transferring the meaning will find that the receptor language has a way in which the desired meaning can be expressed even though it may be very different from the source language form.<sup>5</sup>

From the explanation above, it is found that translation is a process which is attended to find meaning equivalence in the target text and the purpose to communicate between the different text but the same message.

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<sup>4</sup> Narulita.p.17

<sup>5</sup> Erika Sinambela Gusti Yessy, An Analysis of Students ' Ability In Trans Lating The Analytical Exposition Text In Eleventh Grade Of SMK N 11 Medan 4, no. 2 (2018): 1–31.,p.4

## b. Types of Translation

Translation can be done in the same language or from one language into another. That's why translation is grouped into some types based on some characteristics. Roman Jakobson in Rusmiati script suggests three kinds of translation as follows:<sup>6</sup>

1. Intralingual, it means that translation can be done within one language, i.e. rewording or paraphrasing.
2. Interlingual, it means translation done by involving two different languages.
3. Intersemiotic, this kind of translation talks about sign systems.

The types of translation can also be found by the rank of translation formulated by Catford as follow:<sup>7</sup>

1. Word to word translation

This rank translation is done by finding the source language lexical which is equivalent in the target language because has more than one meaning, so that careful and accurate lexical analysis must be done.

2. Group to group translation

The translation is more complete than word to word translation but it will be easier to understand the concept of meaning of English phrase has a fixed, equivalent in another. So provide we know of have good command of the phrase meaning there will be no difficulty in translating it.

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<sup>6</sup> Rusmiati, *Grammatical Equivalence In The Indonesia Translation Of J.K Rowling's Novel: "Harry Potter And The Deathly Hallows,"* 2010,p.12.  
<http://lib.unnes.ac.id/2819/1/6414.pdf>.Retrieved on March 26<sup>th</sup> 2019.

<sup>7</sup> J. C. Catford, *A Linguistic Theory of Translation* (London: Oxford University Press, 1965).

### 3. Sentence to sentence translation

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

### 4. Paragraph to paragraph translation

In doing this, we have to do the first rank until the third one. After doing those steps the transfer to the source language message content into target language equivalent is conducted.

As conclusion, in using those kind of ranks of translation, we can choose them according to the material that we would like to transfer or it depends on the material. If it is only a word so that the first rank is used but if it is a passage and all the rank are used of fourth rank only.

## c. Types of Difficulties in Translation

There are some types of difficulties in translation:

### 1. Accuracy in Translation

Accuracy is a term used to evaluate the translation. Accuracy is term of translation quality assessment, which refers to the extent to which a translation has the same idea toward its original<sup>8</sup>. It is without addition or reduction meaning from meaning from source language to target language. It could be said that in translating a text, the translator

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<sup>8</sup> Yola Safitri, "An Analysis Of Students' Translation Quality (Accuracy, Readability and Acceptability) In Translating An Informative Text Entitled Yseali To Indonesian" (Universitas Lampung, 2018).

should also concern to the familiar language pattern which is usually used by the target readers. Accuracy acts as the main role in equivalence of meaning. An accurate translated text transfers the same idea as the original.

## 2. Grammatically in Translation

Grammar is the study of the way words are used to make sentence. Grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language<sup>9</sup>. Knowing grammar means understanding what the text means correctly. There is no language which has no its specific grammar and no people can learn a language without learning its grammar.

## 3. Equivalence in Translation

Equivalence in translation is the situation of SL ( source language ) and TL (target language) text or items are related to the same relevant features of situation substance.<sup>10</sup> The example is :

SL: Jadi dia terdorong oleh akal sehatnya

TL: So **being led** by common sense.

From the above example, the target language is not equivalence to source language, because in source language use verbal sentence while in target language use passive verbal. Therefore, the true translate of

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<sup>9</sup> M. Baker, In Other Words: A Coursebook on Translation (London: Routledge, n.d.).

<sup>10</sup> Raymond Van Der Broek, "The Limits Of Translatability Exemplified by Metaphor Translation," 1981.

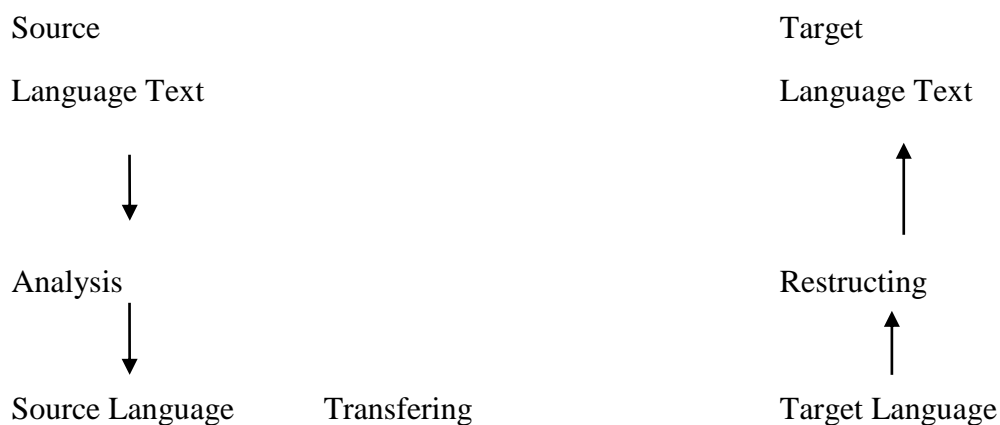
the target language should be “so he just encouraged by his common sense”.

#### d. The Process of Translation

Translation is not an easy job. It needs serious attempt. Someone cannot translate some texts just like that. The translator should do this work systematically. Therefore, it needs a process. It is useful to guide the translator to do his/her job.

The process of translation can be understood as an activity that is done by the translator when they transfer a meaning from the source language to the target language. It refers to explain the thought process of doing translation.

Fahrurrozi in Nurul Istiqomah script state the diagram of process of translation:<sup>11</sup>



<sup>11</sup> Nurul Istiqomah, “The Annalysis Of Students’ Problem In Translating English Narrative Text Into Indonesia At The Eighth Grade Of SMP N 4 Purworejo In The Academic Year Of 2016/2017,” 2017, <https://www.google.co.id/search?q=the+analysis+of+students+problem+in+translating+english+narrative+text+into+indonesian&client=ucweb-b&channel=sb>. Retrieved on March 26th 2019. <https://repository.umpwr.ac.id:8080/bitstream/handle%20Istiqomah.pdf?sequence=1&isallowed=y> Retrieved on March 26th 2019



From the explanation above, the researcher can conclude that the process of translation is actually more than just changing the source language text into target language text because it comprises a number of processes and considerations. Seeing that one language differs from other language in many aspects, there are numerous consideration which should be taken by the translator in doing translation.

According to do Dr. Ronald H.Bathagate in Abdul Roshid script, there are seven elements, steps and integral parts in the process of translation such:<sup>12</sup>

- 1) Turning. By this we mean getting the fell of the text to be translated. Depending on their field of work, translator need to be able to produce the language of a poet and novelist, lawyer or economist, research physicist or factory manager, advertising copywriter or biblical prophet. Each ‘ register’, as it often called, demands a different mental approach, a different choice of words or turn of phrase.
- 2) Analysis. Once the translator has attuned his mind to the framework of the text to be translated, he will take each sentence in turn and split it up into translatable units-words or phrases. He will also establish the syntactic relation between the various elements of the sentence.
- 3) Understanding. After having split up the sentence to be translated into its elements, the translator will generally put it together in a form which he can understand or respond to emotionally. The extent to which he can do this will depend on his basic knowledge of the subject matter.

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<sup>12</sup> Abdul Rosyid, “The Analysis Of The English-Indonesia Tranlation Method In A Novel "A Study In Scarlet Sherlock Holmes By Sir Arthur Conan Doyle,” 2011, <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/5063/1/ABDUL%25ROSHID-FAH.PDTF>.Retrieved on March 26<sup>th</sup> 2019.



- 4) Terminology. The next step is to consider the key word and phrase in the sentence to make sure that apart from understanding the and felling what they imply, one has a translation for them which is in line with standardized usage and is neither misleading, ridiculous nor offensive for the target language reader.
- 5) Restructuring. When all the bricks needed for the edifice or the target language next have been gathered or made, the translator will fit them together in a form, which is in accordance with good usage in the target language.
- 6) Checking. The translator will doubles check his draft translation for typing errors and passages where a second perusal suggest a more elegant, or more correct, translation. In addition, it is quite common for someone other than the translator to read through the finished translation and make or suggest changes.
- 7) Discussion. For this reason, a good way to end translation process is often with a discussion between the translator and the expert on the subject matter.

So, it can be concluded that translation has process, a translator must have knowledge about the elements of two language. Such as, grammatical and sematic structure, process of translation is done for finding to equivalent meaning from source language to target language.

#### **e. The Procedures of Translation**

These procedures which deal with structural problems may be divided into three procedures, they are addition, subtraction, and transposition.<sup>13</sup> The translator should know about the procedures well to assure the translation of a determined text

Addition, it is addition of words in the target language as required by the target language structure. For example, *Dia perawat* should be

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<sup>13</sup> Langgeng Budianto and Aan E. Fardhani, *A Practical Guide For Translation Skill*, ed. Adiloka (Malang: UIN-MALIKI PRESS, 2010).

translate into *She is a nurse*. In this example, the word “is” and “a” should be added to make the English structure acceptable.

Substraction, it means the reduction of the structural elements in the target language in order to be structurally acceptable, For example in a sentence *He is an engineer*, the translation in *bahasa Indonesia* is *Dia insinyur*. In the translation the word “is” and “an” are not included in the target language.

Transposition, this is one of the most common procedures used in translation. It involves replacing a grammatical structure in the SL with one of the different type in the TL in order to achieve the same effect.<sup>14</sup> For example, the sentence *alat musik bisa dibagi menjadi dua kelompok besar* can be translated into *Musical instruments can be divided into two basic groups*. In the example, *alat music* (singular) becomes *musical instruments* (plural).

So, to make it easier to translate segments with equivalent structures. That is the reason why translators often use several procedures to ensure the text translation is specified.

#### **f. Ways of Testing a Translation**

There are several ways of testing a translation. There is some overlap between them, in that same person may be involved in several

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<sup>14</sup> Budianto and Fardhani, p.10.

kinds of tests and the tests may give similar information about the translation the following ways will be discussed:<sup>15</sup>

- 1) comparison with the source text
- 2) back-translation into the source language
- 3) comprehension checks
- 4) naturalness and readability testing and, finally
- 5) consistency checks.

Whatever kind of checking is being done, it needs to be done systematically and notes to be taken carefully. A “hit-or-miss” kind of checking will not lead to a quality translation. The one who is checking must know what he is checking for. Randomness in testing is ineffective because a person cannot think about many things at once. Each kind of check should be done separately, with specific goals, and with notes recorded for the translator to use in revision. The notes are important, not just for improving the translation which was checked, but also for evaluating the errors which are repeated again and again.<sup>16</sup> By studying the notes, the translator will be able to identify his weaknesses and overcome them in future work. The content of the notes will depend in the kind of check which is being done. It is often helpful to have a chart and tick off the completion of each kind of test, section by section, throughout the translation. At the time they are marked as completed, the results should be filed in a place where they will be readily available for revision work.

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<sup>15</sup> Mildred T.Larson, *Meaning Based Translation* (America: Universitas America, 19884),p.489.

<sup>16</sup> T.Larson,p.489.

## **1. Narrative Text**

### **a. Definition Narrative Text**

Narrative text is a kind of text to retell the story that past tense. Narrative text is a text about story that can be in the form of folklore, animal story (fable), legend or short story, novels. There are some kinds of conflict, social problems amusement in narrative text.<sup>17</sup> An important part of narrative text is the narrative mode, the set of method used to communicate the narrative through a process narration.

From the explanation above, the researcher can conclude that narrative text is kind of text to retell the story that past tense or as a form of plant in the main target of doings of the braided and woven into an event that occurred in a unit time.

### **b. Generic Structure of Narrative Text**

A narrative text will consist of the following structure:

1. Orientation : Introducing the participants and informing the time and the place.
2. Complication: Describing the rising crises which the participants have to do with.

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<sup>17</sup> Istiqomah, "The Annalysis Of Students' Problem In Translating English Narrative Text Into Indonesia At The Eighth Grade Of SMP N 4 Purworejo In The Academic Year Of 2016/2017",p. 22.  
<https://repository.umpwr.ac.id:8080/bitstream/handle%20Istiqomah.pdf?sequence=1&isallowed=y>  
Retrieved on March 26th 2019

3. Resolution: Showing the way of participant to solve the crises, better or worse<sup>18</sup>.
4. Coda: Provides a comment or moral based on what has been learn from story.

So, generic structure of narrative text consist of four points above. So the writer have to make sentence based on the three points.

### **c. Dominant Grammatical Aspect of Narrative Text**

There are dominant grammatical aspect in narrative text :

Focus on specific and usually individualized participants

1. Use of material processes, (and in this text, behavioral and verbal processes)
2. Use of relational processes and mental processes
3. Use temporal conjunctions, and temporal circumstances
4. Use of pats tense<sup>19</sup>

Based on the five elements above, we can used that to identify narrative in narrative text.

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<sup>18</sup> Annisa Rakhmi, *Let's Narrative A Text*, ed. Maria Widiastuti (Pulogadung, Jakarta Timur: Balai Pustaka, 2012).p.5.

<http://repository.uinsu.ac.id/4905/8/DAFTAR%20PUSTAKA.pdf>

<sup>19</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008).p.74.

#### **d. Types of Narrative Text**

There many different types of narrative texts. There can be a combination of narratives within each of this different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category. The notion of genre is to help to generate story ideas. Here are some examples of the different type (or genre) of narrative showing typical features.

##### **1. Humor**

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure.<sup>20</sup>

- 1) Orientation: the narrator tells the funny characters names in unusual setting.
- 2) Complication: in this part, something crazy happen.
- 3) Sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.
- 4) Resolution: All's well that end well.

##### **2. Romance**

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

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<sup>20</sup> Rayendriani Fahmei Lubis, "NarrativeText" 4, no. 2 (2016): 1–14, <http://jurnal.iain-padangsidempuan.ac.id/index.php//EEJ/article/view/1176/978>.

- 1) Orientation: it contains hunk male and female who is looking for love, exotic setting, sun set, beaches, and moonlight.
- 2) Complication: boy meets girl.
- 3) Sequence of event: it contains the development relationship, jealousy, love, hurt, pian, warm, sharing, and overcoming problems.
- 4) Resolution: boy gets girl, marry and live happy ever after.

### 3. Historical Feature

Here are the feature of a typical historical fiction text:<sup>21</sup>

- 1) Orientation: a setting in the past and description of a period in history.
- 2) Complication: good meets evil.
- 3) Sequence of event: action related to a period in history, characters lives affected by the events of history, description of live at the time.
- 4) Resolution : characters survive the chaos of the time (for example, the war ends).

### 4. The Diary Novel

This type of narrative has the text presented like diary entries.

Here are the features of a typical diary- novel:

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<sup>21</sup> Lubis.p.7

- 1) Orientation: main character is the narrator. Time setting is given by diary entries.
- 2) Complication: given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.
- 3) Sequence of event: diary entries tell of feelings, hopes, and happening.
- 4) Reorientation: the narrator tells what happens to solve the complication.

## 5. Fantasy

Below are the features of a typical fantasy narrative:<sup>22</sup>

- 1) Orientation: setting may be in another dimension with goals, witches, wizard, and so on. Hero who may has magical power.
- 2) Complication: evil forces affect the goodies.
- 3) Sequence of event: use of magic. Action includes elves, dragons and mystical beasts, heroism.
- 4) Resolution: God defeats evil forces.

## 6. Science Fiction

Science fiction narratives as the setting involving science and technology. Here are the typical features of the text type:

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<sup>22</sup> Lubis.p.8



- 1) Orientation: a feature setting and a world with technology.
- 2) Complication: an evil force threatens the world.
- 3) Sequence of event: imaginative description. Action involves technology, science, and super invention.
- 4) Resolution: good defeats evil.
- 5) Coda: take care that science is used for good, not evil<sup>23</sup>.

#### e. Example of Narrative Text

**Table 1**  
**Aladdin and Magic Lamp**

Title	Aladdin and Magic Lamp
Orientation	Once upon a time in Persia, a mother lived with her son named Aladdin
Complication	One day after his father's death, he met a magician who posed as his uncle and persuaded Aladdin to retrieve wonderful lamp from a hidden cave. When Aladdin failed to give the lam to the magician before emerging from the cave, the magician become enraged and sealed the cave. Leaving Aladdin to die.
Resolution	In his misery Aladdin wept and wrung his hands, releasing a genie from a ring the magician had given him. The genie freed Aladdin, who soon discovered that the lamp also produced powerful genies when rubbed. They granted Aladdin his every wish, and he eventually became immensely wealthy and married the daughter of the sultan. The magician returned to steal the lamp, but was

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<sup>23</sup> Lubis.p.8.

	defeated, as was his evil brother who also tried to gain the lamp.
Coda	Free of these enemies, Aladdin lived a long, happy life and succeeded the sultan to the throne

### C. Review of Related Findings

Research is the study about certain object to field out facts about it. There have been many researcher done regard to thus research problem writing skill improvement. They are shown the present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings.

Firstly, Nurul Istiqomah from Purworejo Muhammadiyah University, the kind of research is qualitative research<sup>24</sup>. She found the problem in translating English narrative text into Indonesia, especially the students frequently made error in vocabulary. The students make this error because the lack of vocabulary.

Secondly, Erry Silviana from STKIP Siliwangi Bandung, she found the students difficult in translating narrative text<sup>25</sup>. The students lack vocabulary. The third, is a script from Hayubi State Islamic University

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<sup>24</sup> Istiqomah, "The Annalysis Of Students' Problem In Translating English Narrative Text Into Indonesia At The Eighth Grade Of SMP N 4 Purworejo In The Academic Year Of 2016/2017." <https://repository.umpwr.ac.id:8080/bitstream/handle%20Istiqomah.pdf?sequence=1&isallowed=y> Retrieved on March 26th 2019

<sup>25</sup> Erry Silviana, "An Analysis of Students' Difficulties In Translating Narrative Text (A Case Study at Eleventh Grade of SMK Hass Ashabulyamin Cianjur)," 2008, <http://id.scribd.com./document/344032322/Students-Difficulties-in-Translating-Narrative-Text>.

Syarif Hidayatullah Jakarta”<sup>26</sup>, he found the problem is the students know the meaning of the word that would be translated, but that did not know the suitable diction to transfer the meaning in the target language.

The forth, is a script from Mei Sakrani Hadrus UIN Alauddin Makassar. The kind of this research is descriptive method, using quantitative approach<sup>27</sup>. She found the students difficulties in translating long sentence was the most prominent factors that caused the students have difficulties in translating the text with the highest percentage was 75 %.

Based on the findings above, the research can conclude that, the students’ ability in translating English was still low. From the previous research about translation, this research have some differences between the previous research, the researcher focuses to analysis the difficulties in translating narrative text ( Indonesian into English ) by tenth grade students in SMA Negeri 1 Sibabangun.

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<sup>26</sup> Hayubi, “An Error Analysis Of Students ’ Translating Past Tense In Narrative Text ‘ Malin Kundang ’ From English Into Indonesia,” no. 2 (n.d.), <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/1/101214-HAYUBI-FAH.PDF>.

<sup>27</sup> Mei Sakrani Hadrus, “The Analysis Of Students Difficulties In Translating Argumentative Text From English To Indonesia At The Second Grade Students Of SMA Negeri 1 Lappariaja Bone Regency,” no. 20400113114 (2017), [http://repositori.uin-alauddin.ac.id/8227/1/MEI\\_SAKRANI\\_HADRUS.pdf](http://repositori.uin-alauddin.ac.id/8227/1/MEI_SAKRANI_HADRUS.pdf).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of Research**

The location of this research has been done in SMA Negeri 1 Sibabangun. This school was located on Sorimuda street, in Sibabangun, Tapanuli Tengah. The research has been done from April 2019 until December 2019.

#### **B. The Research Design**

The kind of this research was qualitative research. It is to describe about the difficulties of the students' in translating narrative text in Indonesian into English.

#### **C. Sources of Data**

Source data is subject who has given the data to the researcher. There were some source that needed in this research, they are:

1. Primary source of data is at X MIA 3 students in SMA Negeri 1 Sibabangun. There are 30 students in classroom.
2. Secondary source, the researcher collected the information from the English teacher of SMA Negeri 1 Sibabangun.

#### **D. Instrument of Collecting Data**

The instrument of collecting data is used by the researcher in this research pre-observation at SMA Negeri 1 Sibabangun, doing the interview with the English teacher and the test, the researcher use the translation test to know the students' difficulties in translation narrative text. The

researcher gave the narrative text for students that should be translate from Indonesian into English sentence. So, the purpose of this test is to know the students' difficulties in translating narrative text.

The difficulties of the students' in translating narrative text from Indonesian into English sentence can be seen from the result of the students translation test. The difficulties of the students translate can be seen based on three forms: accuracy, grammatically, and equivalence.

#### **E. Technique of Collecting Data**

The researcher has done the techniques for collecting data by using the test as follows:

1. The researcher made preparation of the tests for the students which are all the items of the tests related to the material, procedure text test.
2. Then, the researcher are some step to instruction test of students, they areas the follow below:

The instructions for doing test;

- a. The researcher explained about narrative text
- b. The researcher prepared text narrative which will be translate by students
- c. The researcher explained what students to do.
- d. The researcher gave chance or time for students to ask something left or not clear doing the test.

- e. Asked the students to do the test and the researcher looked after the students during the test time.
- f. After students finished translate the test, then the researcher collected their answer sheet to analyzed
- g. The researcher checked the test of students and gave the score to the students.

#### **F. Technique of Data Trustworthiness**

According to Lexy J. Moleong states data Trustworthiness has nine techniques as a following.<sup>1</sup>

- a. Extension of participation is extension not only done at short time but needed the long time.
- b. The application of research is the researcher must do the research with carefully, detail and continuous to the object of the research.
- c. Triangulation is the technique of checking data Trustworthiness that using something beside the data to verification or as a comparison of the data.
- d. Checking with friendly though discussion was done with expos the interview result or the final result that gotten in discussion with friends.
- e. Analyze the negative case was the research collect the example an inappropriate case with the model and the inclination of

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<sup>1</sup> Lexy. J. Moleong, *Metodology Penelitian Kualitatif*, (Bandung: Rosda Karya, 2000),p.175.

information that have collected a used as a substance of comparison.

- f. The equate and referential are the tools of them, which using the free time to compare the result of her research with critics were collect.
- g. Checking the member was the most important in checking the credibility.
- h. The detail description was a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
- i. Auditing used to check the truth and certainly of data, this point that done well to the process of result and extent.

From the all of techniques to determine the data trustworthiness above, the researcher uses triangulation. Triangulation is one of the techniques of data trustworthiness that using something besides of the data verify or compare the data. Something that used in this research to trustworthiness the data was test. The researcher use used translation narrative test to know the students' difficulties with some steps, the were; collecting the all of students' translation narrative text, reading all of students' narrative text, made a list of difficulties to identify what the students' committed, classifying the students difficulties to determine the types of difficulties and counted the students' difficulties.

## G. Technique of Data Analysis

Qualitative data is used to describe situation during the teaching learning process. The process of data analysis involves making sense of the data an image data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making and interpretation of the large meaning of the data. The qualitative data is analyzed from observation sheet.

Finally, researcher summarized qualitative data by six steps as suggested by Creswell as in the following:<sup>2</sup>

Step 1: Organizing and preparing the data for analysis

Step 2: Reading all the data. This is done by obtaining general sense of the information and reflecting on its overall meaning.

Step 3: Beginning detail analysis with a coding process it is organizing material into chunks before bringing meaning to those chunks. It involves taking data into categories and labeling those with a term (a term based on the actual language of the participant).

Step 4: Using the coding process to generate a description of the setting or people as well as categories or analysis. Description involves a detail rendering of information about the notes. Then, researcher use this to generate categories. Beyond identifying the categories during the coding researcher build additional layers of complex analysis.

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<sup>2</sup> John W. Creswell, Research Design: *Qualitative, Quantitative And Mix Methods Approaches* (USA: Sage Publication, 2003),p. 190.



Step 5: Advancing how the description and categories are represented in qualitative. These are discussion that mentions a chronology of events, the detailed discussion of several categories or into connecting categories. Researcher use visual or figure to convey descriptive information about participant in a table.

Step 6: Making interpretation or meaning of the data. It is researcher personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

## **CHAPTER IV**

### **RESULT OF RESEARCH**

#### **A. The Findings**

The research was conducted at SMA Negeri 1 Sibabangun, which located at Jl. M. Sorimuda kab. Tapanuli Tengah. The participant of the research were 30 students of class X MIA 3. The instrument of this research was translation test. In this research, the learning material was focused on students difficulties in translating narrative text.

The researcher asked the students to translate narrative text from Indonesian into English. After collecting the data , the researcher analyzed the students' answer sheets. The data were taken to answer the research problem. Through to identify the students' difficulties, the researcher classified the some categories as well: accuracy, grammatical, and equivalence.

#### **1. Students' difficulties in translation narrative text from Indonesian into English**

The researcher has clissified the students' difficulties in translating narrative text from Indonesian into English at grade X SMA Negeri 1 Sibabangun Tapanuli Tengah. The researcher analyze 3 part : Accuracy, grammatically, equivalence. The researcher get data as below.

### a. Students Difficulties in Accuracy

The first student made mistakes in accuracy is DL. From the answer sheet of the student, researcher got some mistake in accuracy. There were some message not delivered. This is the example of accuracy “kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut”. The translate made by student is “ the bear **come near the one** who is lying on the ground”. Should be “the bear came and approached the person who is lying on the ground”. Then, “ beruang tidak mau menyentuh makhluk yang sudah mati” The translate made by student is “the bear do not want to touch **she dead creatures**” should be “the bear do not want to touch the creatures dead”.

The second student made mistakes in accuracy is YH. From the answer sheet of the student, researcher got some mistake in accuracy. There were some message not delivered. This is the example of accuracy “ kemudian salah satu dari mereka memanjat pohon terdekat” The translate made by student is “then **climb** a nearby tree” should be “then immediately one of them climbed a nearby tree”. Then the students mistakes in accuracy “kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut”. The translate made by student is “the bear **come near the one** who is lying on the ground” should be “the bear came and approached the person who is lying on the ground”.

The third student made mistakes in accuracy is RMH. From the answer sheet of the student, researcher got mistake in accuracy. There were some message not delivered. This is the example of accuracy “teman, apa yang beruang bisikkan ke telingamu?”. The translate made by student is “**friend replied just** whisper into **you** ears?” should be “friend what did the bear whisper into your ears?”. Then the students mistakes in accuracy is “mereka melihat ada beruang besar yang semakin mendekat kearah mereka”. The translate made by student is “**the see a large bear getting closer** toward them” should be “they saw there was a big bear approached toward them.

The fourth student made mistakes in accuracy is MP. From the answer sheet of the student, researcher got mistake in accuracy. There were some message not delivered. This is the example of accuracy “jadi dia hanya terdorong oleh akal sehatnya”. The translate made by student is “so **being led by him** common sense” should be “so he is only encouraged by his common sense”. Then the students mistakes in accuracy is “kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut”. The translate made by student is “the bear **that come near the** people who is lying on the ground” should be “the bear came and approached the person who is lying on the ground. The other mistakes made the students is “beruang tidak mau menyentuh

mahluk yang sudah mati“.The translate made by student is “bear **not** want to touch **people dead**” should be “the bear do not want to touch the creatures dead”.

The fifth student made mistakes in accuracy is SP. From the answer sheet of the student, researcher got some mistake in accuracy. There were some message not delivered.

The sixth student made mistakes in accuracy is JPL. From the answer sheet of the student, researcher got mistake in accuracy. There were some message not delivered. This is the example of accuracy is “kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut”. The translate made by student is ”the bear **that come near the** people who is lying on the ground” should be “ the bear came and approached the person who is lying on the ground. The other mistakes made the students is “ beruang tidak mau menyentuh mahluk yang sudah mati“.The translate made by student is “bear **not** want to touch **people dead**” should be “the bear do not want to touch the creatures dead”.

The seventh student made mistakes in accuracy is ANP. From the answer sheet of the student, researcher got mistake in accuracy. There were some message not delivered. This is the example of accuracy “kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut”. The translate made

by student is “the bear **come near the one** who is ly on the ground” should be “the bear came and approached the person who is lying on the ground”. Then the student mistakes in accuracy is “beruang itu mengatakan”. The translate made by student is “the bear **advised**” should be “the bear said’.

The eighth student made mistakes in accuracy is LMB. From the answer sheet of the student, researcher got mistake in accuracy. This is the example of accuracy “mereka melihat ada beruang besar “.The translate made by student is “they see a **large** bear” should be “ they saw there was a big bear”. Then the student mistake in accuracy is “ jadi dia hanya terdorong oleh akal sehatnya”. The translate made by student is “so **being led by him** common sense” should be “so he is only encouraged by his common sense”. The other mistake is “ tadi beruang itu mengatakan kepada saya”. The translate made by student is “just now the bear **advised** me” should be “just now the bear said to me”.

The ninth student made mistakes in accuracy is WAN. From the answer sheet of the student, the message from the translating the text are delivered. The tenth student made mistakes in accuracy is NR. From the answer sheet of the student, the example is “mereka melihat ada beruang besar “.The translate made by student is “they see a **large** bear” should be “ they saw

there was a big bear”. Then the student mistake in accuracy is “jadi dia hanya terdorong oleh akal sehatnya”. The translate made by student is “so **being led by him** common sense” should be “so he is only encouraged by his common sense”.

The eleventh student made mistakes in accuracy is TT. From the answer sheet of the student, the example is ”mereka melihat ada beruang besar yang semakin mendekat kearah mereka”. The translate made by student is “ **the see a large bear getting closer** toward them” should be “they saw there was a big bear approached toward them. Then the student mistake is “beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu” .The translate made by student is ”that bear **told** to me to trust a false friend” should be “that bear said to me to trust a false friend” should be “.

The twelfth students made mistakes in accuracy is EG. From the answer sheet of the student, researcher got mistake in accuracy. This is the example of accuracy “mereka melihat ada beruang besar “.The translate made by student is “they see a **large** bear” should be “ they saw there was a big bear”. Then the student mistake in accuracy is “ jadi dia hanya terdorong oleh akal sehatnya”. The translate made by student is “so **being led by him** common sense” should be “so he is only encouraged by his common sense”. The other mistake is “ tadi beruang itu

mengatakan kepada saya”. The translate made by student is “just now the bear **advised** me” should be “just now the bear said to me”.

The thirteenth student made mistakes in accuracy is FN. From the answer sheet of the student, the example is “mereka melihat ada beruang besar yang semakin mendekat kearah mereka”. The translate made by student is “ **the see a large bear getting closer** toward them” should be “they saw there was a big bear approached toward them. Then , “kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut”. The translate made by student is “the bear **come near the one** who is **ly** on the ground” should be “the bear came and approached the person who is lying on the ground”. The other mistake is “ tadi beruang itu mengatakan kepada saya”. The translate made by student is “just now the bear **advised** me” should be “just now the bear said to me”.

The fourteenth student made mistakes in accuracy is AZ. From the answer sheet of the student, researcher got mistake in accuracy. This is the example of accuracy “mereka melihat ada beruang besar “.The translate made by student is “they see a **large** bear” should be “they saw a big bear”. Then the student mistake in accuracy is “ jadi dia hanya terdorong oleh akal sehatnya”. The translate made by student is ”so **being led** by his common sense”



should be “so he is only encouraged by his common sense”. The other mistake is ”si temannya itu menjawab“.The translate made by student is “the friend **replied** ” should be “ the friend answered”.

The fifteenth student made mistakes in accuracy is MKL. From the answer sheet of the student, researcher got mistake in accuracy. This is the example of accuracy “they see a **large** bear” should be “they saw a big bear”. Then the student mistake in accuracy is ”si temannya itu menjawab, tadi beruang itu mengatakan kepada saya“. The translate made by student is ” the friend **replied** ,just now the bear **advised** to me” should be ” the friend answered just now the bear said to me”.

#### **b. Students Difficulties in Grammatically**

The first student made mistakes in grammatically is DL. From the answer sheet of the student, researcher got some mistakes of grammar in sentence. The researcher wrote some of the students’ mistakes as below: “Suddenly, the **see** a large bear get closer toward them” should be “suddenly, they saw there was a big bear approached toward them”. Then the students wrote the sentence as below: “the bear **come** near the one who is lying on the ground” should be “the bear came and approached the person who is lying on the ground”.

The second student made mistakes in grammatically is YH.

From the answer sheet of the student, researcher got some mistake in grammar. There were some message not delivered. The student was write the sentence as below: “Suddenly, **the see** a large bear get closer toward them” should be “suddenly, they saw there was a big bear approached toward them”. Then the students wrote the sentence as below: “the friend **answer** just now bear **say** to me “ should be “the friend answered just now bear said to me”.

The third student made mistakes in grammatically is RMH. From the answer sheet of the student, researcher got some mistake in grammar. The student wrote the sentence as below: “Suddenly, the **see** a large bear getting closer toward them” should be “suddenly, they saw there was a big bear approached toward them”. Then the students wrote the sentence as below: “**the** friend on the tree come down and **ask** his friend that was on the ground” should be “his friend on the tree come down and asked his friend that was lay on the ground”.

The fourth students made mistakes in grammatically is MP. From the answer sheet of the student, researcher got some mistake in grammar. The student wrote the sentence as below: “he lay down on the ground, breathless and **pretend** to be a dead man” should be “then lay down on the ground, he hold his breath and pretended to be dead man”. Then the students wrote the sentence as below: “the friend **answer** ago the bear **say** to me for not believe to

false friend” should be “the friend answered just now the bear said to me to not believe a false friend”.

The fifth students made mistakes in grammatically is SP. From the answer sheet of the student, researcher got some mistake in grammatically. There were some message not delivered. The student wrote the sentence as below: “but unfortunately then other one **do** not know how to climbed up the tree” should be “but unfortunately then other one did not know how to climb up the tree”. Then the students wrote the sentence as below: “his hold breath and **pretending** to be a dead person” should be “hold his breath and pretended to be dead man”.

The sixth students made mistakes in grammatically is JPL. From the answer sheet of the student, researcher got some mistakes of grammar in sentence. The researcher wrote some of the students’ mistakes as below: “Suddenly, the **see** a large bear get closer toward them” should be “suddenly, they saw there was a big bear approached toward them”. Then the students wrote the sentence as below: “the bear **come** near the one who is lying on the ground” should be “then, the bear came and approached the person who is lying on the ground”.

The seventh students made mistakes in grammatically is ANP. From the answer sheet of the student, researcher got some

mistakes of grammar in sentence. The researcher writes some of the students' mistakes as below: "Sudenly, the **see** there was a large bear approached toward them" should be "suddenly, they saw there was a big bear approached toward them". Then the students wrote the sentence as below: "the bear **come** and approached near the one who is lying on the place" should be "the bear came and approached the person who is lying on the ground".

The eighth students made mistakes in grammatically is LMB. From the answer sheet of the student, researcher got some mistake in grammar. There were some message not delivered. The student was write the sentence as below: "Suddenly, **the see** a large bear approaching toward them" should be "suddenly, they saw there was a big bear approached toward them". Then the students wrote the sentence as below: "his friend on the tree come down and **ask** his friend that was on the ground" should be "his friend on the tree come down and asked his friend that was lay on the ground".

The ninth students made mistakes in grammatically is WAN. From the answer sheet of the student, researcher got some mistake in grammar. There were some message not delivered. The student wrote the sentence as below: "Suddenly, **the see** a large bear approaching toward them" should be "suddenly, they saw there was a big bear approached toward them". Then the students wrote the sentence as below: "the bear **come** near the one who is

lying on the ground” should be “the bear came and approached the person who is lying on the ground”.

The tenth student made mistakes in grammatically is NR. From the answer sheet of the student, researcher got some mistake in grammar. There were some message not delivered. The student wrote the sentence as below: “his holding breath and **pretending** to be a dead person” should be “hold his breath and pretended to be dead man”. Then the student wrote the sentence as below: “his friend on the tree come down and **ask** his friend that was on the ground” should be “his friend on the tree come down and asked his friend that was lay on the ground”.

The eleventh student made mistakes in grammatically is TT. From the answer sheet of the student, researcher got some mistake in grammar. There were some message not delivered. The student wrote the sentence as below: “his holding breath and **pretending** to be a dead person” should be “hold his breath and pretended to be dead man”. Then the student wrote the sentence as below: “his friend on the tree come down and **ask** his friend that was on the ground” should be “his friend on the tree come down and asked his friend that was lay on the ground”.

The twelfth student made mistakes in grammatically is EG. From the answer sheet of the student, researcher got some mistake

in grammar. There were some message not delivered. The student wrote the sentence as below: “Suddenly, **the see** a large bear approaching toward them” should be “suddenly, they saw there was a big bear approached toward them”. Then the students wrote the sentence as below: “the bear **come** near the one who is lying on the ground” should be “the bear came and approached the person who is lying on the ground”

The thirteenth student made mistakes in grammatically is FN. From the answer sheet of the student, researcher got some mistakes of grammar in sentence. The researcher writes some of the students’ mistakes as below: “Sudenly, the **see** a large bear get closer toward them” should be “suddenly, they saw there was a big bear approached toward them”. Then the students wrote the sentence as below: “then immediately **climb** a nearty three” should be “ then immediately on of them climbed a nearby tree”.

The fourteenth student made mistakes in grammatically is AZ. From the answer sheet of the student, researcher got some mistakes of grammar in sentence. The researcher writes one of the students’ mistakes as below: “Suddenly, the **see** a large bear get closer toward them” should be “suddenly, they saw there was a big bear approached toward them”.

The fifteenth student made mistakes in grammatically is

MKL. From the answer sheet of the student, researcher got some mistakes of grammar in sentence. The researcher writes some of the students' mistakes as below: "suddenly, they **see** a large bear getting closer toward them" should be "suddenly, they saw there was a big bear approached toward them". Then the students wrote the sentence as below: "but unfortunately then other one **do not knowing** how to climbed up the tree" should be "but unfortunately then other one did not know how to climb up the tree".

#### c. **Students Difficulties in Equivalence**

The first student made mistakes in equivalence is DL. From the answer sheet of the student, researcher found the language choice is correct although in the sentence there are some vocabularies that are not quite right. Like "so **being led** by his common sense" should be "so he just encouraged by his common sense. Then in the text there are sentence that are not translate by student.

The second student made mistakes in equivalence is YH. From the answer sheet of the student, researcher found the language choice is correct but deviate in context. Like "the bear **come near the one** who is lying on the ground" should be "the bear came and approached the person who is lay on the ground". Then in the text there are sentence that are not translate by student.

The third student made mistakes in equivalence is RMH. From the answer sheet of the student, researcher found the language choice is correct although in the sentence there are some vocabularies that are not quite right. Like “so **being led** by his common sense “ should be “ so he just encouraged by his common sense”.

The fourth student made mistakes in equivalence is MP. From the answer sheet of the student, researcher found the language choice is correct. although in the sentence there are some vocabularies that are not quite right. Like “ so **being led** by him common sense “ should be “ so he just encouraged by his common sense”. Then, in the sentence there are some vocabularies that are not quite right.

The fifth student made mistakes in equivalence is SP. From the answer sheet of the student, researcher found the language choice. The sixth student made mistakes in equivalence is JPL. From the answer sheet of the student. Researcher found the language choice is correct but deviate in context. Like “ the bear **come near the one** who is lying on the ground “ should be “ the bear came and approached the person who is lay on the ground”.

The seventh student made mistakes in equivalence is ANP. From the answer sheet of the student, researcher found the



language choice is correct although in the sentence there are some vocabularies that are not quite right. Like “so **being led** by his common sense “ should be “ so he just encouraged by his common sense. Then in the text there are sentence that are not translate by student.

The eighth student made mistakes in equivalence is LMB. From the answer sheet of the student, researcher found the language choice is correct although in the sentence there are some vocabularies that are not quite right. Like “ so **being let he is only** encouraged by his common sense “ should be “ so he just encouraged by his common sense. Then in the text there are sentence that are not translate by student.

The ninth student made mistakes in equivalence is WAN. From the answer sheet of the student, researcher found the language choice is correct although in the sentence there are some vocabularies that are not quite right. Like “ so **being led** by his common sense “ should be “ so he just encouraged by his common sense. Then in the text there are sentence that are not translate by student.

The tenth student made mistakes in equivalence is NR. From the answer sheet of the student, researcher found the language choice is correct although in the sentence there are some

vocabularies that are not quite right. Like “ so he just **pushed he** sense“ should be “ so he just encouraged by his common sense. Then in the text there are sentence that are not translate by student.

The eleventh student made mistakes in equivalence is TT. From the answer sheet of the student, researcher found the language choice is correct although in the sentence there are some vocabularies that are not quite right. Like “ so he just **pushed he** sense“ should be “ so he just encouraged by his common sense. Then in the text there are sentence that are not translate by student.

The twelfth student made mistakes in equivalence is EG. From the answer sheet of the student, researcher found the language choice is correct although in the sentence there are some vocabularies that are not quite right. Like “ so **being led** by his common sense “ should be “ so he just encouraged by his common sense. Then in the text there are sentence that are not translate by student.

The thirteenth student made mistakes in equivalence is AZ. From the answer sheet of the student. Researcher found the language choice is correct but deviate in context. Then in the text there are sentence that are not translate by student. Like “ then he lay down on the ground breathless and pretended .....” should be “then he lay down on the ground hold his breath and

pretended to be a dead man”.

The fifteenth student is MKL. From the answer sheet of the student, researcher found the language choice is correct but in the text there are sentence that are not translate by student. Like “ then immediately **clime** ..... nearby tree” should be “ then immediately one of them climbed a nearby tree”.

### **B. Checking Data Trustworthiness**

The researcher mentioned that this research used triangulation technique to check data trustworthiness. This technique allowed the researcher to seek for the truth to ensure that the data obtained in the research was convenient to what the research intended. Triangulation was to verify the findings to the research participants.

The researcher took the data by doing writing test to the participant and analyzed the result of the test based on classified the difficulties in three aspects they are; accuracy, grammatically, equivalence. Finally, the researcher concluded that all the difficulties of students’ based on the participant’ translation narrative text.

### **C. Discussion**

After analyzing the data, it was it was known the students difficulties in translation narrative text. The students got difficulties at grade X SMA Negeri 1 Sibabangun in translating narrative text. In general there are difficulties in translating. Research has found that in translating there are difficulties in students this has been proven by : Nurul Istiqomah

from Purworejo Muhammadiyah University. She concluded the problem in translating English narrative text into Indonesia, especially the students frequently made error in vocabulary<sup>1</sup>. The students made this error because the lack of vocabulary. Then, the translation problem is grammar.

Secondly, Erry Silviana from STKIP Siliwangi Bandung, she concluded the students difficult in translating narrative text<sup>2</sup>. The students lack vocabulary. The third, is a script from Hayubi State Islamic University Syarif Hidayatullah Jakarta, he concluded the problem is the students know the meaning of the word that would be translated, but that did not know the suitable diction to transfer the meaning in the target language<sup>3</sup>.

The forth, is a script from Mei Sakrani Hadrus UIN Alauddin Makassar<sup>4</sup>. She concluded the students difficulties in translating long sentence was the most prominent factors that caused the students have difficulties in translating the text with the highest percentage was 75 %.

From the above related finding the researcher found the same students difficulties, there are: the first, the students had difficulties in

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<sup>1</sup> Istiqomah, "The Annalysis Of Students' Problem In Translating English Narrative Text Into Indonesia At The Eighth Grade Of SMP N 4 Purworejo In The Academic Year Of 2016/2017."

<sup>2</sup> Silviana, "An Analysis of Students' Difficulties In Translating Narrative Text (A Case Study at Eleventh Grade of SMK Hass Ashabulyamin Cianjur)."

<sup>3</sup> Abdul Rosyid, "The Analysis Of The English-Indonesia Tranlation Method In A Novel "A Study In Scarlet Sherlock Holmes By Sir Arthur Conan Doyle," 2011, <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/5063/1/ABDUL%25ROSHID-FAH.PDf>.Retrieved on March26th 2019.

<sup>4</sup> Mei Sakrani Hadrus, "The Analysis Of Students Difficulties In Translating Argumentative Text From English To Indonesia At The Second Grade Students Of SMA Negeri 1 Lappariaja Bone Regency," no. 20400113114 (2017), [http://repositori.uin-alauddin.ac.id/8227/1/MEI\\_SAKRANI\\_HADRUS.pdf](http://repositori.uin-alauddin.ac.id/8227/1/MEI_SAKRANI_HADRUS.pdf).

grammar especially in tenses, they did not know understand constructing the sentence in good grammar. The second, the students lack of vocabulary, so still difficulty to translate sentence well. The last, the students are difficult in unfamiliar vocabulary, the students are difficult in translating from word into a good sentence, then the students are difficult in grammar.

#### **D. Threats of the Research**

In this research, there were many threats that researchers done. It started from the titles until the technique of analyzing the data, so the researcher knew that is was so far from the perfectness.

In doing the test, there were the treats of time, because the students have just finished doing the mid semester exams. So, the students had many tasks. Besides, the time which was given to the students were not enough and also the students did not have much time for doing the test. It made them difficult to doing the test.

The researcher was aware all the things would want to be research but to get the excellence result from the research were the threats of the researcher. The researcher had searched this research only. Finally, this research had been done because the helping from the entire advisor, headmaster and English teacher.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. The conclusions

Based on the result of the research, researcher would like to draw some conclusion to answer the statement of problem of this research. The researcher has research question. What are difficulties of students in translating narrative text (Indonesian into English) at SMA Negeri 1 Sibabangun.

Based on research finding, the researcher concludes this research, in translating narrative text, the students' difficulties in grammar. The student can't made the grammar aspect well. Then, in translating narrative text, the students' difficulties in unfamiliar vocabulary. They can't translate unfamiliar word or they make wrong vocabulary in their sentence and the student' difficult to arranged words into good sentence.

#### B. Suggestion

There are some suggestion that the researcher can propose after doing the research as follows :

1. To the students, In this case, it is better for the students to do more practice, to ask to the teachers, and discuss with their friend.
2. To the English teachers, should be give more activities about translating and vocabulary rules their students.

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## **APPENDIX I**

### **TEST**

**INSTRUCTION : Please translate the text below into English !**

#### **Teman Sejati**

Pada suatu hari di masa lalu, ada dua orang berteman dekat yang berjalan melewati hutan bersama-sama. Mereka tahu bahwa di hutan bisa saja terjadi sesuatu yang berbahaya setiap saat. Oleh karena itu, dari awal mereka saling berjanji bahwa mereka akan selalu bersama-sama meski dalam keadaan bahaya sekalipun.

Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat ke arah mereka. Kemudian seketika salah satu dari mereka memanjat pohon terdekat. Tetapi sayangnya teman yang satu lagi tidak tahu bagaimana caranya memanjat pohon. Jadi dia hanya terdorong oleh akal sehatnya, kemudian ia berbaring di tanah, menahan napasnya, dan berpura-pura menjadi orang yang sudah mati.

Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut. Beruang itu pun mencium-cium telinganya, dan perlahan-lahan meninggalkan tempat tersebut karena beruang tidak mau menyentuh makhluk yang sudah mati. Setelah itu, temannya yang di pohon turun ke bawah dan bertanya kepada temannya yang berbaring di tanah itu, "Teman, apa yang beruang bisikkan ke telingamu?", si temannya itu menjawab, "Tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu".

## **Answer sheet**

**This is the answer from the test. This translate made by English Teacher from SMA Negeri 1 Sibabangun and researcher.**

### **True Friend**

One day, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. Therefore, from the first they promised each other that they would always be together even if they were in danger.

Suddenly, they saw there was a big bear approached toward them. Then immediately one of them climbed a nearby tree. But unfortunately the other one did not know how to climb up the tree. So he is only encouraged by his common sense. Then he lay down on the ground, hold his breath and pretended to be a dead man.

Then the bear come and approached the person who is lying on the ground. It smelt in his ears and slowly left the place because the bear do not want to touch the dead creatures. After that his friend on the tree come down and asked his friend that was lay on the ground “ Friend what did the bear whisper into your ears”? the friend answered just now the bear said me to not to believe a false friend.

**Validator**

**Researcher**

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### APPENDIX III

#### An analysis students' translating narrative text

Initial	Source Language	Target Language	Should
<b>S1 EG</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, they <b>see a large</b> bear approaching toward them	Suddenly they saw there was a big bear approaching toward them.
	Jadi dia hanya terdorong oleh akal sehatnya,	So <b>being led</b> by common sense	So he is just encouraged by his common sense
	Menahan napasnya dan berpura-pura menjadi orang yang sudah mati.	<b>Breathless and fretended</b> to be a dead man	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come near</b> the <b>one</b> who is <b>ly</b> on the ground	Then the bear came and approached the person who is lying on the ground
<b>S2 YH</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, they <b>see a large</b> bear <b>get closer</b> toward them	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat	<b>When climb</b> a nearby tree	Then, immediately one of them climbed a nearby tree
	Tetapi sayangnya teman yang satu lagi tidak tahu bagaimana caranya memanjat pohon.	But unfortunately the other one <b>not know</b> how to climb up the tree.	But unfortunately the other one did not know how to climb up the tree

	Jadi dia hanya terdorong oleh akal sehatnya	So <b>be led</b> by his common sense	So he is just encouraged by his common sense
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	The <b>bear come near the one</b> who is lying on the ground.	Then, the bear came and approached the person who is lying on the ground
	Dan perlahan-lahan meninggalkan tempat tersebut Karena beruang tidak mau menyentuh makhluk yang sudah mati	And slowly left place because the bear <b>not like</b> touch <b>people dead</b>	And slowly left the place because the bear do not want to touch the dead creatures.
	Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	<b>Friend in</b> the tree come down and <b>asking</b> to his friend ...	His friend on the tree come down and asked his friend that was lay on the ground
	“ teman, apa yang beruang bisikkan ke terlingamu?. “ si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	“Friend what <b>is</b> the bear wishper to your ears? ” The friend <b>answer</b> “ just now bear <b>say</b> to me to not believe a <b>friend palsu</b> ”	“ Friend, what did the bear whisper into your ears? ”the friend answered “ just now the bear said to me to not believe a false friend.
<b>S3 DL</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, the <b>see a large</b> bear <b>get closer</b> toward them	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat. Tetapi sayangnya	Then immediately ....climbed a nearby tree. But unportuma te ly	Then, immediately one of them climbed a nearby tree. But unfortunately.

	Jadi dia hanya terdorong oleh akal sehatnya	So <b>being led</b> by his common sense	So he is just encouraged by his common sense
	Menahan nafasnya dan berpura-pura menjadi orang mati	Breathless and pretended to be a dead man	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come near</b> the <b>one</b> who is <b>ly</b> on the ground	Then the bear came and approached the person who is lying on the ground
	Jadi dia hanya terdorong oleh akal sehatnya	So <b>being led</b> by <b>him</b> common sense	So he is just encouraged by his common sense
	Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	Friend on the tree come down and <b>ask</b> to his friend ...	His friend on the tree come down and asked his friend that was lay on the ground
<b>S4 MP</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, they saw <b>an large bear getting closer</b> toward <b>they</b>	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat.	Then immediately ....climbed a nearby tree.	Then, immediately one of them climbed a nearby tree.
	Jadi dia hanya terdorong oleh akal sehatnya	So <b>being led</b> by <b>him</b> common sense	So he is just encouraged by his common sense
	Kemudian ia berbaring di tanah, menahan nafasnya dan berpura-pura menjadi orang yang sudah mati.	..... he lay on the <b>down</b> on the ground <b>breathless</b> and <b>pretend</b> to be a dead man	Then he lay on the ground hold his breath and pretended to be a dead man.
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	... the bear <b>that come near</b> the <b>people</b> who is laying on the ground	Then the bear came and approached the person who is lying on the ground

	Beruang itupun mencium- cium telinganya, dan berlahan lahan meninggalkan tempat tersebut karena beruang tidak mau menyentuh makhluk yang sudah mati.	bear <b>kiss</b> his ears, and slowly left the place because bear <b>not</b> want to touch <b>people dead</b>	It smelt in his ears, and slowly left the place because the bear do not want to touch the dead creatures
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>answer</b> “ <b>ago</b> the bear <b>say</b> to me to not... believe a false friend”	the friend answered “ just now the bear said to me to not believe a false friend.
<b>S5 SP</b>	Kemudian seketika salah satu dari mereka memanjat pohon terdekat	Then, immediately one of them <b>climb</b> a nearby tree	Then, immediately one of them climbed a nearby tree
	Tetapi sayangnya teman yang satu lagi tidak tahu bagaimana caranya memanjat pohon.	But unfortunately the other one <b>do not know</b> how to <b>climbed</b> up the tree.	But unfortunately the other one did not know how to climb up the tree
	Jadi dia hanya terdorong oleh akal sehatnya	So he is just <b>pushed</b> his sense	So he is just encouraged by his common sense
	Kemudian ia berbaring di tanah, menahan nafasnya dan berpura-pura menjadi orang yang sudah mati.	Then he lay on the <b>down</b> on the ground <b>his hold</b> and <b>predend</b> to be a dead man	Then he lay on the ground hold his breath and pretended to be a dead man.
	Dan berlahan-lahan meninggalkan tempat tersebut Karena beruang tidak mau menyentuh makhluk yang sudah mati	And slowly left the place because the bear do not want to touch the <b>creatures dead.</b>	And slowly left the place because the bear do not want to touch the dead creatures.
	Kemudian, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	Then, <b>he</b> Friend <b>in</b> the tree come down and <b>ask</b> <b>he</b> that was lay on the ground	Then, His friend on the tree come down and asked his friend that was lay on the ground

S6	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, they saw a <b>large bear getting closer to them</b>	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat.	After immediately <b>climb tree nearby</b>	Then, immediately one of them climbed a nearby tree.
	Jadi dia hanya terdorong oleh akal sehatnya,	So <b>be led</b> by his common sense	So he is just encouraged by his common sense
	Kemudian ia berbaring di tanah, menahan nafasnya dan berpura-pura menjadi orang yang sudah mati.	then he <b>sleep in ground</b> and pretended dead man	Then he lay on the ground hold his breath and pretended to be a dead man.
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come</b> and <b>approach</b> the person <b>sleep in ground</b>	Then the bear came and approached the person who is lying on the ground
Beruang itupun mencium- cium telinganya, dan berlahan lahan meninggalkan tempat tersebut karena beruang tidak mau menyentuh makhluk yang sudah mati.	bear smelt his ears, and slowly left place because the bear <b>not wont touch person dead</b>	It smelt in his ears, and slowly left the place because the bear do not want to touch the dead creatures	
Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	After that, His friend <b>in</b> the tree come down and <b>ask</b> his friend that was <b>in ground</b>	After that, His friend on the tree come down and asked his friend that was lay on the ground	
“ teman, apa yang beruang bisikkan ke terlingamu?.“ si temannya itu menjawab, “tadi beruang itu mengatakan kepada saya untuk tidak	“Friend what <b>bear</b> wishper to your ears? ” The friend <b>answer</b> “ just now bear <b>say</b> to me to not believe a false friend”	“ Friend, what did the bear whisper into your ears? ”the friend answered “ just now the bear said to me to not believe a false friend.	



	percaya terhadap teman palsu”		
<b>S7 RMH</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, they <b>see a large bear getting closer</b> toward them	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat.	.... Immediately .... climbed a nearby tree	Then, immediately one of them climbed a nearby tree.
	Tetapi sayangnya teman yang satu lagi tidak tahu bagaimana caranya memanjat pohon.	But unfortunately the other <b>people</b> not know how to climb up the tree.	But unfortunately the other one did not know how to climb up the tree
	Jadi dia hanya terdorong oleh akal sehatnya	So <b>being led</b> by his common sense	So he is just encouraged by his common sense
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	... the bear came near the <b>people</b> who is lying on the ground	Then the bear came and approached the person who is lying on the ground
	Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaringdi tanah itu	After that, <b>the</b> friend on the tree come down and <b>ask</b> his friend that was <b>in</b> ground	After that, His friend on the tree come down and asked his friend that was lay on the ground
	“ teman, apa yang beruang bisikkan ke terlingamu?. “ si temannya itu menjawab	“ <b>Friend replied just</b> whisper into <b>you</b> ears?” the friend <b>replied</b>	“ Friend, what did the bear whisper into your ears? ”the friend answered
<b>S8 IW</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, they <b>see a large bear getting closer to</b> them	Suddenly they saw there was a big bear approaching toward them.
	Jadi dia hanya terdorong oleh akal sehatnya	So he is just <b>pushed</b> by his common sense	So he is just encouraged by his common sense

	Tetapi sayangnya teman yang satu lagi tidak tahu bagaimana caranya memanjat pohon.	But unfortunately the other ... not know how to <b>climbed</b> the tree.	But unfortunately the other one did not know how to climb up the tree
	Jadi dia hanya terdorong oleh akal sehatnya	So he is just <b>pushed</b> by his common sense	So he is just encouraged by his common sense
	Kemudian ia berbaring di tanah, menahan nafasnya dan berpura-pura menjadi orang yang sudah mati.	..... he <b>sleep in</b> ground .... and pretended to <b>person after that</b>	Then he lay on the ground hold his breath and pretended to be a dead man.
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear came and <b>approach</b> person who is <b>sleep in</b> ground	Then the bear came and approached the person who is lying on the ground
	beruang tidak mau menyentuh makhluk yang sudah mati.	Bear not want touch the <b>person dead</b>	the bear do not want to touch the dead creatures
	Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaringdi tanah itu	After that, <b>the friend in</b> tree come down and <b>ask</b> his friend <b>which sleeping in</b> ground	After that, His friend on the tree come down and asked his friend that was lay on the ground
<b>S9 MNB</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, they saw a large/ big <b>closer toward they</b>	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat.	then Immediately one of <b>they</b> a .... Nearby <b>three</b>	Then, immediately one of them climbed a nearby tree.
	Jadi dia hanya terdorong oleh akal sehatnya	So <b>se must just pushed his sense</b>	So he is just encouraged by his common sense
	Kemudian beruang itu datang dan mendekati orang yang sedang	Then the bear came and <b>approach</b> the person who is lying on the ground	Then the bear came and approached the person who is lying on the ground

	berbaring di tanah tersebut		
	Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	<b>Next</b> , his friend on the <b>three</b> come down and <b>ask</b> his friend that <b>is</b> lay on the ground	After that, His friend on the tree come down and asked his friend that was lay on the ground
<b>S10 WU</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, they saw a big <b>coming closer to</b> them	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat.	..... <b>there</b> one of them climbed a nearby tree.	Then, immediately one of them climbed a nearby tree.
	Jadi dia hanya terdorong oleh akal sehatnya,	So he just <b>pushed he</b> sense,	So he is just encouraged by his common sense
	Kemudian ia berbaring di tanah, menahan nafasnya dan berpura-pura menjadi orang yang sudah mati.	Then he lay on the ground, <b>holding</b> his breath and <b>pretending</b> to be a dead person	Then he lay on the ground hold his breath and pretended to be a dead man.
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	<b>Next</b> , the bear <b>come</b> and approached the person who <b>was</b> lying on the ground	Then the bear came and approached the person who is lying on the ground
	Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	After that, His friend on the tree come down and <b>ask</b> his friend that was lay on the ground	After that, His friend on the tree come down and asked his friend that was lay on the ground
“teman, apa yang beruang bisikkan ke terlingamu?.” si temannya itu menjawab, “tadi beruang itu	“Friend what is the bear <b>wish pering in your ear?</b> ” The friend <b>rephed</b> “ <b>that</b> bear <b>told</b> me to <b>trush</b> a false friend”	“ Friend, what did the bear whisper into your ears? ”the friend answered “ just now the bear said to me to not believe a false	

	mengatakan kepada saya untuk tidak percaya terhadap teman palsu”		friend.
<b>S 11 JPL</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, they <b>see</b> a big bear <b>get closer to</b> them	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat.	then Immediately one of <b>they climb three</b> a nearby <b>three</b>	Then, immediately one of them climbed a nearby tree.
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	<b>Next</b> , the bear <b>come near the one</b> who is lay on the ground	Then the bear came and approached the person who is lying on the ground
	Beruang itupun mencium- cium telinganya, dan berlahan lahan meninggalkan tempat tersebut karena beruang tidak mau menyentuh makhluk yang sudah mati.	bear smelt in his ears, and slowly left place because the bear not wont touch <b>people dead</b>	It smelt in his ears, and slowly left the place because the bear do not want to touch the dead creatures
	Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	After that, <b>the</b> friend on the tree come down and <b>ask the</b> friend that was lay on the ground	After that, His friend on the tree come down and asked his friend that was lay on the ground
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>answer</b> “ just now the bear <b>say</b> to me to not to believe a false friend”	the friend answered “ just now the bear said to me to not believe a false friend.
<b>S12 RMZ</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, they <b>see</b> a <b>large</b> bear approaching toward them	Suddenly they saw there was a big bear approaching toward them.

	Jadi dia hanya terdorong oleh akal sehatnya,	So <b>being led</b> by common sense	So he is just encouraged by his common sense
	Menahan napasnya dan berpura-pura menjadi orang yang sudah mati.	<b>Breathless and pretended</b> to be a dead man	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come near</b> the <b>one</b> who is <b>ly</b> on the ground	Then the bear came and approached the person who is lying on the ground
<b>S13 MKL</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, they <b>see</b> a <b>large</b> bear approaching toward them	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat.	then Immediately <b>clime</b> ..... nearby tree	Then, immediately one of them climbed a nearby tree.
	Tetapi sayangnya teman yang satu lagi tidak tahu bagaimana caranya memanjat pohon.	But unfortunately the other the other one <b>do</b> not <b>knowing</b> how to climb up the tree.	But unfortunately the other one did not know how to climb up the tree
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	the friend <b>replied</b> “ just now the bear <b>advised</b> to me to not believe a false friend.	the friend answered “ just now the bear said to me to not believe a false friend.
<b>S14 FN</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	<b>Sudently, the see</b> a <b>large</b> bear <b>get closer to them</b>	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat.	then Immediately ... <b>climb a nearby three</b>	Then, immediately one of them climbed a nearby tree.
	Jadi dia hanya terdorong oleh akal sehatnya,	So <b>being led</b> by common sense	So he is just encouraged by his common sense

	Menahan napasnya dan berpura-pura menjadi orang yang sudah mati.	<b>Breathless</b> and pretended to be a dead man	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come near</b> the <b>one</b> who is <b>ly</b> on the ground	Then the bear came and approached the person who is lying on the ground
	Beruang itupun mencium- cium telinganya, dan berlarian meninggalkan tempat tersebut karena beruang tidak mau menyentuh makhluk yang sudah mati.	bear smelt in his ears, and slowly left place because the bear not want touch <b>she dead</b>	It smelt in his ears, and slowly left the place because the bear do not want to touch the dead creatures
	Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	After that, <b>the</b> friend on the tree come down and <b>ask</b> his friend that was lay on the ground	After that, His friend on the tree come down and asked his friend that was lay on the ground
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>replied</b> “ just now the bear <b>advised</b> to me to not to believe a false friend”	the friend answered “ just now the bear said to me to not believe a false friend.
<b>S15 E</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly they saw there was a <b>large</b> bear approaching toward them.	Suddenly they saw there was a big bear approaching toward them.
	Menahan napasnya dan berpura-pura menjadi orang yang sudah mati.	<b>held his greath</b> to be a dead man	Hold his breath and pretended to be a dead man
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>replied</b> “ just now the bear <b>advised</b> to me to not to believe a false friend”	the friend answered “ just now the bear said to me to not believe a false friend.

<b>S16 ANP</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly they saw there was <b>large</b> bear approaching toward them.	Suddenly they saw there was a big bear approaching toward them.
	Jadi dia hanya terdorong oleh akal sehatnya,	So <b>being led</b> by his common sense	So he is just encouraged by his common sense
	Menahan napasnya dan berpura-pura menjadi orang yang sudah mati.	<b>Breathless</b> and pretended to be a dead man	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come</b> and approached <b>near the one</b> who is <b>lyng</b> on the <b>place</b>	Then the bear came and approached the person who is lying on the ground
	Beruang itupun mencium- cium telinganya, dan berlahan lahan meninggalkan tempat tersebut	..... .....	It smelt in his ears, and slowly left the place because the bear do not want to touch the dead creatures
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>replied</b> “ just now the bear <b>advised</b> to me to not to believe a false friend”	the friend answered “ just now the bear said to me to not believe a false friend.
<b>S17 FRS</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly they <b>see</b> a big bear get closer toward them.	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat.	Then, immediately one of <b>they climb</b> a nearby tree.	Then, immediately one of them climbed a nearby tree.
	Kemudian ia berbaring di tanah	Then he <b>down lay</b>	Then he lay down
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come</b> and approached <b>near the one</b> who is <b>lyng</b> on the <b>place</b>	Then the bear came and approached the person who is lying on the ground

	dan perlahan lahan meninggalkan tempat tersebut karena beruang tidak mau menyentuh makhluk yang sudah mati.	and slowly left place because the bear not want touch <b>people dead</b>	and slowly left the place because the bear do not want to touch the dead creatures
	Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	After that, <b>the</b> friend on the tree come down and <b>ask the</b> friend that was lay on the ground	After that, His friend on the tree come down and asked his friend that was lay on the ground
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>answered</b> “ just now the bear <b>say</b> to me to not to believe a false friend”	the friend answered “ just now the bear said to me to not believe a false friend.
<b>S18 VN</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly they <b>see</b> a big bear get closer toward them.	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat.	Then, immediately one of <b>they climb</b> a nearby tree.	Then, immediately one of them climbed a nearby tree.
	Kemudian ia berbaring di tanah	Then he <b>down lay</b>	Then he lay down
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come</b> and approached <b>near the one</b> who is <b>lyng</b> on the <b>place</b>	Then the bear came and approached the person who is lying on the ground
	dan perlahan lahan meninggalkan tempat tersebut karena beruang tidak mau menyentuh makhluk yang sudah mati.	and slowly left place because the bear not want touch <b>people dead</b>	and slowly left the place because the bear do not want to touch the dead creatures
	Setelah itu, Temannya yang dipohon turun kebawah dan	After that, <b>the</b> friend on the tree come down and <b>ask the</b> friend that was lay on the ground	After that, His friend on the tree come down and asked his friend that was lay on the



	bertanya kepada temannya yang berbaring di tanah itu		ground
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>answered</b> “ just now the bear <b>say</b> to me to not to believe a false friend”	the friend answered “ just now the bear said to me to not believe a false friend.
<b>S19 AZ</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly they <b>see</b> a <b>large</b> bear <b>approaching</b> toward them.	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat.	Then, immediately ..... climbed a nearby tree	Then, immediately one of them climbed a nearby tree.
	Jadi dia hanya terdorong oleh akal sehatnya,	So <b>being led</b> by his common sense	So he is just encouraged by his common sense
	Menahan napasnya dan berpura-pura menjadi orang yang sudah mati.	<b>Breathless</b> and <b>fretended</b> .....	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear came and <b>near the one</b> who is <b>ly</b> on the ground	Then the bear came and approached the person who is lying on the ground
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>replied</b> “ just now the bear <b>advised</b> to me to not to believe a false friend”	the friend answered “ just now the bear said to me to not believe a false friend.
<b>S20 HSL</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, the <b>see</b> a <b>large</b> bear <b>get closer</b> toward them	Suddenly they saw there was a big bear approaching toward them.

	Kemudian seketika salah satu dari mereka memanjat pohon terdekat. Tetapi sayangnya	Then immediately ...climbed a nearby tree. But unfortunately	Then, immediately one of them climbed a nearby tree. But unfortunately.
	Jadi dia hanya terdorong oleh akal sehatnya	So <b>being led</b> by his common sense	So he is just encouraged by his common sense
	Menahan nafasnya dan berpura-pura menjadi orang mati	<b>Breathless</b> and pretended to be a dead man	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come near</b> the <b>one</b> who is <b>ly</b> on the ground	Then the bear came and approached the person who is lying on the ground
	Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	Friend on the tree come down and <b>ask</b> to his friend	His friend on the tree come down and asked his friend that was lay on the ground
<b>S21 LMB</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, they <b>see a large</b> bear approaching toward them	Suddenly they saw there was a big bear approaching toward them.
	Jadi dia hanya terdorong oleh akal sehatnya	So <b>being led he is</b> only encouraged by his common sense	So he is just encouraged by his common sense
	Menahan nafasnya dan berpura-pura menjadi orang mati	<b>Breathless</b> and pretended to be a <b>man dead</b>	Hold his breath and pretended to be a dead man
	dan perlahan lahan meninggalkan tempat tersebut karena beruang tidak mau menyentuh makhluk yang sudah mati.	and slowly left the place because the bear do not want to touch the <b>creatures dead</b>	and slowly left the place because the bear do not want to touch the dead creatures
	Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada	After that, his friend on the tree come down and <b>ask</b> his friend that was lay on the ground	After that, His friend on the tree come down and asked his friend that was lay on the ground

	temannya yang berbaring di tanah itu		
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>replied</b> “ just now the bear <b>advised</b> to me to not to believe a <b>true</b> friend”	the friend answered “ just now the bear said to me to not believe a false friend.
<b>S22 SHH</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, they <b>see</b> a <b>large</b> bear approaching toward them	Suddenly they saw there was a big bear approaching toward them.
	Jadi dia hanya terdorong oleh akal sehatnya,	So <b>being led</b> by common sense	So he is just encouraged by his common sense
	Menahan napasnya dan berpura-pura menjadi orang yang sudah mati.	<b>Breathless</b> and <b>fretended</b> to be a dead man	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come near</b> the <b>one</b> who is <b>ly</b> on the ground	Then the bear came and approached the person who is lying on the ground
<b>S23 WA</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, the <b>see</b> a <b>large</b> bear <b>get closer</b> toward them	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat. Tetapi sayangnya	Then immediately ....climbed a nearby tree. But unportuma te ly	Then, immediately one of them climbed a nearby tree. But unfortunately.
	Jadi dia hanya terdorong oleh akal sehatnya	So <b>being led</b> by his common sense	So he is just encouraged by his common sense
	Menahan nafasnya dan berpura-pura menjadi orang mati	<b>Breathless</b> and pretended to be a dead man	Hold his breath and pretended to be a dead man

	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come near</b> the <b>one</b> who is <b>ly</b> on the ground	Then the bear came and approached the person who is lying on the ground
	Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	Friend on the tree come down and <b>ask</b> to his friend	His friend on the tree come down and asked his friend that was lay on the ground
<b>S24 ZAG</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly they saw a big bear <b>coming closer</b> to them.	Suddenly they saw there was a big bear approaching toward them.
	Jadi dia hanya terdorong oleh akal sehatnya	So he is just <b>pushed he</b> sense	So he is just encouraged by his common sense
	Menahan nafasnya dan berpura-pura menjadi orang mati	Hold his breath and <b>pretending</b> to be a dead man	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come</b> and approached the person who is lying on the ground	Then the bear came and approached the person who is lying on the ground
	Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	..... .....	After that, His friend on the tree come down and asked his friend that was lay on the ground
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>rephed</b> “ just now the bear <b>told</b> to me to not to believe a false friend	the friend answered “ just now the bear said to me to not believe a false friend.
<b>S25 NR</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah	Suddenly they saw a big bear <b>coming closer</b> to them.	Suddenly they saw there was a big bear approaching toward them.

	mereka		
	Jadi dia hanya terdorong oleh akal sehatnya	So he is just <b>pushed</b> he sense	So he is just encouraged by his common sense
	Menahan nafasnya dan berpura-pura menjadi orang mati	Hold his breath and <b>pretending</b> to be a dead man	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come</b> and approached the person who is lying on the ground	Then the bear came and approached the person who is lying on the ground
	Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	..... .....	After that, His friend on the tree come down and asked his friend that was lay on the ground
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>rephed</b> “ just now the bear <b>told</b> to me to not to believe a false friend	the friend answered “ just now the bear said to me to not believe a false friend.
<b>S26 AP</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly, the <b>see</b> a <b>large</b> bear <b>get closer</b> toward them	Suddenly they saw there was a big bear approaching toward them.
	Kemudian seketika salah satu dari mereka memanjat pohon terdekat. Tetapi sayangnya	Then immediately ....climbed a nearby tree. But unportuma te ly	Then, immediately one of them climbed a nearby tree. But unfortunately.
	Jadi dia hanya terdorong oleh akal sehatnya	So <b>being led</b> by his common sense	So he is just encouraged by his common sense

	Menahan nafasnya dan berpura-pura menjadi orang mati	<b>Breathless</b> and pretended to be a dead man	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come near</b> the <b>one</b> who is <b>ly</b> on the ground	Then the bear came and approached the person who is lying on the ground
	Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	Friend on the tree come down and <b>ask</b> to his friend	His friend on the tree come down and asked his friend that was lay on the ground
<b>S27 NG</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly they saw a big bear <b>coming closer</b> to them.	Suddenly they saw there was a big bear approaching toward them.
	Jadi dia hanya terdorong oleh akal sehatnya	So he is just <b>pushed he</b> sense	So he is just encouraged by his common sense
	Menahan nafasnya dan berpura-pura menjadi orang mati	Hold his breath and <b>pretending</b> to be a dead man	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come</b> and approached the person who is lying on the ground	Then the bear came and approached the person who is lying on the ground
	Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	..... .....	After that, His friend on the tree come down and asked his friend that was lay on the ground
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>rephed</b> “ just now the bear <b>told</b> to me to not to believe a false friend	the friend answered “ just now the bear said to me to not believe a false friend.

<b>S28 KS</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly they saw there was a <b>large</b> bear approaching toward them.	Suddenly they saw there was a big bear approaching toward them.
	Menahan napasnya dan berpura-pura menjadi orang yang sudah mati.	<b>held his greath</b> to be a dead man	Hold his breath and pretended to be a dead man
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>replied</b> “ just now the bear <b>advised</b> to me to not to believe a false friend”	the friend answered “ just now the bear said to me to not believe a false friend.
<b>S29 TT</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly they saw a big bear <b>coming closer</b> to them.	Suddenly they saw there was a big bear approaching toward them.
	Jadi dia hanya terdorong oleh akal sehatnya	So he is just <b>pushed he</b> sense	So he is just encouraged by his common sense
	Menahan nafasnya dan berpura-pura menjadi orang mati	Hold his breath and <b>pretending</b> to be a dead man	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come</b> and approached the person who is lying on the ground	Then the bear came and approached the person who is lying on the ground
	Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	..... .....	After that, His friend on the tree come down and asked his friend that was lay on the ground
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>rephed</b> “ just now the bear <b>told</b> to me to not to believe a false friend	the friend answered “ just now the bear said to me to not believe a false friend.

<b>S30 NA</b>	Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat kearah mereka	Suddenly they saw a big bear <b>coming closer</b> to them.	Suddenly they saw there was a big bear approaching toward them.
	Jadi dia hanya terdorong oleh akal sehatnya	So he is just <b>pushed he</b> sense	So he is just encouraged by his common sense
	Menahan nafasnya dan berpura-pura menjadi orang mati	Hold his breath and <b>pretending</b> to be a dead man	Hold his breath and pretended to be a dead man
	Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut	Then the bear <b>come</b> and approached the person who is lying on the ground	Then the bear came and approached the person who is lying on the ground
	Setelah itu, Temannya yang dipohon turun kebawah dan bertanya kepada temannya yang berbaring di tanah itu	..... .....	After that, His friend on the tree come down and asked his friend that was lay on the ground
	si temannya itu menjawab, “ tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”	The friend <b>rephed</b> “ just now the bear <b>told</b> to me to not to believe a false friend	the friend answered “ just now the bear said to me to not believe a false friend.



APPENDIX IV  
DOCUMENTATION









## CURRICULUM VITAE



### A. Identity

Nama : Nira Juniati Hasibuan  
Reg. No : 15 20 300028  
Place/ Birth : Padang Sidimpuan, 03<sup>rd</sup> Juni 1997  
Sex : Female  
Religion : Islam  
Address : Jl. Raja Inal Siregar, Padangsidimpuan

### B. Parents

Father's Name : Toat Hasibuan S.Pdi.  
Mother's Name : Nurhawa Pohan

### C. Educational Background

1. Elementary School : SD N 202009 Sitamiang (2009)  
2. Junior High School : SMP N 6 Padangsidimpuan (2012)  
3. Senior high School : SMA N 3 Padangsidimpuan (2015)  
4. Institute : IAIN Padangsidimpuan (2019)



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telephone (0634) 22080 Faximile (0634) 24022

16 November 2018

Nomor : Vol /In.14/E.6a/PP.00.9/11/2018

Lamp  
Perihal

: -  
: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Eka Sustri Harida, M.Pd  
2. Zainuddin, S. S., M.Hum

(Pembimbing I)  
(Pembimbing II)

di-Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Nira Juniati Hasibuan
NIM	: 1520300028
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: Students' Difficulties In Translating Narrative Text At Grade X Of SMANegeri 1 Sibabangun Tapanuli Tengah

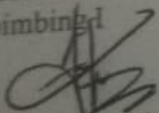
Demikian disampaikan, atas kesediaan dan kerjasama yang baik Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

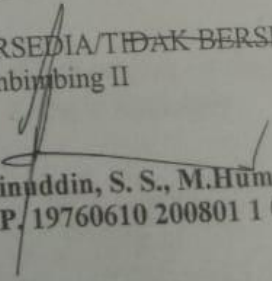
  
Rayendrian Fahmei Lubis, M.Ag.  
NIP. 19710510 200003 2 001

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA  
Pembimbing I

  
Eka Sustri Harida, M.Pd  
IP. 19750917 200312 2 002

BERSEDIA/TIDAK BERSEDIA  
Pembimbing II

  
Zainuddin, S. S., M.Hum  
NIP. 19760610 200801 1 016



**PEMERINTAH PROVINSI SUMATERA UTARA**  
**DINAS PENDIDIKAN**

**SMA NEGERI 1 SIBABANGUN**

Jl. M. Sorimuda Kab. Tapanuli Tengah - Sumatera Utara Telp. (0631) 7374160 K. Pos 22654

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NPSN : 10220521



**SURAT KETERANGAN IZIN PENELITIAN**

**Nomor : 421.3/1640/MN/2019**

bertanda tangan di bawah ini Kepala SMA Negeri 1 Sibabangun, menerangkan bahwa :

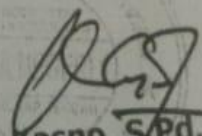
Nama : Nira Juniati Hsb  
N P M : 1520300028  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Jln. Raja Inal Srg. Padangsidempuan

elah mengadakan Pelaksanaan Penelitian di SMA Negeri 1 Sibabangun 2019 dengan

**Students' Ability In Translating Narrative Text at Grade  
Negeri 1 Sibabangun Tapanuli Tengah".**

nah Surat Keterangan Izin Pelaksanaan Penelitian ini diperbuat untuk da  
nya.

*Sibabangun, 4 O*  
**Kepala Sekolah**

  
**Kasno, S.Pd, M**  
**Pembina Tk, I**  
**NIP. 1963080**