THE ABILITY OF THE ELEVENTH GRADE FEMALE STUDENTS MADRASAH ALIYAH ABINNUR AL-ISLAMI MOMPANG JAE PANYABUNGAN UTARA IN TRANSLATING ENGLISH NARRATIVE TEXT INTO INDONESIAN

A THESIS

Submitted to the State Institute For Islamic Studies (IAIN) Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Islamic Education Scholar (S. Pd) in English

WRITTEN By:

HARYANTI RUKMANA SIREGAR
Reg Number. 16 203 00049

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
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TARBIYAH AND TEACHER TRAINING FACULTY
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LETTER OF AGREEMENT

Term : Munaqosyah

Item : 7 (seven) examplars

Padangsidimpuan,   Desember 2021

a.n. **Haryanti Rukmana Siregar**

To: Dean

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Haryanti Rukmana Siregar** entitled **"The Ability of the Eleventh Grade Female Students of Madrasah Aliyah Abinnur Al-Islami Mompang Jae Panyabungan Utara in Translating English Narrative Text into Indonesian"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
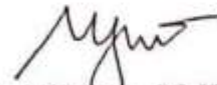
Wassalam 'alaikumwr.wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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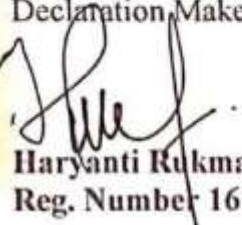
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Date   : Desember, 30 th 2021
Time   : 13.30 WIB until finish
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LEGALIZATION

Thesis   : **The Ability of the Eleventh Grade Female Students Madrasah Aliyah Abinnur Al-Islami Mompang Jae Panyabungan Utara in Translating English Narrative Text into Indonesian.**

Written By : HARYANTI RUKMANA SIREGAR
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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Islamic education (S.Pd) in English.

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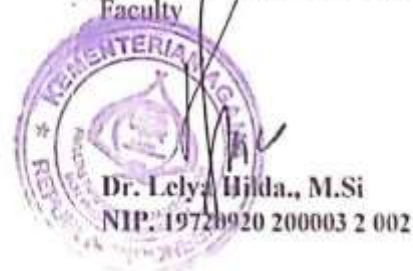Study Program : Tadris Bahasa Inggris

Title of the Thesis : The Ability of the Eleventh Grade Female Students

Madrasah Aliyah Abinnur Al- Islami Mompang Jae

Panyabungan Utara In Translating English Narrative

Text into Indonesian

ABSTRACT

This research focused on students' ability in translating English narrative text into Indonesian. The problems in this research were students were less able to arrange word for word well, and students lack of understanding vocabulary in translating English narrative text into Indonesian. Therefore, students less able to produce the correct sentence and appropriate sentences in translating English narrative texts into Indonesian.

The formulation of the problem in this research was: how is the student's ability in translating English narrative text into Indonesian? and what are the difficulties of the students' in translating English narrative text into Indonesian?. This researh aimed to determine the ability of the students' in translating English into Indonesian and to know the difficulties of the students' in eleventh grade female students of Madrasah Aliyah Abinnur Al-Islami Mompang jae Panyabungan Utara in translating English narrative text into Indonesian.

Then this research employed descriptive quantitative research. The sample in this reserch was all population in class XI for female class. Total of them were 35 students. To collect the data, researcher used test for measuring students' ability in translating narrative text into Indonesian. To analyze the data, the researcher used mean scores or the average scores. After the researcher got the data, the hypothesis would be tested using Z-test.

Based on the data collection, the researcher found that the mean score was 50.56. It means that students' ability in translating English Into Bahasa Indonesia at grade XI of Abinnu Al-Islami Mompang jae Panyabungan Utara Islamic boarding school was categorized into enough ability. Then from the result of hypothesis testing, researcher found Zcount = -0.404 and Ztable = 0.025. It means that the hypothesis was rejected. So the mean score of the students' ability was enough ability and the hypothesis should be accepted, but based on the result of the score the hypothesis was rejected.

Key word: *Ability, Translating, Narrative Text*

Name   : **Haryanti Rukmana Siregar**

Registrasi Number   : **16 203 00049**

Faculty   : **Tarbiyah and TeacherTraining**

Study Program   : **Tadris Bahasa Inggris**

Title of the Thesis : **The Ability of the Eleventh Grade Female Students
Madrasah Aliyah Abinnur Al- Islami Mompang Jae
Panyabungan Utara In Translating English Narrative
Text into Indonesian**

ABSTRAK

Penelitian ini difokuskan pada kemampuan siswa dalam menerjemahkan Bahasa Inggris ke dalam Bahasa Indonesia. Permasalah dalam penelitian ini yaitu peserta didik dalam menerjemahkan teks narrative Bahasa Inggris ke dalam Bahasa Indonesia kurang memahami dalam kosa kata bahasa inggris, sehingga siswa kurang dalam menyusun kata demi kata dengan baik, sehingga siswa kurang menghasilkan kalimat yang benar dan tepat dalam menerjemahkan teks narrative Bahasa Inggris ke Bahasa Indonesia.

Rumusan masalah pada pnelitian ini adalah bagaimana kemampuan siswa dalam menerjemahkan teks narrative kedalam bahasa Indonesia? dan apa saja kesulitan siswa dalam menerjemahkan teks narrative ke dalam Bahasa Indonesia?. Penelitian ini bertujuan untuk mengetahui kemampuan dan kesulitan siswa dalam menerjemahkan teks narrative Bahasa Inggris ke dalam Bahasa Indonesia pada siswa kelas XI (Patayat) pada Pondok Pesantren Abinnur Al-Islami Mompang Jae Panyabungan Utara.

Kemudian penelitian ini menggunakan penelitiaan deskriptif kuantitatif. Sample dalam penelitian ini adalah seluruh populasi kela XI (Patayat). Jumlahnya 35 siswa. Untuk mengumpulkan data, peneliti menggunakan tes untuk mengukur kemampuan siswa dalam menerjemahkan teks narrative Bahasa Inggris kedalam Bahasa Indonesia. Untuk menganalisis data peneliti menggunakan skor rata-rata atau *mean score*. Setelah peneliti mendapatkan data, maka akan masuk dalam uji hipotesis dengan uji Z.

Berdasarkan hasil penelitian, peneliti memperoleh kalkulasi data yang ditemukan bahwa *mean score* 50.56. Maka dimaksudkan bahwa kemampuan menerjemahkan siswa kelas XI di Ponpes Abinnur Al-Islami Mompang Jae Panyabungan Utara dikategorikan ke dalam *enough ability* dalam hipotesis. Kemudian dari hasil uji hipotesis, peneliti menemukan $Z_{hitung} = -0.404$ dan $Z_{tabel} = 0.025$. Itu berarti bahwa hipotesis ditolak.

Kata Kunci: *Kemampuan, Menerjemahkan, Teks Narrative*

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بِسْــــمِ اللهِ الرَّحْمٰنِ الرَّحِـــــيْمِ
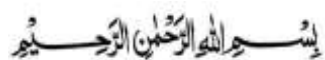
Firstly, the researcher would like to convey her grateful to Allah SWT, the Most Creator and Merciful the one who gives the health, time and chance for finishing this thesis entitled "The Ability of the Eleventh Grade Students Madrasah Aliyah Abinnur Al-Islami Mompang Jae Panyabungan Utara in Translating English Narrative Text into Indonesian". Peace and Blessing upon our Prophet Muhammad SAW, his families, his companies, and his followers.

This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidimpuan (IAIN Padangsidimpuan) as partial fulfillment of the requirement for degree strata 1 (S1).

In writing this thesis, the researcher found various difficulties. Fortunately, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

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       I realize this thesis cannot be consideret perfect without critiques and suggestions.Therefore, it is such a pleasure or me to get critiques and suggestions from readers to make this thesis better.

Padangsidimpuan,   Desember 2021
Researcher

HARYANTI RUKMANA SIREGAR
Reg. Number. 16 203 00049

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English Languages exist among members of community. Human being always deal with other expressing and informing ideas, thoughts, desires and feelings in their daily life by means of language. This language as the most prominent means of communication functions as a social phenomenon and is determine by its use in communications context. In various situations people always use language either in written or spoken form to convey their message, ideas and feeling.

English is one of the most important languages which are used as the world language. This language used as international language to correlate between one country to another. English is always used in every institution; from kinder garden until university.

So, to make easier for us to communicate and especially to make it easier for students to communicate with other people, we need to understand what is conveyed by our interlocutors to get what he or she means and we mean too. Especially in get information from foreign language. English is a foreign language that is always studied in the world of education in Indonesia. So, to get the correct information, students often use translation to understand and get what is being conveyed from the English language.

Translation is an activity that raises students" awareness toward similarities and differences between source and target language grammatical

structure. The differences of grammatical structures between source and target language often result in some change in the meaning during the process of translation. A translator must comprehend both the structure of source and target language well because a translation is not simply a matter of different word choice, but of different grammatical structures as well.[1]

According to Newmark[2], "translation is rendering the meaning of a text into another language in the way that the author intended the text". It can be concluded that the translation conveys a message from the source language into the target language in the form of meaning by taking into account the style of language, cultural differences and the purpose of the author. However, the most important thing in the translation is the meaning of the source language can be transferred to target language.

Another definition comes from Catford[3] book, he said:

> Translation is a process of substituting a text in one language for a text in another language. Furthermore, he defined that translation is the replacement of textual material in source language by equivalent textual material in target language. In a translation theory proposed by Catford stated that, there are 7 types or theory in translation. There are, word to word translation literal translation, faithful translation, semantic translation, free translation, idiomatic translation, and communicative translation.

For to be a good translation result, the translation must have several criteria such as accuracy, readability, and acceptability. Whatever the problems of translation are, still they have some processes to transfer the meaning of the source

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[1] Desi Andriani and Dian Anggraini, "An Analysis of Students ' Ability in Translating Text," *ELT-Lectura* 7 (2020): 154–59, http://journal.unilak.ac.id.

[2] A Text Book Of Translation Peter New mark and Shanghai, *A Text Book Of Translation*, 1st ed. (London,1988), http://doi.org/10.4161/trla.24611.

[3] J. C. Catford, *A Linguistic Theory of Translation An Essay in Applied Linguistics* (London: Oxford University Press, 1965).

language. In translation the meaning which is being transferred must be constant. "Only the forms change". The important thing in translation that we have to know is the fact that every language has its own system, structure, and rule.[4]

Translation is an activity that raises students' awareness toward similarities and differences between source and target language grammatical structure. The differences of grammatical structures between source and target language often result in some change in the meaning during the process of translation. A translator must comprehend both structure of source and target language well because a translation is not simply a matter of different word choice, but of different grammatical structure as well.[5] In the process of translating, there are several theories and types in translation, that researcher will describe in the chapter two.

The different of culture is the main reason why the words, phrases, or expression are difficult to translate. If the culture of the source language and the target language are similar, it would be easy to translate. Contrarily, if the culture of the source language and the target language are far different it would be hard to find the similar meaning in the process of translating. To get information in translating text from English into Indonesian, so often we do or even translate a text by translating the text with literal translation. Because by translating the words or sentences, it is considered easier to get the information or message contained in the text read by the reader. So, the information or message conveyed by the author in the text reaches to the reader.

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[4] Bambang Wijaya Ratih Zatil Imandari, Luwandi Suhartono, "An Analysis On English Students' Ability In Translating From Engllish Into Indonesian," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2015, 1–16, Nelitimedia.neliti.com.
[5] Bambang Wijaya Ratih Zatil Imandari, Luwandi Suhartono, "An Analysis On English Students' Ability In Translating From Engllish Into Indonesian,"

During teaching and learning process at school, the teacher applied learning to translate when students were learning several lesson that needed translation, one of lesson about text genre. In text genre, at the time of learning genre text, students will be given the practice of analyzing what are the generic structures of the genra text. Therefore, researcher used narrative text as an instrumen of collecting data in this research, because narrative text is one of the lesson in their text book.

According to English teacher of Abinnur Al-Islami Mompang Jae Islamic boarding school, based on the teacher's experience in applied learning to translating narrative text at grade eleventh students of Madrasah Aliyah Abinnur Al-Islami Mompang Jae Panyabungan Utara, she faced some problems in translating English into Bahasa Indonesia. First, the students are lack of English vocabulary when the students translating English narrative text. So, the teacher makes her own for students to make a treasury mini dictionary for difficult words when translating text. Second, some students are not able to arrange word to word well, so that the students are less poroduce correct and appropriate sentences in translating English narrative text into Bahasa Indonesia.

For this research, the researcher also focused on one type of text that would be translating for students as a test. The text that would be used in this research was narrative text as a research instrument in collecting data. Narrative text is one of the text studied by class XI. Therefore, the researcher chose this narrative text as a test to determine the students' ability in translating English narrative text into Indonesian.

Furthermore, when the researcher conducted observations at school and conducted interview with teacher, the researcheer found several students' problems in translating English narrative text into Indonesian in the eleventh grade. Among them the researcher found the problem were, the students are lack o English vocabulary and some students are not able to arrange word to word well, so that the students are less produce correct and appropriare sentences in translating English narrative text into indonesia.

Therefore, to overcome this problem, of course, some tricks or treatments has done for students in translating narrative text into correct sentence. So that, students can find out what the generic structure of narrative text. The teacher who teach translation must choose good treatment so that students can easily learn translation or carry out translation activities.

Especially in translating narrative text, the teacher must know how the process of arranging word by word into correct sentences. So, they know how to arrange the correct sentence, explain to them the steps or explain to them the ways to translate the text correctly, and they know what the content and purpose of the text is through the dictionary that they use during the teaching and learning process in their class.

Based on the phenomenon above, the researcher is interested in making a research on analyzing the ability of students to translating English into Bahasa Indonesian, to translate narrative text. So, the title of this research about **"The Ability of the Eleventh Grade Female Students of Madrasah Aliyah Abinnur Al-Islami Mompang Jae Panyabungan Utara in Translating English Narrative Text into Indonesian ."**

B. Identification of the Problem

Based on the contents of the background above, the researcher identifies the problem of the students' ability in translating English into Indonesian, there were 2 problems:

1. The students are lack of English vocabulary when the students translating English narrative text.

2. Some students are lack of arrange word to word well, so that the students are less produce correct and appropriate sentences in translating English narrative text into Indonesia.

C. Limitation of the Problem

Base on the identification above, the researcher found some problem in translating English into Indonesian. So, the researcher only limits on students' ability to arrange in translating sentence English narrative text into Indonesian.

D. Formulation of the Problem

From the explanation above, to make the problem clearly in this research, the researcher formulates as follow:

1. How is the students' ability in translating English into Bahasa Indonesia in narrative text?

2. What are the difficulties of the students in translating English narrative text into Indonesian?

E. Aims of the Research

Based on the formulation of the problem above, the aims of the research can be stated as follow:

1. To examine the students' ability in translating narrative text at eleventh grade students of Madrasah Aliyah Abinnur Al-Islami Mompang Jae Panyabungan Utara.

2. To find out what are the difficulties of the students in translating English narrative text into Indonesian.

F. Definition of Key Terms

Based on the explanation, the researcher has conveyed some theories of each variable, therefore researcher can conclude both variable as follow:

1. Translation

Translation is transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of the second language by way of semantic structure. It is the meaning which is being transferred and must be held constant.

2. Ability

Ability as a physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).[6] Base on definition, researcher concludeds that ability is a power mental having someone to do something by hard.

---

[6]A Merriam Webster, Webster's Collegiate Thesaurus, (USA: Massa Chusetts, 1976), p. 324.

3. Narrative Text

   Narrative text is a text which contains about story (fiction/nonfiction, tales/ folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution.[7]

G. Significances of the Research

   The significances of this research are directed to:

1. Headmaster, to motivate English teacher to teach English in good away.

2. Teachers, to develop teaching English especially in translation and to help the teacher in teaching learning process and providing the active learning, creative, innovative, effective and fun for students in classroom.

3. Researcher, it is useful as source of the information for further related studies and this study can be used by the researcher to get new experience in the teaching learning process and gives insightful knowledge of English proficiency.

H. Outline of the Research

   The systematic of this research divided into five chapters. Each chapter consist of many sub chapters with detail as follow:

   Chapter one it consist about introduction, they are: background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the aims of the research, definition of key terms, significance of the research and systematic of the research. Chapter two consist to the Theoretical Description, which explain the research, and Related Finding.

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[7]Welliya, "NARRATIVE TEXT."

Chapter three consist of methodology of the Research: place and time of the research, instruments of collecting data technique of data analysis and population and sample. Chapter four consist to Result of the Research: Description of the Data and Threats of the Research. Chapter five is consist about conclusions and suggestions.

CHAPTER II

THEORETICAL DESCPRIPTION

A. Theoretical Review

    1. Students' Ability

        a. Definition of students' ability

Students' ability consists of two words: students and ability. In Oxford advanced leaner's dictionary of current English, according to A. S Hornby, students are who studying at a university.[8] Students are anyone who studies or who is devoted to the acquisition of knowledge. Student is a person who attends a school, collage of university, a person who studies something.[9] In Indonesian dictionary the students is learner especially on the grade of elementary, junior and senior high school.

Ability is a quality or state being able, power to perform, whatever to perform, whatever physical moral intellectual, conventional or legal capacity, skill or competence in doing, sufficiency of strength, skill, resource. Ability is a natural tendency to do something successful or well.[10] In Oxford Dictionary "stated that ability is level of skill or intelligence.[11] Mariam says that "the ability is a quality or being able,

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[8]Hornby A S, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1974). p. 18

[9]"Merriam A Webster, Defenition of Student, (Http//Www.Merriam-Webster.Com/Dictionary/Student.), Retrideve 10:34 PM (2020)," n.d.

[10]Trianto, "Definition of Ability," *Definition of Ability*, n.d., http://www.brainyquote.com/words/ab/ability126113.html).

[11]Hornby A S, *Oxford Advance Learner's Dictionary of Current English* (New York: Oxford University Press, 2000).p. 2

especially in physical, mental or legal power to perform".[12] The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition of ability such as, "ability is:

1) Capacity or power to do something physical and mental.

2) Cleverness, intelligence.

3) Special natural power to do something well that talent.[13]

Based on explanation above ability is quality to makes students be able to do something, students can be easy to understand what they do and the students have intelligence well.

According to Brown, the word "ability" has three meanings, they are:

1) Achievement is actual ability and can be measured by straight use of the instrument or devised test.
2) Capacity is potential ability and can be measured by the individual's capacity.
3) Aptitude is quality and can be expressed by especially training.[14]

So ability is the students potential that can be used to measure or to know the individual's capacity and also can be expressed by training.

2. Translation

a. Definition of Translation

Translation theory provides rules in translation field, and if translation process is not based on translation theory, the translation

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[12]Webster A Mariam, *Webster's Collegiate Thesaurus* (USA: Massa Chusettes, 1976). p. 33

[13]Hornby A.S, *Oxford Advance Learner's Dictionary of Current English* (New York: Oxford University Press, 2000). p. 38

[14]Brown H. Douglas, *Teaching by Principles and Interactive Approach to Language Pedagogy* (New Jercy: Engle Wood Cliffs, 2001).. 236-238

products will be bad and cannot be understood by the target readers. Thus, studying about translation theory is as important as the practice of translating texts.

According to Kembaren[15]:

> Translation is the replacement of textual materials in one language by the equivalent textual materials in another language. The textual materials are words, phrases, sentences or grammatical structures that can replace the source text so that the target readers can understand the target text.

Based on Bassnett[16], two process must be clearly differentiated in any theory of translation. "In translation, there is substitution of TL meanings for SL meanings: not transference of TL meanings into the SL In *transference* there is an implantation of SL meanings into the TL text".

From the explanation above, translation is the communication of meaning from one language (the source) to another language (the target). Translation refers to written information, whereas interpretation refers to spoken information.

Translation is an activity that raisesstudents" awareness toward similarities and differences between source and target language grammatical structure. The differences of grammatical structures between source and target language often result in some change in the meaningduring the process of translation. A translator must comprehend both the structure of source and target language well because a

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[15]Farida Repelita Waty Kembaren, *Translation Studies From Theory to Practice*., (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2019).

[16]Susan Bassnett, *Translation Studies*, Third edit (New York: Routledge, 2002).

translation is not simply a matter of different word choice, but of different grammatical structures as well.[17]

From some of the meanings and explanation above we can conclude the meaning of translation. Translation is a mental activities in which a meaning of given linguistic discourse is rendered from one language to another. It is the act of transferring the linguistic entities from one language in to their equivalents in to another language. Translation is an act through which the content 0f a text is transferred from the source language (SL) in to target language (TL). The language to be translated is called the source language (SL), whereas the language to be translated into or arrived at is called the target language (TL).

Wehmeier, Mc Intosh, Tumbull & Ashby, in the Krishna Regm journal, the meaning of translation that, "translation is the process of changing something that is written or spoken into another language, whereas transliteration is to write or describe words or letters using letters of a different alphabet or language".[18]

Based on many definitions above, the researcher assumes that the translation is a process of transferring thoughts and message from the source language to the target language, in the form of written or spoken.

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[17]Anggraini, "An Analysis of Students ' Ability in Translating Text."
[18]Krishna Regmi, "Understanding the Processes of Translation and Transliteration in Qualitative Research," *International Journal of Qualitative Methods* 9, no. 1 (2010), p. 17, https://doi.org/10.1177/160940691000900103.

b. Process of Translation

As stated in the definitions of translating above, a translation is a process. In the translation there are procedures or steps. The process of translation needs to be understood by the translator because by that process they can take good ways in the translation. 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. The process of translation in Yessy and Sinambela journal in the Nida and Taber's book, consists of three steps as follows**:**

Figure I

Translation Process[19]
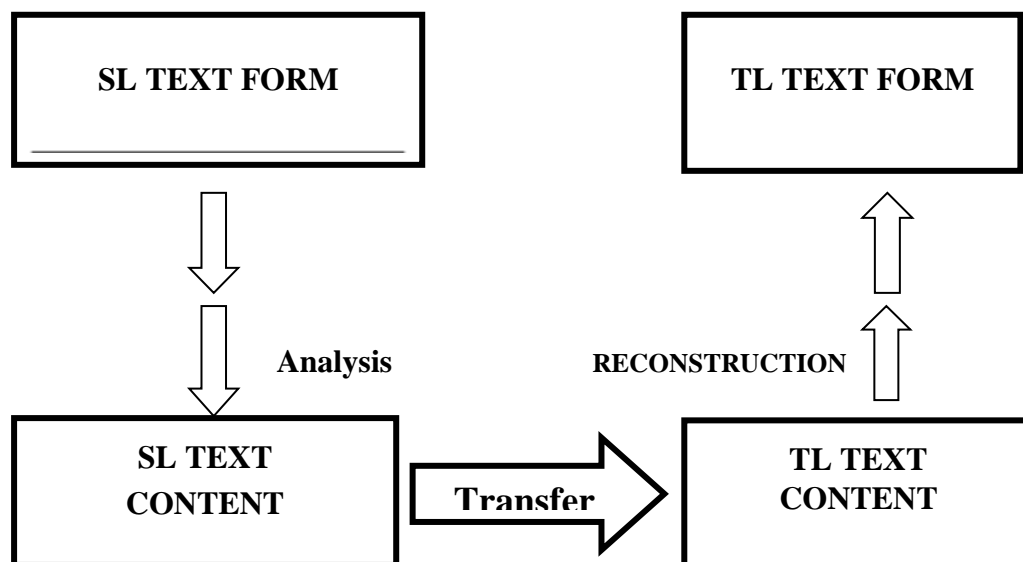
[19]Gusti Yessy and Erika Sinambela, "An Analysis of Students' Ability In Translating The Analytical Exposition Text In Eleventh Grade Of SMK N 11 Medan," *The Episteme Journal of English Literature and Linguistics* 4, no. 2 (2018): 1–31, uhn.ac.id.

c. Types of Translation

The types of translation can also be found by the rank of translation formulated by as follows:

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. Example:

a) SL: I like the clever student.

TL: *Saya menyukai itu pintar anak*

b) SL: I will go to New York tomorrow

TL: *Saya akan pergi ke New York besok*

2. Literal Translation

The source language grammatical constructions are converted to their nearest target language equivalents but thelexical words are again translated singly, out of context. As a re-translation process, this indicates the problems to be solved.

Example:

SL: My house is in the right side

TL: *Rumahku berada di sisi kanan*

3. Faithful translation

Faith translation attempts to reproduce the precise contextual meaning of the original within the constraints of the target language

grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from the source language norms) in the translation. It attempts to be completely faithful to the intentions and the text realization of the source language writer.

Example:

SL: When drug theraphy is not successful in managing intraocular

4. Semantic Translation

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the source language text, compromising on the 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents. It may make other small concessions to the readership. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

Example:

TL:He is a book-worm.

SL: *Dia laki-laki adalah seorang yang suka membaca/dia seorang kutu buku).*

5. Free translation:

Freetranslation produces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original.So called 'intralingual translation', often prolix and pretentious, and not translation at all.

Example:

SL: Killing two birds with one stone

TL: *Menyelam sambil minum air*

6. Idiomatic Translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

Example:

SL: How was your test? well, it's piece of cake.

TL: *Bagaimana tes mu? oh sangat mudah sekali.*

7. Communicative Translation

Communicative translation attempts to render the exact contextual meaning of the original such a way that both content and language are readily acceptable and comprehensible to the reader.[20]

Based on the quotation above, it can be seen that there are 7 types of translation in English. Furthermore, each types of translation have its own function and purpose. As stated in the previous chapter,

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[20]J. C. Catford, *A Linguistic Theory of Translation An Essay in Applied Linguistics* (London: Oxford University Press, 1965).

this research wants to find out how the student's ability in translating English into Bahasa Indonesia. That the researcher in this research will use the narrative text as the material for the students in translating English into Bahasa Indonesia, and the researcher focus in literal translation.

3. Translation Assessment

Based on Richards & Renandya, quoted by Hariyanto in her journal, there are several indicators in the translation assessment. They are:

a. Accuracy

Accuracy is the translation should convey the information in the source text precisely.

b. Appropriateness

Appropriateness is the sentences should sound fluent and native, and should be correct in terms of structure.

c. Cohesion

Cohesion is the sentence that holds the text together and gives it meaning.

d. Choice of Word

Choice of words is the ways that the writer uses words.[21]

In addition another assesment for translation test is also purposed by Nababan, quot in Imandari, Suhartono, and Wijaya in their journal, there are indicators of translation assesment test. There are, accuracy, readability, and acceptability. From this indicators, described in the column as follows:

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[21]Fariska Wulandari Hariyanto, "An Analaysis Of Students' English Vocabulary Mastery And Translation Ability In Senior High School," 2019, 250–63, https://www.researchgate.net/.

Translation Test Assessment

Assessment Rubric

Table 1

Criteria of Accuracy

Criteria	Score
Accurate and clear meaning, without any omission and addition or changes meaning.	3 (Accurate)
Correct meaning with minimum omission addition or changes meaning.	2 (Less-accurate)
Different meaning, unclear, ambiguous.	1 (Inaccurate)

Table 2

Criteria of Readability

Criteria	Score
Words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader.	3 (Readable)
In general, the translation can be understood by the reader; however there are certain parts that should be read more than once to understand the translation.	2 (Less-readable)
Translation difficult to understand by the readers.	1 (Unreadable)

Table 3

Criteria of Acceptability

Criteria	Score
Natural form, appropriate word, none of grammatical errors, read naturally.	3 (Acceptable)
Minimum inappropriate word or unnatural word.	2 (Less-acceptable)
Unnatural form, any inappropriate word.	1 (Inacceptable)[22]

3. Narrative Text

a. Definition of Narrative Text

Narrative text is one of several genre texts. Apart from narrative text, there are 13 other texts. According to Gerot and Wignell in Stoddard[23], explained that the 12 texts of the genre are:Spoof/Recount Genre, recounts, reports, analytical exposition, news Item, anecdote, procedure, description, hortatory exposition, explanation, discussion, reviews, and narrative text.

Narrative text is a text which contains about story (fiction/nonfiction, tales/ folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution.[24]

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[22]Bambang Wijaya, Ratih Zatil Imandari, Luwandi Suhartono, "An Analysis On English Students' Ability In Translating From Engllish Into Indonesian," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2015, 1–16, Nelitimedia.neliti.com.

[23]Elizabeth Stoddard, Review Of Related Literature, *Two Men*, 2017, 1–24, https://doi.org/10.2307/j.ctt1dgn3nd.7.

[24]Welliya, "Narrative Text."

According to Langan in Lubis[25] journal said "Narration is a writer tells the story of something that happened, through narrative we make statement clear by relating in detail something that has happened to us".

b. Generic Structure of Narrative Text

In the narrative there are some of generic structure. The generic structure in narrative text as follows:

Table 4
Generic Structure of Narrative Text

Text Elements	Content
Orientation	This is the introductory part of the stories where the author tells the reader who is in the story, when the story taking the place, and were the story is happening. Throughout this part, the reader can get the insight of what probably happens next in the story.
Complication	The part the author tells the chain of events in the story that influences what will happen in it. This is where the character plays their role. Many characters will be affected by some of the events happen in this part.
Sequence of Event	A narrative may present a series of event as the form of response from the characters to the complication of the story. It involves the character's feelings and what they do. That event is usually told in chronological order of with flashback. The point of view appears in this part.
Resolution	In this part, the story reaches its end. This is where the problem is solved.
Coda	Usually coda is present at the last paragraph. Coda includes a moral or message to be learn from the story.[26]

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[25]Rayendriani Fahmei Lubis, "NarrativeText" 4, no. 2 (2016): 1–14, http://jurnal.iainpadangsidimpuan..ac.id/index.php//EEJ/article/view/1176/978.

[26]Irwan Sulistyo, "An Analysis Of Generic Structure Of Narrative Text Written By The Tenth Years Students Of SMA Yasiha Gubug" 4, no. 2 (2013): 169–81, http://media.neliti.com.

c. The Function of Component Narrative

The function of component narrative text are:

1. Orientation
   The function of orientation:
   a) Content of topic an activity or event which wonderfully will be talked.
   b) Should be interest and can provoke the readers to know specially.
   c) Using adjective to describe personal attitude generally.
2. Complication
   a) Content details about the activities or the events which problematic which are arranged sequence from introduction, conflict until climax.
   b) Talking chronologically, sequence the activities are done, the same in writing recount text, in narrative text is also used sequence. Makers: first, second, third, etc. or first, next, after, that, then, finally etc.
3. Grammatical features
   a) Using predicate with the verb which past tense forming, past perfect tense, past continuous tense.
   b) Using verb of doing on predicate, such as ran out, got and bent etc. which describe the activities.
   c) Using adjective which the function to show the personal attitude, such as frightened, quiet, calm, worried, confused, anxious, happy. Repenting subjective pronoun is same in text is general such as: first my aunt was very frightened, but she tried to manage herself to be quiet.
   d) Using conjunction is also found such as: first, my aunt was very frightened but she tried to manage herself to be quiet.
4. Resolution
   Content problem solving has told until the climax.
5. Coda
   Content about moral lesson which is possible can be taken at the events, such as my aunt was so relieved to see the snake leaving the room without making my harm to anybody.[27]

d. Language Features

There are some language features in narrative text, they are:

1. Certain noun, pronouns, animals, and certain thing in the story, such as maid, stepsister, housework.

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[27] Lubis, "NarrativeText."

2. Adjectives extending noun phrase, such as long black hair, two read apples.
3. Time connectives and conjunction to make events sequence, such as then, before, soon, next, etc.
4. Adverbs and adverbial phrases to show location and time of events such as there, here, in the, mountain, happily, etc.
5. Action verbs in past tense: stayed, climbed, jumped, etc.
6. Saying verb indicating utterance such as said, told, promised, and thinking verbs identifying the thought, perception or feeling of the character in the story, such as thought, understood, felt, seemed, etc.
7. The use of the Past tense.[28]

So, researcher concludes the language features of narrative text are to get or to find the adjectives extending noun phrase, action verb in past tense, time connectives and conjunction. It has talked about that comprehension to construct the language to take the information from the text.

e. **Example of Narrative Text**

In this research, the researcher uses narrative text as a task that the students will translate in data collection later. There are several examples of narrative text will be explained below:

1. Story of Legend

The Legend of Surabaya City

No way! This is my lunch. You are greedy; said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

[28]Megan Watkins Peter Knapp, *Genre Text Grammar*, First Edit (Sydney: UNSW Press Book, 2005).P. 67.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

2. Story of Fabel

A Cat and a Fox

One day a cat and s fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs," she said. "I know only one trick to get away from dogs," said the cat. "You should teach me some of yours!"

"Well, maybe someday, when I have the time, I may teach you a few of the simpler ones." Replied the fox airily. Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder, the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. "This is the trick I told you about, the only one I know," she called down to the fox. " Which one of your hundred tricks are you going to use?"

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces. A single plan that works is better than a hundred doubtful plans.

3. Story of Fairytale

The Beauty and the Beast

Once upon a time, there lived a merchant and his beautiful daughter named Beauty. One day, the merchant got lost in the forest and arrived at a palace. He went inside and did not see anyone inside, so he finally decided to spend the night there.

The next morning, when the merchant left, he saw a beautiful rose in the garden. He thought of Beauty and picked it up. Suddenly, a terrible beast approached him and screamed at him for stealing in his garden. The merchant was frightened and explained that he picked the rose for Beauty, his daughter. The Beast said that he would let him go if he chose to send Beauty to stay with him. Fearfully, the merchant finally agreed.

At home, he sadly told it all to Beauty. The Beauty understood and made the decision to go to the palace. Initially, she was afraid of the Beast but within a few days she realized that the Beast was kind and gentle. One day in the magic mirror the Beast had given her, Beauty saw that his father was ill. Unable to see his grief, the Beast allowed her

to go home. Beauty was happy to be back again. Under Beauty's care, his father was able to heal quickly.

One day, Beauty thought of the Beast and looks into the mirror miraculously. She saw the Beast was also sick. She went to the palace to meet him. Beauty saw the Beast groaning in pain and dying. The Beast was sick because he loved and missed Beauty to much. Beauty then embraced him and told him that she loved him and kissed him gently. At that moment, the Beast transformed into a handsome prince. Beauty was shocked, the prince explained that her sweet words had destroyed the spell given by a witch to him. They soon get married and lived happily ever after.

B. Review of Related Finding

The research will be better if the researcher includes and state the previous studies related to ability in translating narrative text:

The first is research from Asrifan. Nadirah and Tahir. The findings of the research showed that the students' mean score in translation test is 78.43 and it was categorized as good. The study concluded that (1) the students have a good ability in translating English phrases into Indonesian, and (2) although the students have good ability in translating English phrases into Indonesian, they still face difficulties in translation.[29]

The second, in Anggraeni's research in their research, the result of data analysis showed that the translation mostly used were first is communicative translation 31 of 63 data (49.2%), the second is faithful translation 19 of 63 data (30.16%), the third is literal translation 9 of 63 data (14.23%), the fourth is semantic translation 3 of 63 data (4.77%), and the last is word by word translation 1 of 63 data (1.6%). The conclusion is Ingrid Dwijani Nimpoeno produced the good translation in translating complex sentences,

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[29]Andi Asrifan, Nadirah, and M. Hijaz Tahir, "The Ability To Translate English Phrases Into Indonesian and The Difficulties Faced By The Eleventh Grade students Of SMAN 1 Pancarijang," *Journal Of Advanced Engllish Studies* 2, no. 1 (2019): 41–46, unifa.ac.id.

because her translation results are easy to understand, and the messages well delivered.[30]

The third, in Yessy and Sinambela's research, the result of this study showed that the students are able to translate the analytical exposition text. From 30 samples there were 25 students (83%) able to translate the analytical text and there were 5 students (17%) unable to translate analytical exposition text. The writer also analyze the score medium of the students. Based on the Instructional System of Development Produce on SMK N 11 Medan is 70 and the score medium the students is 70.6. It means that the students are able to translate analytical exposition text in eleventh grade of SMK N 11 Medan. It can be seen from the median of students score which is higher that (KKM) that is determined in the school (70.670).[31]

The fourth, Imandari, Suhartono, and Wijaya[32] in their journal, the result of the study shows that the students' ability in translating from English into Indonesiangenerally is Excellent, with 15 (65.2%) students achieved excellent level and (34.8%) students achieved good level. Furthermore, for the pronouncommon errors made by the students in translating from English intoIndonesian are the students did not mention or omitted the pronoun in the target text.

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[30]Ane Anggraeni, "An Analysis of English-Indonesian Translation Method Used by Ingrid Dwijani Nimpoeno in Translating Green's The Fault in Our Stars," 2018, 1–33, http://repository.unpas.ac.id.

[31]Yessy and Sinambela, "An Analysis of Students' Ability In Translating The Analytical Exposition Text In Eleventh Grade Of SMK N 11 Medan."

[32]Ratih Zatil Imandari ., "An Analysis on English Students' Ability in Translating from English into Indonesian" 15 (n.d.): 1–16.

The fifth, Hariyanto and Fariska Wulandari[33] in their journal, the purposes of this research are to find out students capability in English vocabulary mastery and translation ability and to find out the problems that students face in learning English. Based on the findings of this research, it can be concluded that the average score of students' vocabulary mastery test is 65.15 and the average score of students' translation ability is 63.93. Both indicate that students capability in English language especially in vocabulary mastery and translation ability is low. Students also faced difficulties in answering questions containing low frequency vocabularies because they rarely see or read the words.

C. Hypothesis

Formulated research hypothesis has been tested with a quantitative descriptive approach. So, the hypothesis of this research is that "the students' ability in translating English into Bahasa Indonesia in narrative texts at the Abinnur Al-Islami Islamic Boarding School Mompang Jae Panyabungan Utara is categorized as low ability".

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[33]Hariyanto, "An Analaysis Of Students' English Vocabulary Mastery And Translation Ability In Senior High School."

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research has been conducted at at Pondok Pesantren Abinnur Al-Islami Mompang Jae Jl. Medan Padang, Kelurahan Mompang Jae, North Panyabungan districh, Mandailing Natal, North Sumatera Utara Province. The time of this research will be started from March 2020 until December 2021.

B. Types of Research

Based on analysis of data, the researcher used the quantitative research. Quantitative research as a method for researching certain population or sample, collecting data using research instrument, and analyzed statistical data. It was an analysis research, this research observed one variable and type of the research was descriptive method. Descriptive method is determiners and describes the way things are. Descriptive research can be either quantitative or qualitative.

So, for this research, the researcher used quantitative descriptive method was used to describe students' ability in translating English into Bahasa Indonesia at grade XI of Abinnur Al-Islami Mompang Jae Islamic Boarding School.

C. Population and Sample

1. Population

The population of this research was The eleventh grade students of Madrasah Aliyah Abinnur Al-Islami Mompang Jae Panyabungan Utara. The class consisted of two rooms, there were for class male and female, and each class consisted of 30 students. Total number of population were 60 students. The population can be seen in the table below:

Table 5

Population of Students At Grade XI Abinnur Al-Islami Mompang Jae

Bording School

NO	Class	Number of Students
1	XI Male (Pokir)	30 Students
3	XI Female (patayat)	30 Students
Total		**60 Students**

2. Sample

In this research, the researcher used cluster sampling to take the sample. Based on the population consisted of class XI for class of male and female. So, in this research, researcher used cluster sampling. Where, there were two class XI in the islamic boarding school and their classes are separated between male and female. Then the sample was took based on the female class only with a sample of 30 students.

So, the sample in this research were students at grade XI of Abinnur Al-Islami Mompang jae Panyabungan Utara Islamic Boarding School , and described in the column as followed below:

Table 6

Sample of Students At Grade XI Abinnur Al-Islami Mompang Jae Boarding School

NO	Class	Total
1	XI Female class (Patayat)	30 Students
	Total of the Students	**30 Students**

D. Instrument of Collecting Data

In this research, researcher used the test as instrument of collecting data. Test is a few questions or exercises and another instrument used to measure the skill, intelligence, ability, or talent had by an individual or group.[34] In collecting data from the students, the researcher used the test to know the students ability in translating narrative text, then the kind of the test is essay test. The researcher used essay test in translating narrative text to know the students ability in translating narrative text.

The test was finished by one time, the researcher asked the students to translate narrative text as a instrument of collecting the data. The narrative text has been translated in 60 minutes. When the students finished their translating the test, the researcher collected their test. Then the researcher analyzed every

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[34]Arikanto Suhasimi, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010).

word in each sentence, and the sentences that has been transleted by students were 10 sentences.

E. The Procedure of Collecting Data

In this research, there were 6 steps of research process. There were:

1. The researcher conducted a meeting with the headmaster,English teacher and the students to tell them the purpose of this research.

2. The researcher arranged the time for doing the test.

3. The researcher gave the test to the 30 students.

4. The students took the test in the classroom. The students has been given time 60 minutes for translating the test.

F. Technique of Data Analysis

The researcher applied descriptive method to analyze the data collecting from the respondents particularly the English texts, the researcher tabulated the data to find out the rate percentage of the students in translating English narrative text into Indonesia by using the following formula:

1. Collecting the students' answer sheets and giving score by analyzing the answer. The researcher followed the criteria:

Table 7

Translation Test Assessment

NO	Aspect	Criteria	Score
1	Accuracy	Accurate and clear meaning, without any omission and addition or changes meaning.	3 (Accuracy)
		Correct meaning with minimum omission addition or changes meaning.	2 (Less-accuracy)

		Different meaning, unclear, ambiguous.	1 (Inaccurate)
2	Readability	Words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader.	3 (Readable)
		In general, the translation can be understood by the reader; however there are certain parts that should be read more than once to understand the translation.	2 (Less-readable)
		Translation difficult to understand by the readers.	1 (Unreadable)
3	Acceptability	Natural form, appropriate word, none of grammatical errors, read naturally.	3 (Acceptable)
		Minimum inappropriate word or unnatural word.	2 (Less-acceptable)
		Unnatural form, any inappropriate word.	1 (Inacceptable)[35]

2. Counting the students' ability in translating from English into Indonesia in percentage by using formula. After collecting the data, the researcher analyzed the result of the test with mean scores and the average scores. The researcher presented the result of the test in descriptive data with the formula as following:

$$M = \sum \frac{x}{n}$$

Explanation:

M   : Mean score (average)

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[35]Ratih Zatil Imandari, Luwandi Suhartono, "An Analysis On English Students' Ability In Translating From English Into Indonesian."

∑x   : Total of the result

n : Sum of respondent[36]

      After the researcher got the data, it would enter in test hypothesis with the formula as following:

Z-Test

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1 - p)}{n}}}$$

Explanation:

x: Data that includes hypothesis categories.

n: All of data

$p:$ Hypothesis proportion[37]

3. Then to know the students result or score calculated into classification quality. The qualification quality of the result could be seen in the following table below:

Table 8
The Classification Quality of the Students' Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21 – 40%	Low
3	41% - 60 %	Enough

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[36]Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: Rajagrafindo Persada, 2018), P.81.

[37]Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan* (Medan: Perdana Mulya Sarana, 2014), P. 80.

| 4 | 61% - 80% | High |
| 5 | 81% - 100 % | Very high[38] |

After the researcher found the mean score of all students', it would be consult to the criteria as the following :

a. If the value of mean score is 0 -20, it can be categorized into very low ability.

b. If the value of mean score is 21-40. It can be categorized into low ability.

c. If the value of mean score is $41 - 60$, it can be categorized into enough ability.

d. If the value of mean score $61 - 80$, it can be categorized into high ability.

e. If the value of mean score $81 - 100$, it can be catsegorized into very high ability.

4. Taking conclusion from the test instrument, it is have concluded the analytical solidly and briefly.

To analysis the students' analysis of the students on translating English narrative text into Bahasa Indonesia, the researcher has taken the steps below:

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[38]Riduwan, *Pengantar Statistik Untuk Penelitian* (Bandung: Alfabeta, 2013), P. 23.

a. The reseracher analyze the result of the test.

b. Analyze where the place of mistake of students in the test and the difficulties of students on translating the text.

c. Describe the difficulties of students.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, this research discussed about the result that consisted of description of data, calculation, mean score, hypothesis testing and discussion. This quantitative descriptive analysis used mean score to get their whole result as general, then to test the hypothesis. Then to test the hypothesis, the researher used formula of Z-Test. Next, the detailed description of data as follows:

A. FINDINGS

The researcher has done this research in Abinnur Al-Islami Mompang Jae Panyaungan Utara Islamic Boarding School. Absolutely, to know the existed of the students' ability and students' difficulties in translating English into Bahasa Indonesia, the researcher used the test as instrument of collecting the data. The first, the researcher come to the school to research the data. After that, at the school the researcher come to the class XI to get the data.

The stages of collecting the data are: the first, the researcher prepared the test for the students and the research asked them to answer the translating test, the kind of text in the test was narrative text and there were 10 sentences in the text to translate. The second, the instrument have been given for the grade XI students of Abinnur Al-Islami Mompang Jae Panyabungan Utara Islamic Boarding School and the students were given 60 minutes to do their test. The third, after 60 minute have passed, the researcher collected their test. The fifth, the researher check and analyzed the result of each students based on the assessment indicators and then the researcher gived value of each their test.

The sixth, the researcher analyzed the students difficulties in translating English narrative text into Indonesia.

1. **Students' Ability in Translating English Narrative Text into Indonesian**

The first finding is related to students' ability in translating English narrative text into Indonesian. The score each of students could be seen in the table below, where to get a score like the table below, researcher have analyzed the score of each students based on the assessment indicators. In the assessment indoicators, the parts of assessed on the students translating test were accuracy, readability, and acceptability.

Each score of students was described in appendix IV and V, in the appendix IV was described about score of each students. Wherever, the scoring of translating the test from each students in the value of the sentence. In each translated sentence, would be assessed based on indicator. The indicators in the translation test assessment are accuracy, readability, and acceptability.

From the test there were 10 sentences that have been translated by students, the results of the assessment of each sentence can be described as follows. From the first sentence, the total results of all accuracy on students' ability in translating English into Bahasa Indonesia at grade XI of Abinnur Al-islami Mompang Jae islamic boarding school was 75, from the second sentence was 70, from the third sentence was 64, from the fourth sentence was 60, from the fifth sentence was 71, from the sixth sentence was 62, from the seventh sentence was 64, from the eighth sentence was 59, from the ninth sentence 57, and from the tenth sentence was 50.

From the first sentence, the total results of all readability on students' ability in translating English into Bahasa Indonesia at grade XI of Abinnur Al-islami Mompang Jae islamic boarding school was 68, from the second sentence was 54, from the third sentence was 45, from the fourth sentence was 45, from the fifth sentence was 59, from the sixth sentence was 50, from the seventh sentence was 41, from the eighth sentence was 42, from the ninth sentence 33, and from the tenth sentence was 34.

From the first sentence, the total results of all acceptability on students' ability in translating English into Bahasa Indonesia at grade XI of Abinnur Al-islami Mompang Jae islamic boarding school was 61, from the second sentence was 40, from the third sentence was 45, from the fourth sentence was 43, from the fifth sentence was 49, from the sixth sentence was 41, from the seventh sentence was 39, from the eighth sentence was 33, from the ninth sentence 32, and from the tenth sentence was 30.

After each student's score has been obtained, in Appendix V explains the total number of each indicator that has been added up based on accuracy, readability, and acceptability, as follows. Total score of accuracy student's ability in translating English into Bahasa Indonesia at grade XI of Abinnur Al-islami mompang Jae islamic boarding school was 636.

Total score of readability student's ability in translating English into Bahasa Indonesia at grade XI of Abinnur Al-islami mompang Jae islamic boarding school was 472.

Total score of acceptability student's ability in translating English into Bahasa Indonesia at grade XI of Abinnur Al-islami mompang Jae islamic boarding school was 409.

Total score of student's ability in translating English into Bahasa Indonesia at grade XI of Abinnur Al-islami mompang Jae islamic boarding school was 1.517.

After the researcher assessed each student's test, then in the appendix V reseaercher explained about the calculation and acquisition of the final result of each students's score based on accuracy, readability, and acceptability in a table, so that the final result were obtained in the total score column after adding up the whole.

The total score of students' ability in translating English into Bahasa Indonesia at grade XI Abinnur Al-Islami Mompang Jae Panyabungan Utara Islamic Boarding School was described on the table below:

Table 9
Students' Total Score In Translating English Into Bahasa Indonesia Test

NO	Students' Initial Name	Total Score
1	ARK	62
2	AR	62
3	AA	62
4	AS	24
5	DA	43
6	EM	40
7	IS	56
8	KTS	76
9	NSM	55
10	NR	40
11	NKH	43
12	NA	62
13	NAZ	65
14	NP	39

15	NS	40
16	RP	64
17	RA	31
18	RSN	48
19	RR	48
20	RS	37
21	SMM	55
22	SW	70
23	SAL	43
24	SM	50
25	SAN	46
26	SNW	59
27	US	65
28	UK	48
29	YRH	24
30	ZA	55
	Total	1.517

Based on table above, the total scores in grade XI of Abinnur Al-Islami Mompang Jae Panyabungan Utara islamic boarding school in translating English into Bahasa Indonesia test was 1.517. It can also be seen that there was student who got 76 as the highest score and there was student who have 24 score as the lowest score.

After obtaining total score, the researcher did calculations. The first, researcher found out the mean score. The mean score wa used to find the average value of the total score of the answers given by the respondents, which were arranged in the distribution of the data, as clarified as follows:

Mean Score

$$X = \frac{\sum fixi}{N}$$

$$X = \frac{1.517}{30}$$

$$= 50.56$$

After that, the researcher looked for the median value. The median score was used to find the middle value of the total score of all the answers given by the respondents, which were arranged in the distribution of the data.

Median Score

$$\text{Me} = \text{b+p} \left(\frac{\frac{1}{2}n - F}{m} \right)$$

$$= 41.5+6 \left(\frac{\frac{1}{2}(30) - 8}{8} \right)$$

$$= 41.5+6 \left(\frac{15 - 8}{8} \right)$$

$$= 41.5+6 \ (0.87)$$

$$= 41.5+5.22$$

$$= 46.72$$

After the median score, the researcher looked for the mode score. The scoring mode is used to find the answers that occur frequently or the values that occur most often and or the frequency value is the most from the respondents.

Modus score

$$\text{Mo} = \text{b} + \text{p} \left(\frac{b1}{b1 + b2} \right)$$

$$= 41.5+6 \left(\frac{1}{1+3} \right)$$

$$= 41.5+6 \left(\frac{1}{4} \right)$$

$$= 41.5+6(\ 0.25 \ )$$

$$= 30.5+1.5$$

$$= 43$$

The data above, were obtained to determine the ability of students in translating English into Bahasa Indonesia. So that, the data description was required which is reinforced by the presentation of mean score data, median score and modus score.

Mean score is the classification of data, so that the mean score was 50.56. The median score is used to find the median value of the total score of the overal answer obtained by the respondent, median score was obtained 46.72. Then the modus score is used to find the answer or value that has the most frequency of respondents in translating English into Indonesian and modus score was 43.

To know the quality score of each students in translating English into Bahasa Indonesia, it can be seen as below:

Table 10

Quality Score of the Students' Translating English

Into Bahasa Indonesia Test

NO	Students' Initial Name	Total Score	Quality
1	ARK	62	Enough
2	AR	62	Enough
3	AA	62	Enough
4	AS	24	Low
5	DA	43	Enough
6	EM	40	Low
7	IS	56	Enough
8	KTS	76	Enough
9	NSM	55	Enough
10	NR	40	Low

11	NKH	43	Enough
12	NA	62	High
13	NAZ	65	High
14	NP	39	Low
15	NS	40	Low
16	RP	64	High
17	RA	31	Low
18	RSN	48	Enough
19	RR	48	Enough
20	RS	37	Low
21	SMM	55	Enough
22	SW	70	High
23	SAL	43	Enough
24	SM	50	Enough
25	SAN	46	Enough
26	SNW	59	Enough
27	US	65	High
28	UK	48	Enough
29	YRH	24	Low
30	ZA	55	Enough
	Total	**1.517**	

Based on table above, it is clear that quality score of the students' scores in translating English into Bahasa Indonesia was different.There were many students who have low, enough, and high quality. It can also be seen there was 8 students have low quality, 12 students have enough quality, and 10 students have high quality of score. It means that the test of students' ability in translating English into Bahasa Indonesia at grade XI of Abinnur Al-Islami Mompang Jae Panyabungan Utara was various.

The result of the assessment of a test that have been obtained, then calculated into the data needed to test the hypothesis. So, the values are tabulated as follows:

Table 11

Calculation of Students Score in Translating English Into

Bahasa Indonesia Test

NO	Statistic	Variabel
1	High Score	76
2	Low Score	24
3	Mean Score	50.56
4	Median	46.72
5	Modus	43

From table above, it was known that the high score for variable in translating English Into Bahasa Indonesia in narrative text test has been searched from 30 students, and based on the total of sample research the highest score was 72 and low score was 24, mean score 50.56, median was 46.72 and modus was 43.

Based on the calculation the mean score was 50.56. So, the students' ability in translating English narrative text into Indonesia was enough, it can be known from the table of interpretation mean score in chapter III. To know revelation of data done to group with the variable score in translating English into Bahasa Indonesia in narrative text which interval 9, it can be seen in the table below:

Table 12

Frequency Distribution in Translating English Into

Bahasa IndonesiaTest

NO	Interval Class	Frequency Absolute	Frequency Relative
1	24 - 32	3	10%
2	33 - 41	5	17%
3	42 - 50	8	27%
4	51 - 59	5	17%
5	60 - 69	7	23%
6	70 - 79	2	6%
	i = 9	**30**	**100%**

Figure 2
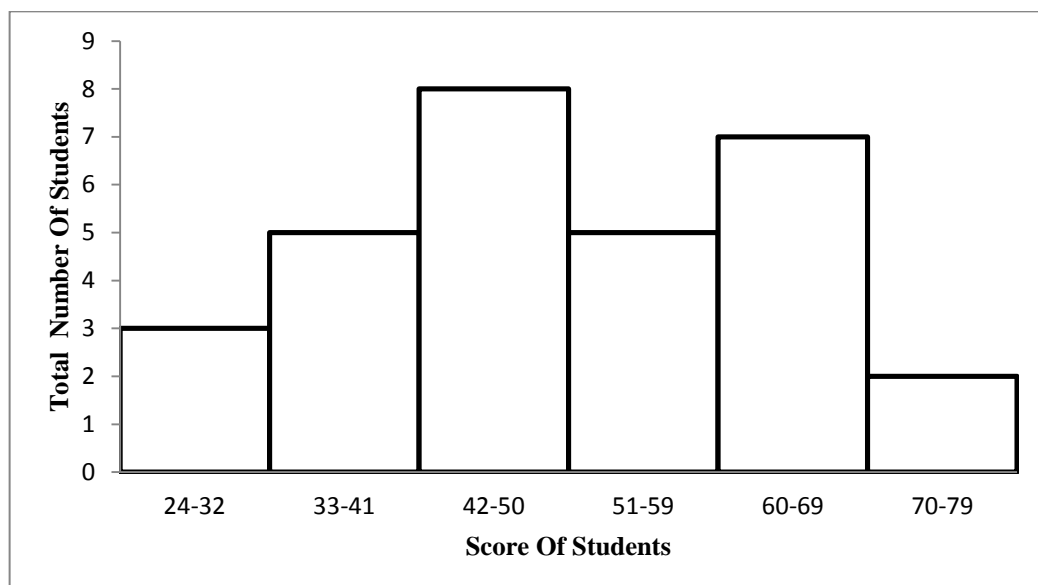
Histogram 1
Percentage of Students Score in Translating English into Bahasa Indonesia Ability At Grade XI Abinnur Al-Islami Mompang Jae Panyabungan Utara Islamic Boarding School

Based on the table above, it was known that the variable revelation of students' ability in translating English into Bahasa Indonesia in narrative text were the respondent at interval 24-32 were 3 students (10%), interval 33-41 were 5 students (17%), interval 42 – 50 were 8 students (27%), interval 51 – 59 were 5 student (17%), interval 60 – 69 were 7 students (23%), interval 70 – 79 were 2 students (6%). So, the meaning of interval in this research is to showing or find out the order and different in the distance between the data produced by the sample in obtaining athe score in a percentage.

2. **Students' Difficulties in Translating English Narrativve Text into Indonesian**

The second finding is related to students' difficulties in translating English narrative text into Indonesian. From this research, the researcher has found some students' difficulties in translating English narrative text into Indonesian. The researcher analyzed students' difficulties based on the accuracy, readability and acceptability. The researcher get data as below:

1. **Students' Difficulties in Accuracy**

Based on the indicators of translating assessment, accuracy is one of the factor in assessing the result of translating. The accuracy assessment was seen in the sentence that accurate and clear meaning, without any omission and addition or changes meaning.

After analyzing the answer sheet of students, researcher was found some of difficulties in translating Engllish narrative text into Indonesian.

There were also students' difficulties regarding the accuracy of translating the text. The sentences was translated by students were:

SL: she came to a spring,

TL: (The students has translated that sentence) *dia tiba di musim semi*, the accuracy sentence was *dia sampai ke sebuah mata air* or should *be dia tiba di sebuah mata air.*

SL: She had climp up a blade of grass. While making her way up, she slipped and fell unintentionally in to the water.

TL: (The students has translated that sentence) *dia memanjat di atas rumput. Saat dia berjalan lebih atas membuat ia terpeleset dan terjatuh*, the accuracy sentence was *dia harus memanjat rumput. Ketika ia memanjat ke atas, ia terpeleset dan tanpa sengaja jatuh ke dalam air.*

SL: The dove quickly put of a leaf from a tree and dropped it immediatelly into the water near the struggling ant",

TL: (The students has translated that sentence) *si burung merpati dengan cepat mengambil sehelai daun dan segera memberikannya kepada semut yang meronta-ronta dalam air*, the accuracy sentence was *burung merpati cepat memetik daun dari pohon dan langsung menjatuhkannya ke dalam air dekat semut yang mencoba menyelamatkan diri itu.*

SL: Then the ant moved towards the leaf and climbed up. Soon it carried her safely to dry ground.

TL: (The students has translated that sentence) *maka semut pindah kededaunan dan naik memanjat disana dia segera mengangkat dan mengeringkan tanah*, the accuracy sentence was *kemudian semut bergerak menuju daun dan naik ke atas nya. Segera daun itu membawanya dengan selamat ke tanah kering.*

SL : Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

TL : (The students has translated that sentence) *Semut menyakiti penebang pemburu memasukkan jaring dan merpati cepat cepat meninggalkan dari tempat pemburu*. The accuracy sentence was *merasakan sakit, pemburu menjatuhkan jaring nya dan kemudian burung merpati terbang cepat keluar dari jaring tersebut.*

2. Students' Difficulties in Readability

Readability assessment was seen in the sentence. That the sentence was readable when the word, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader. The sentences was translated by students were:

SL : An ant was seekking for some water.

TL : (The students has translated that sentence) *semut menelan sedikit air setelah berbicara kira-kira*. The readability sentence was *seekor semut sedang mencari air.*

SL : She had to climb up a blade of grass.

TL : (The students has translated by that sentence) *dia naik memanjat mata pisau*.

The readability sentence was *dia harus memanjat rumput*.

SL : while making her way up.

TL : (The students has translated by that sentence) *saat menaik di atas* the readability sentence was *ketika ia memanjat ke atas*.

3. Students' Difficulties in Acceptability

Acceptability assessment was seen in the sentence. That the sentence acceptable when the sentence natural form, appropriate word, none of grammatical errors, and read naturally. The sentences was translated by students were:

SL : put of a leaf from a tree.

TL : (The students has translated by that sentence) *mengambil sehelai daun*, the acceptability sentence was *memetik daun dari pohon*.

SL : Dropped it (leaf) immediatelly into the water

TL : (The students has translated by that sentence) *segera memeberikannya*, the acceptability sentence was *langsung menjatuhkan nya (daun) ke dalam air*.

From the result of the students difficulties data above, then the teacher overcome the students' difficulties in translating English narrative text into Indonesian. Amonng them, the teacher overcome students' difficulties in translating narrative text by helping students in translating difficult words. Then the teacher make a group between students work together in translating the narrative text, so that the students arranged the sentence into correct sentence structure. Then the teacher help the students with making a

collection of difficult vocabulary words when translating into a mini dictionary.

4. **Hypothesis Testing**

The hypothesis of research was "The Ability of the Eleventh Grade Students of Madrasah Aliyah Abinnur Al-Islami Mompang Jae Panyabungan Utara in Translating English Narrative Text into Indonesia is low ability. Based on the collected data, the data have been analyzed to prove hypothesis by using formula of Z- test. It can be seen as follow:

Calculation of Z-test:

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p\,(p-1)}{n}}}$$

$$= \frac{\frac{8}{30} - 0.48}{\sqrt{\frac{0.48\,(0.48-1)}{30}}}$$

$$= \frac{0.26 - 0.48}{\sqrt{\frac{0.48\,(-0.52)}{30}}}$$

$$= \frac{-0.22}{\sqrt{-0.008}}$$

$$= \frac{-0.22}{0.089}$$

$$= -0.404$$

Explanation:

x : Data that includes hypothesis categories

n : All of data

p : Hypothesis proportion

Calculation of Z_{table}:
$$Z\left(\frac{1}{2}\,\alpha\right) = Ztable$$

$$\alpha = 0.05$$
$$Z\left(\frac{1}{2}\,\alpha\right)$$

$$Z\left(\frac{1}{2}\,(0.05)\right)$$

$$Z = 0.025$$

So, $Z\text{-count} < Z_{table}$
$Z\text{-test} = -0.404 < Z_{table} = 0.025$

Based on calculation, it can be concluded that $Z_{count} = -0.404$ was less than $Z_{table} = 0.025$ ($Z_{count} = -0.404 < Z_{table} = 0.025$ by level 0,05). So, from the result above the researcher concluded that the hypothesis in this research was rejected by using Z-test, because $Z_{count} = -0.404 < Z_{table} = 0.025$, it means from the result above the researcher concluded that the hypothesis the ability of the eleventh grade students of Madrasah Aliyah Abinnur Al-Islami Mompang Jae Panyabungan Utara in translating English narrative text into Indonesia was rejected.

B. Disscussion

1. Students' Ability in Translating English Narrative Text into Indonesian.

In this research, the researcher search students' ability in translating English into Bahasa Indonesia at grade XI of Abinnur Al-Islami mompang

jae Panyabungan Utara islamic boardinng school. The researcher wanted to know the students' ability in translating English into Bahasa Indoesia. The research conducted a test. The researcher conducted it determine the level of students' ability in translating English into Bahasa Indonesia.

After analyzing the data, it was known that the students' ability in translating English into Bahasa Indonesia at grade XI of Abinnur Al-Islami Mompang Jae Panyabungan Utara Islamic Boarding School was in enough ability based on the classification quality of the students' score in table 8 chapter III, because the mean score was 50.56, but the students' ability in translating English Into Bahasa Indonesia was below enough category, so students still has problem about translating.

The research hypothesis was proved by calculation using the Z_{test} that has been carried out by the research. The calculation result was $Z_{count} = -0.404 <$ than $Z_{table} = 0.025$ by level of significances 0.05. So, from the result the researcher concluded that the hypothesis was rejected.

As a comparison for the result of this research with previous research, the first came the result of Asrifan, Nadirah, and Tahir, in their research, the findings of the research showed that the students' mean score in translating test was 78.43 and it was categorized as good. The study concluded that (1) the students have a good ability in translating English phrases into Indonesian, and (2) although the students have good ability in translating English phrases into Indonesian, they still face difficulties in

translation.[39] The research result was different proabably caused by the mean score of this research was 50.56 and it was categorized as enough. The research concluded that the students have enough ability in translating narrative text into Bahasa Indonesia, but from their research the students have a good ability in translating English phrases into Indonesian with the mean score in translating test was 78.43.

The second is Anggraeni, the result of this research showed that the translation mostly used were first is communicative translation 31 of 63 data (49,2%), the second was faithful translation 19 of 63 data (30,16%), the third was literal translation 9 of 63 data (14,23%), the fourth was semantic translation 3 of 63 data (4,77%), and the last was word by word translation 1 of 63 data (1,6%). The conclusion was Ingrid Dwijani Nimpoeno produced the good translation in translating complex sentences, because her translation results are easy to understand, and the messages well delivered.[40] The research result was different probably with this research, because this research only focused in their result of translating the narravtive text and then the researcher only give score for their test whether the sentences was related to the assesment test, was the sentence accuracy, readability, and acceptability. The result of The conclusion was Ingrid Dwijani Nimpoeno produced the good translation in translating complex sentences, because her

[39]Andi Asrifan, Nadirah, and M. Hijaz Tahir, "The Ability To Translate English Phrases Into Indonesian and The Difficulties Faced By The Eleventh Grade students Of SMAN 1 Pancarijang," *Journal Of Advanced Engllish Studies* 2, no. 1 (2019): 41–46, unifa.ac.id.
[40]Ane Anggraeni, "An Analysis of English-Indonesian Translation Method Used by Ingrid Dwijani Nimpoeno in Translating Green's The Fault in Our Stars," 2018, 1–33, http://repository.unpas.ac.id.

translation results are easy to understand, and the messages well delivered, but from this research translating narrative text into Bahasa Indonesia was enough categorized.

The third, in Yessy and Sinambela's research showed that the students are able to translate the analytical exposition text. From 30 samples there were 25 students (83%) who are able to translate the analytical text and there were 5 students (17%) unable to translate analytical exposition text. The writer also analyzed the score of medium of the students. Based on the Instructional System of Development Produce on SMK N 11 Medan is 70 and the score medium the students was 70,6. It means that the students were able to translate analytical exposition text in eleventh grade of SMK N 11 Medan. It can be seen from the mean of students score which was higher then (KKM) that is determined in the school (70.670).[41]The result of the previous research was better than this research maybe because previous research was about to translate the analytical exposition text. Different with this research, this research was categorized in enough ability in translating narrative text.

The fourth was Imandari, Suhartono, and Wijaya[42] in their journal, the result of the study shows that the students' ability in translating from English into Indonesian generally was Excellent, with 15 (65.2%) students achieved excellent level and 8 (34.8%) students achieved good level.

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[41]Yessy and Sinambela, "An Analysis of Students' Ability In Translating The Analytical Exposition Text In Eleventh Grade Of SMK N 11 Medan."

[42]Ratih Zatil Imandari et al., "An Analysis on English Students' Ability in Translating from English into Indonesian" 15 (n.d.): 1–16.

Furthermore, for the pronoun common errors made by the students in translating from English into Indonesian were the students did not mention or omitted the pronoun in the target text. The previous research was different with this research result because this research the score of mean score was 50.56, it was categorized in enough, but in Ratih Zatil Imandari, Luwandi Suhartono, and Bambang Wijaya in their research was in excellent level.

2. **Students' Difficulties in Translating English Narrative Text into Indonesian**

After knowing how the students' abilitiy in translating English narrative text into Indonesian, then the researcher analyzed the students' difficulties in translating English narrative text into Indonesian.

Based on the results of the research after conducting the research, researcher found that some students had difficulties in translating English narrative texts to Indonesian. Among them were the difficulties of students in their accuracy. It was found that some students were lack in the accuracy of the sentences they translated. different in the preparation of sentences in the readability section, the sentences they compose can be partially understood by the reader. So, it can be concluded that the students' difficulties here could be caused by the lack of students in English vocabulary so that students are less able to compose the right sentences and students didn't understand about the meaning in the source language to produce an appropriate target language sentence.

As a comparison for the result of this research with previous research, result from Simanjuntak[43] in their research, showed that the research used qualitative descriptive method to describe the detail of the students' difficulties and the students' process in translating English recount text to Indonesian. The result of the research in linguistic factor is 10 students didn't understand about the meaning in the source language., 10 students have difficulty to translate into the target language, difficult of arranging the words, lack of vocabulary, and understanding about translation was still less. Furthermore, 5 of 10 students use the stage of translation process. It can be concluded that students difficult in translating English recount text to Indonesian caused by linguistic factor and non-linguistic factor.

The conclusion from the results of the research above, that students' difficulties in translating narrative texts from English to Indonesian are students' difficulties due to lack of English vocabulary so that students are less able to arrange words into correct sentences. It is concluded that the texts used in this study are different but have the same goal, namely translating the English text as the source language. So as to produce Indonesian translation as the target language. This research also used the same assessment indicators, namely looking at the accuracy, readability, and acceptability sections.

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[43] Khairunnisah Simanjuntak, "Analysis of the Students' Difficulties in Translating English Recount Text to Indonesia At MAS Darul Qur'an Medan", 2020, 1-108, http://repository.uinsu.ac.id

D. Threats of the Research

The steps of the research have been done appropriately with the steps whish were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the exellence result from this research were more difficult because in this research the process is very short time and the students must continue in their next lesson.

In doing the test, there were lack of time, because the students not all bring their dictionary. So, the students have to exchange dictionary with their friend. Than, the students lack of consentration and lost of time, so they rush in process doing the test.

In this research, there were many problem, but the researcher always attempts to do the best. The research still has many problems need to improve.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the research and calculations of the data, the researcher got the conclusion. From the previous hypothesis, the researcher said that the ability in translating English into Bahasa Indonesia at grade XI Abinnur Al-Islami Mompang Jae Panyabungan Utara Islamic Boarding school was categorized into low ability. However, the hypothesis was rejected because it can be seen from the value of the precentage from mean score gotten by students, that was 50.56 of mean score.

Then from the result of hypothesis testing, researcher found Zcount = -0.404 and Ztable = 0.025. It means that the hypothesis was rejected. So the mean score of the students' ability was enough ability and the hypothesis should be accepted, but based on the result of the score the hypothesis was rejected.

Based on the result of the analyzed on students' difficulties in translating Englis narrative text into Indonesian, it was found that some students had dificulties in translatinng sentences. There were students' dificulties in translating less in accuracy. So that, after researcher analyzed and read the sentence by sentence, it causes the researcher less of readability of the sentences. Because accuracy and readability were related and an important parts for the preparation of words that has clear meaning and can be understood by the reader.

From the result of the students difficulties data above, then the teacher overcome the students' difficulties in translating English narrative text into Indonesian. Amonng them, the teacher overcome students' difficulties in translating narrative text by helping students in translating difficult words. Then the teacher make a group between students work together in translating the narrative text, so that the students arranged the sentence into correct sentence structure. Then the teacher help the students with making a collection of difficult vocabulary words when translating into a mini dictionary.

B. SUGGESTION

After taking the conclusion, the researcher wanted to give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the headmaster, to motivate the teachers, especially English teachers of Abinnur Al-Islami Mompang Jae Islamic Boarding School, to keep motivating their students in studying English.

2. It is suggested to the English teachers, especially to the grade XI English teachers before studying about vocabulary and translating the sentences. The teachers apply the suitable strategies, method, ways or procedures which can improveor help the students in understanding English especially in arrange the sentences after translate. The teacher should be serious to teach about this.

3. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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CURRICULUM VITAE

A. Identity

   Name   : Haryanti Rukmana Siregar

   Reg. Num   : 16 203 00049

   Place/Birth   : Batam, June 19th 1997

   Sex   : Female

   Religion   : Moeslim

   Address   : Jambur Padanng Matinggi, Panyabungan Utara

B. Parents

   Father's Name : Mesir Siregar

   Mother's Name: Nurli Hayati Nasution

C. Educational Background

   1. SD 142615 Jambur Padang Matinggi   2004-2010
   2. MTs. S Arriyadhul Mukhlisin Mompang Jae   2010-2013
   3. MAN SIABU Huraba   2013-2016
   4. IAIN Padangsidimpuan   2016-2021

The Instrument Test

A. Introduction

1. Write your name and your class on the answer sheet.

2. Translating narrative text by your own ability.

3. Your Translating will not influence your position in this school.

4. Time is given 90 minute

Name :
Class :

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

APPENDIX II

KEY ANSWER

SL: The Ant and The Dove

TL: Semut dan Merpati

Source Language (SL): One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

Target Language (TL): Pada suatu hari yang panas, seekor semut sedang mencari air. Setelah berkelilinng sejenak, dia sampai ke sebuah mata air. Untuk mencapai mata air itu, dia harus memanjat rumput. Ketika ia memanjat ke atas, ia terpeleset dan tanpa sengaja jatuh ke dalam air.

Source Language (SL): She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Target Language (TL): Dia mungkin tenggelam jika burung merpati di atas pohon di dekatnya tidak melihatnya. Melihat bahwa semut dalam kesulitan, burung merpati cepat memetik daun dari pohon dan langsung menjatuhkannya ke dalam air dekat semut yang mencoba menyelamatkan diri itu. Kemudian semut bergerak menuju daun dan naik ke atas nya. Segera daun itu membawanya dengan selamat ke tanah kering.

Source Language (SL): Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Target Language (TL): Tidak lama setelah itu, ada seorang pemburu yang membuang jarring ke arah burung merpati, berharap untuk menjebaknya denngan cara ini.

Source Language (SL): Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Target Language (TL): Berfikir sejenak tentang apa yang harus ia lakukaka, kemudan semut cepat menggigit tumit orang tersebut. Merasakan sakit, pemburu menjatuhkan jaringya dan kemudian burung merpati terbang cepat keluar dari jaring tersebut.

APPENDIX III

STUDENTS' NAME AND INITIAL

AT GRADE XI ABINNUR AL-ISLAMI MOMPANG JAE

PANYABUNGAN UTARA ISLAMIC BOARDING SCHOOL

NO	STUDENTS' NAME	STUDENTS' INITIAL
1	ADELINA RISKI	ARK
2	AMELIA RAHMADANI	AR
3	ALYA ANANDA	AA
4	AULIA SIREGAR	AS
5	DIAN AL MANRI	DA
6	EVA MUSPITA	EM
7	INDAH SARI	IS
8	KHOLILAH TUN SYAHIDAH	KTS
9	NUR SAERAH MTD	NSM
10	NABILA RIZKY	NR
11	NISMA KHUL HIDAYAH BTR	NKH
12	NUR ANIMAH	NA
13	NUR AZIZAH	NAZ
14	NURUL PADILAH	NP
15	NUR SA'ADAH	NS
16	RAHMI PULUNGAN	RP
17	RISKI ANDINI	RA

18	RISNA SAKINAH NST	RSN
19	RIZKI RAHMADANI	RR
20	ROHMA SAIDAH	RS
21	SERI MANTILI MARAKKIR	SMM
22	SHIFA WARAHMAH	SW
23	SOFIAH ASYIRAF LUBIS	SAL
24	SOLAT MAIA	SM
25	SYIFA AULIA NAZWA NST	SAN
26	SENI WATI	SNW
27	UBA SAFITRI	US
28	UMMI KHASANAH	UK
29	YUS RENI HSB	YRH
30	ZAHRA AULIA	ZA
	TOTAL	**30 STUDENTS**

NO	STUDENTS' INITIAL	1st .S			2nd .S			3rd . S			4th .S			5
		ACCU	READ	ACCP	ACCU	READ	ACCP	ACCU	READ	ACCP	ACCU	READ	ACCP	ACCU
1	RP	3	3	3	3	3	1	2	2	1	1	2	2	3
2	RA	1	1	1	1	1	1	1	1	1	1	1	1	1
3	RSN	3	3	3	3	3	1	2	2	2	1	1	1	3
4	RR	3	3	3	3	3	1	2	2	2	1	1	1	3
5	RS	2	1	1	2	1	1	1	1	1	2	1	1	2
6	SMM	3	2	1	3	3	3	3	2	1	2	2	1	2
7	SW	2	1	1	2	1	1	2	2	1	2	2	2	3
8	SAL	2	2	1	2	1	1	2	1	1	2	1	1	2
9	SM	2	2	2	3	2	1	2	2	2	2	1	1	2
10	SAN	2	2	2	2	2	2	2	1	1	2	1	1	2
11	SNW	3	3	3	1	1	1	2	1	1	3	3	3	3
12	US	3	3	3	3	3	3	3	3	3	3	2	2	2
13	UK	3	3	3	3	3	1	2	2	2	1	1	1	3
14	NSM	3	3	3	3	3	1	2	2	2	3	2	2	3

15	NR	3	2	1	2	2	2	1	1	1	1	1	1	2
16	NKH	2	2	1	2	1	1	2	1	1	2	1	1	2
17	NA	3	3	3	3	1	1	3	1	2	3	2	2	3
18	NAZ	3	3	3	3	3	3	3	3	3	3	2	2	2
19	NP	2	2	2	2	1	1	2	1	1	2	1	1	1
20	NS	2	1	1	1	1	1	1	1	1	2	1	1	2
21	AR	3	3	3	3	1	1	3	1	2	3	2	2	3
22	AA	3	3	3	3	1	1	3	1	2	3	2	2	3
23	AS	2	1	1	1	1	1	2	1	1	1	1	1	2
24	DA	2	2	1	2	1	1	2	1	1	2	1	1	2
25	EM	3	2	1	2	2	2	1	1	1	1	1	1	2
26	IS	2	2	1	2	1	1	2	1	1	2	2	2	3
27	KTS	3	3	3	3	3	2	3	3	2	3	2	1	3
28	ARK	3	3	3	3	1	1	3	1	2	2	2	2	3
29	YRH	1	1	1	1	1	1	3	1	1	1	1	1	1
30	ZA	3	3	3	3	3	1	2	2	2	3	2	2	3
	TOTAL SCORE	75	68	61	70	54	40	64	45	45	60	45	43	71

APPENDIX V

NO	STUDENTS' INITIAL	SCORE OF SENTENCES			
		ACCURACY	READABILITY	ACCEPTABILITY	TOTAL SCORE
1	ARK	28	17	17	62
2	AR	28	17	17	31
3	AA	28	17	17	62
4	AS	10	7	7	24
5	DA	20	13	10	43
6	EM	17	12	11	40
7	IS	23	19	14	56
8	KTS	30	26	20	76
9	NSM	23	18	14	55
10	NR	17	12	11	40
11	NKH	20	13	10	43
12	NA	28	17	17	62
13	NAZ	26	21	18	65
14	NP	17	11	11	39
15	NS	17	12	11	40
16	RP	27	20	17	64
17	RA	11	11	10	31
18	RSN	19	16	13	48
19	RR	17	11	11	39
20	RS	19	16	13	48
21	SMM	22	19	14	55
22	SW	26	23	21	70
23	SAL	20	13	10	43
24	SM	21	16	13	50
25	SAN	21	13	12	46
26	SNW	22	19	18	59
27	US	26	21	18	65
28	UK	19	16	13	48
29	YRH	10	7	7	24
30	ZA	22	18	15	55
	TOTAL	636	472	409	1.517

APPENDIX VI

THE DESCRIPTION OF DATA USING MATHEMATIC FORMULA

1. The students' score from low score to high score

24	24	31	37	39	40	40	40	43	43
43	46	48	48	48	50	55	55	55	56
59	62	62	62	62	64	65	65	70	76

2. High Score = 76

3. Low Score = 24

4. Range = High Score – Low Score

$$= 76 - 24$$

$$= 52$$

5. Total of class (BK) $= 1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (30)$$

$$= 1 + 3.3 (1.47)$$

$$= 1 + 4.85$$

$$= 5.85$$

$$= 6$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{52}{6} = 8.66 = 9$$

Mean Score

$$X = \frac{\sum fixi}{N}$$

NO	Class Interval	Fi	xi	fixi
1	24 - 32	3	28	84
2	33 - 41	5	37	185
3	42 - 50	8	46	368
4	51 – 59	5	55	275
5	60 – 69	7	65	455
6	70 – 79	2	75	150
	i = 9	30		1.517

7. Mean : $X = \frac{\sum x}{n}$

$$X = \frac{1.517}{30} = 50.56$$

Explanation:

M: Mean score (average)

$\sum$x: Total of the result

n: Sum of respondent

8. Median $= \text{Me} = b + p \left(\dfrac{\frac{1}{2}n - F}{fm} \right)$

$= 41.5 + 6 \left(\dfrac{\frac{1}{2}(30) - 8}{8} \right)$

$= 41.5 + 6 \left(\dfrac{15 - 8}{8} \right)$

$= 41.5 + 6 \, (0.87)$

$= 41.5 + 5.22$

$= 46.72$

Explanantion:

b: the lower limit of the median will be located

p: length of class interval

n: number of data/number of samples

F: sum of all frequencies before the median class

f: median class frequency

9. Modus $= \text{Mo} = b + p \left(\dfrac{b1}{b1 + b2} \right)$

$= 41.5 + 6 \left(\dfrac{1}{1+3} \right)$

$= 41.5 + 6 \left(\dfrac{1}{4} \right)$

$= 41.5 + 6 \, (0.25)$

$= 41.5 + 1.5$

$= 43.$

Explanation:

b: class limit of the interval with the most frequency

p: class interval length

b_1: the frequency in the mode class (the frequency in the most interval class)

minus the frequency of the previous closer interval class

b_2: frequency of the mode class minus the frequency of the next closest interval class

APPENDIX VII

DOCUMENTATION

APPENDIX VIII

LEMBAR VALIDASI TEST

Menerangkan bahwa saya yang bertanda tangan dibawah ini:

        Nama   : **Yusnidah, S.Pd**

        Telah memberikan pengamatan dan masukan terhadap Intrument Test Kemampuan Siswa untuk kelengkapan penelitian yang berjudul:

        "AN ANALYSIS ON STUDENTS' ABILITY IN TRANSLATING EGLISH INTO BAHASA INDONESIA AT GRADE XI OF ABINNUR AL-ISLAMI MOMPANG JAE PANYABUNGAN UTARA ISLAMIC BOARDING SCHOOL"

Yang disusun oleh:

Nama   **: Haryanti Rukmana Siregar**

NIM   **: 16 203 00049**

Fakultas   **: FTIK**

Jurusan   **: Tadris Bahasa Inggris**

Adapun masukan yang saya berikan:

1. Materi yang akan di tes kan pada siswa telah sesuai dengan materi pelajatran yang telah di ajarkan.
2. Lakukan penelitian dngan sebaik mungkin.
3. Jelaskan dengan baik dan usahakan agar mudah dimengerti siswa.
4. Pantau siswa saat pengerjaan tes agar kelas tetap kondusif.

                        Mompang Jae,   Agustus 2021

                        Validator

                        Yusnidah, S.Pd

Nomor : B - 933 /In.14/E/TL.00/07/2021   16 Juli 2021
Hal   : Izin Penelitian
             Penyelesaian Skripsi.

Yth. Kepala Abinnur Al-Islami Mompang Jae Panyabungan Utara Islamic Boarding School
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Haryanti Rukmana Siregar

NIM   : 1620300049

Program Studi   : Tadris/Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang
sedang menyelesaikan Skripsi dengan Judul "An Analysis on Students' Ability in
Translating English Into Bahasa Indonesia At Grade XI of Abinnur Al-Islami Mompang
Jae Panyabungan Utara Islamic Boarding School".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian
sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

LEMBAGA PENDIDIKAN ISLAM

MADRASAH ALIYAH

ABINNUR AL-ISLAMI

MOMPANG JAE KEC. PANYABUNGAN UTARA – MANDAILING NATAL
SUMATERA UTARA – INDONESIA 22978
HP: 081263775140

SURAT KETERANGAN
Nomor : 140/MA-ABN/VIII/2021

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Abinnur Al Islami, Memberikan Surat Keterangan kepada :

Nama	: HARYANTI RUKMANA SIREGAR
NIM	: 1620300049
Jurusan/Fakultas	: Tadris Bahasa Inggris/FTIK
Jenjang	: S1

Benar Telah Mengadakan penelitian Di MAS Abinnur Al-Islami pada tanggal 28 Juli 2021 guna melengkapi data pada penyusunan Skripsi yang berjudul "AN ANALYSIS ON STUDENTS'ABILITY IN TRANSLATING ENGLISH INTO BAHASA INDONESIA AT GRADE XI OF ABINNUR AL –ISLAMI MOMPANG JAE PANYABUNGAN UTARA ISLAMC BOARDING SCHOOL.

Demikian Surat keterangan dibuat untuk dapat dipergunakan sebagaimana semestinya .

Jae,03 Agustus 2021

SITI ... EAH,S.Pd

Name: KHDLILA TUN SYAHIDAH
Class : XI (linsa aliyah)

Semut dan merpati

TI: Suatu hari yang panas. Seekor semut sedang mencari air. setelah berjalan sebentar di sekitar, dia melihat sumber mata air untuk sampai ke tempat tujuan, dia harus menaiki sebuah rumput yang panjang saat membuat beberapa cara dia terpaksa dan tanpa sengaja jatuh kedalam air

TL : dia dapat melihat merpati
semut itu kesusahan merpati cepat (menaruh) daun merpati dan pohon dan menjatuhkannya segera kedalam air di darat perjuangan semut maka semut pindah ke dedauan dan naik memanjat di sana dia segera mengangkat dan mengeringkan tanah.

TL: Tidak lama setelah itu pemburu melempar jaring kepada merpati melompat kejalan perangkap itu
TL: dia menebak apa yang sedang dikerjakannya semut menyakiti (penebang), pemburu memanaskan jaring dan merpati cepat meninggalkan dari tempat jaring

APPENDIX I

The Instrument Test

A. Introduction

1. Write your name and your class on the answer sheet.

2. Translating narrative text by your own ability.

3. Your Translating will not influence your position in this school.

4. Time is given 60 minute

Name : *KHOLILA TUN SYAHIDAH

Class : XI

The Ant and the Dove

SL: One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

SL: She could have sunk if a dove up a nearby tree had not seen her. Seeing — that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

SL: Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

SL.: Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from the net.

NO	Aspect	Criteria	Score
1	Accuracy 36	Accurate and clear meaning, without any omission and addition or changes meaning.	
		Correct meaning with minimum omission addition or changes meaning.	
		Different meaning, unclear, ambiguous	
2	Readability 26	Words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader.	
		In general, the translation can be understood by the reader: however there are certain parts that should be read more than once to understand the translation.	
		Translation difficult to understand by the readers.	
3	Acceptability 25	Natural form, appropriate word, none of grammatical errors, read naturally.	
		Minimum inappropriate word or unnatural word.	
		Unnatural form, any inappropriate word.	
		Total Score	76