

**AN ANALYSIS OF STUDENTS' ABILITY IN TRANSLATING
INDONESIAN NARRATIVE TEXT INTO ENGLISH
AT IPS ELEVEN GRADE OF SMA NEGERI 8 KOTA JAMBI**

A THESIS

**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**



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DECLARATION

Hereby I state that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in the thesis.

Jambi, July2021

Melisa Arianty

MOTTO

Success is a bad teacher. Success tempts persistent people into thinking they can't fail (Bill Gates).

ABSTRACT

Arianty, Melisa, (2021). "An Analysis Of Students' Ability In Translating Indonesian Narrative Text Into English At IPS Eleven Grade Of SMA Negeri 8 Kota Jambi". Thesis: English Education Study Program, Teachers Training and Education Faculty. Batanghari University. The first advisor: Dr. Suyadi, S.Pd., M.A. The second advisor: Khidayatul Munawwaroh M.pd

This study aimed to find out student's ability in translating Indonesian narrative text into English at ips eleven grade of SMA Negeri 8 Kota Jambi. This research used quantitative research with a descriptive approach. Based on the results of research on the ability of students in class XI IPS 6 at SMA Negeri 8 Kota Jambi in translating narrative texts from Indonesian into English, it can be concluded that there are 6 students who have a good level of completeness, descriptive results show that 16.21% of students get a total score 60 which indicates a good level of completeness, then there are 31 students who get bad grades, descriptive results show that 83.79% of students get a total score of 40 which indicates a poor level of completeness, this is because the average student is less precise in word selection, so if translated into English it becomes less precise.

Keywords: Ability, Translating, Narrative Text.

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Praise the Lord the author can finish this thesis with the title *An Analysis Of Students' Ability In Translating Indonesian Narrative Text Into English At IPSEleven Grade Of SMA Negeri 8 Kota Jambi*. However this success would love be achieved without support, guidance, advice, help, and encouragement from individuals and institutions.

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Finally, as a Human being the writer realize that there are must be some weakness in this thesis. Therefore any constructive criticism is welcome for improvement of this thesis.

Jambi, September 2021

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TABLE OF CONTENT

APPROVAL	ii
LETTER OF RATIFICATION	iii
DECLARATION	iv
MOTTO	v
ABSTRACT	vivi
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURE	xii
BAB I INTRODUCTION	1
1.1 Background of the Research	1
1.2 Identification of the Problem	5
1.3 Limitation of the Problem	5
1.4 Problem of the Research	5
1.5 Objective of the Research	6
1.6 Significance of the Research	6
1.7 Definition of Keyterms	7
BAB II REVIEW OF RELATED LITERATURE	8
2.1 Definition of Translation.....	8
2.2 Types of Translation	9
2.3 Translation Methods.....	13
2.3.1 Process of Translation	15
2.3.2 Factors That Influence Translation	17
2.4 Meaning Analysis	18
2.5 Theories of Narrative Text	19
2.6 The Generic Structure of the Narrative Text.....	20
2.7 The Linguistic Features of the Narrative Text	21

2.8 Previous Studies	21
2.9 Conceptual Framework	24
BAB III RESEARCH METHODOLOGY	26
3.2 Research Method.....	26
3.3 Population and Sample.....	26
3.4 Technique of Data Collection	28
3.5 Technique of Data Analysis	29
BAB IV FINDING AND DISCUSSION.....	32
4.1 Findings.....	32
4.2 Discussions.....	39
BAB V CONCLUSIONS AND SUGGESTIONS.....	47
5.1 Conclusions	47
5.2 Suggestions	48
REFERENCES	
APPENDICES	
BIODATA	

LIST OF TABLES

Table 1	Total Students of SMA Negeri 8 Jambi City	28
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LIST OF FIGURE

Figure 1 Conceptual Framework 26

BAB I

INTRODUCTION

1.1 Background of the Research

A language is a series of verbal habits that represent by cultural aspects (Nida, 2006). Just as English is an important language in our life, because English is a must language in several countries that one must be able to apply in many jobs. English, which is link to its four basic skills namely speaking, reading, writing, and listening, that teach to many people who finally realise the importance of English language. But there is something about English that is sometimes overlook, that is translation. With regard to learn English as a foreign language, translation definitely needs to understand what we are talking, reading, writing, and listening to in English. Translation goes with directly orally or in writing using a variety of strategies. The translator itself is divided into 2, namely a written translator who only translates writing / text in documents and an oral translator who translates orally. Oral translators usually need more concentration and language skills which will help.

The translation is an operation perform in a language of the process by replacing text in one language for text in another. Language is a type of human behavior patterns. These are the ways, perhaps the most important of all is humans interaction in social situations (Catford, 1978). A good translation is a translation that can convey the contents of the message contain in the source language, that easily read by the reader, and uses the rules of the target language which is the

language in a speech or document which is translated has to be made sense so that it is easy to understand and give the impression of being translated.

Students must have adequate knowledge of the source language and target language. Lack of knowledge about this, of course will make the translator get difficulties when translating, even the result will be rigid and cannot convey the message contained in the source language (Benczes, 2006: 7)

Relations between languages can generally be considered two ways, although not always symmetrical. Translation, as a process, is always unidirectional which relates to only one direction, where all the component parts are aligned in the same direction in space, meaning that it is always carried out in a certain direction, 'from' Source Language 'to' Target Language (Catford, 1978). In this study, researchers use the abbreviations Source Language, and Target Language.

Translation is a promising profession that students can undertake once they have completed their education. For that, in terms of education, especially in learning English, students need to have translation skills. Because not everyone knows the meaning of words, sentences or text in translating a language into another language such as from Indonesian to English, for that in learning English students must have the ability to translate a word or sentence so that students can become a tool to help people communicate with other people.

In a study conducted by Pandie (2017), students report common problems in texts translated from Indonesian to English, sort problems by frequency, and find the percentage of each translation problem. As a result, the seventh semester

students of the English program at Tribuana Karabahi University had difficulty translating the text. The problems faced by students are vocabulary problems such as wrong word selection, wrong vocabulary translation of one word, and confusing words. Syntax problems include the nominal copula abbreviation "to be", symbols, and some aspects of grammar. Cultural issues, including certain sociocultural words and idioms.

English lessons have entered into the school curriculum that is taught to students starting from the most basic level, to the college level. Basic English competencies cover aspects of listening, speaking, reading, writing. These aspects receive a balanced portion and are implemented in an integrated manner. In the aspect of reading, students need to understand the types of text, including narrative text which aims to entertain readers or listeners. Narrative text has steps including orientation, conflict and problem solving. Generally, narrative texts tell the past that the reader can take the moral message that is conveyed through the story. These story forms will appear in every national final exam. Therefore it is very important that students understand the text. For this reason, high school students are required that after graduating students have the skills to read and understand narrative text.

Narrative text is a text in which the narrative agent tells a story (Bal, 2009: 2). A story is a type of interpretation of what happened (a story), usually in words (although stories can be imitated). A story is a story made in a constructive form (written, spoken, poetic, etc.) that describes a non-fiction sequence of events. Narrative text is a type of text that accurately retells past activities and events, and

presents experiences and problem solutions. It is meant to be entertaining in order to provide the reader with a moral lesson (Pardyono 2007: 94).

Generally in translation problems, students do not find translation equivalents. The problem arises especially in the story text when the translator cannot find the target language equivalent in the source language. The same thing was experienced by students at SMA Negeri 8 Kota Jambi in learning English, grade 12 students experienced several problems in translating a language, such as a lack of student vocabulary, students did not have good knowledge in understanding the grammar or structures used in text, students' low understanding of narrative text, students also find it difficult to generate ideas in writing and are less able to arrange words in good and correct English grammar, besides that, students cannot find words in the source language that match the target language, especially in the story text. Students are also confused about translating story texts from Indonesian to English so that it becomes a good translation and can be read by readers well. Grade 12 students should be able to understand well and be able to retell the stories they have read, and be able to find explicit and implied information in a narrative text.

From this explanation, the researcher is interested in analyzing the students' ability in translating Indonesian narrative text into English, given the importance of students' ability in translating English texts.

1.2 Identification of the Problem

To identify the existing problems, the researcher observe students' perceptions in learning English, the results obtain are as follows:

1. Lack of student vocabulary
2. Students' do not have good knowledge in understanding the grammar or structures used in the text
3. Students' low understanding of narrative text
4. Students' also find it difficult to generate ideas in writing and are less able to compose words in good and correct English grammar
5. Students cannot find the target language equivalent of the source language, especially in the story text.
6. Students' also feel confused about translating the narrative text from Indonesian into English so that it becomes a good translation

1.3 Limitation of the Problem

In this study, the researcher only discuss about students' ability in translating Indonesian narrative text into English at IPS eleven grade of SMA Negeri 8 Kota Jambi, especially in the context of students' vocabulary, grammar, and spelling.

1.4 Problem of the Research

Based on the background of the problem above, the researcher makes the problem of the research are arranged as follows:

1. How is the student's ability in translating Indonesian narrative text into English at IPS eleven grade of SMA Negeri 8 Kota Jambi?

1.5 Objective of the Research

The objective of the research are:

1. To find out student's ability in translating Indonesian narrative text into English at ips eleven grade of SMA Negeri 8 Kota Jambi.

1.6 Significance of the Research

The results of this study expect to provide benefits both theoretically and practically :

1. Theoretically

The results of this study can be use as a reference for those who want to examine ability in translating Indonesian narrative text into English.

2. Practically

- a. For students

The results of this study can understand ability in translating Indonesian narrative text into English..

- b. For teachers

The results of this study can be use as a reference for teachers in analyzing students' ability in translating Indonesian narrative text into English.

- c. For future researchers

The results can be use for future researchers who focus on studying student problem analysis in translating Indonesian narrative text into English.

1.7 Definition of Keyterms

1. Analyze

Analysis is a detailed examination of complexities in order to understand their properties and determine their fundamental characteristics (Webster, 2004).

2. Translation

Translation is the replacement of a text document in one language by an equivalent text document in another language (Catford, 1978:20).

3. Narrative Text

Narrative text is a text in which the narrative agent tells a story (Bal, 2009:2).

BAB II

REVIEW OF RELATED LITERATURE

2.1 Theories of Translation

Translation theory is a branch of comparative linguistics because it deals with certain relationships between languages. From the perspective of translation theory, the distinction between synchronous and bi-electronic comparisons is inadequate. It is possible to set translation equivalence and translate between languages or dialects paired with correlated or irrelevant and all kinds of space-time, social relations or other relations between them. Relationships between languages are not always symmetrical, but they can generally be considered bidirectional. According to the process, the translation is always one-way: it is always carry out in a certain direction, namely "from" the source language (SL) to "the target language (TL)". Throughout this article, we have used the acronyms Source Language (SL) and Target Language (TL) (Catford, 1978:20).

Translation is both a process and a product. Translation is the replacement of a written document in one language with a written document in another language (Catford, 1978:20).

Translation is a way of transferring meaning from source language to target language and each translation has its own style. A translation consists of the recipient's closest natural equivalent, first copying the message from the source language into that language, first in terms of meaning, then in style (Munday, 2008:32).

This translation can be defined as the replacement of a text document of the source language (SL) with an equivalent text document of the source language (SL). The definition is intentional, not vague, even at first glance. Two of these entries need to be annotated. This is "text material" ("text" may be required) and "equivalent" (Catford, 1978).

The use of the term "textual material" emphasizes the fact that under normal circumstances, not all source language texts (SL) will be translated, meaning that they will be replaced with the equivalent of the target language (TL). At one or more language levels, different target language (TL) materials can be used for simple substitutions (Catford, 1978).

In this sense, the translation rating is restricted, usually word or morpheme rank. In other words, check the word or words in the morpheme-to-morpheme equation, but it doesn't control the similarities between higher-level units (for example, groups, clauses, or sentences). In contrast, an entirely normal transformation in which the equation of freedom goes up and the scale goes down is called an infinite transformation (Catford, 1978).

Based on this explanation, it can be concluded that translating is copying or transcribing or changing from one language to another so that it is easy to understand. The person who does the translation is called a translator, while the result of the translation is called a translation.

2.2 Types of Translation

Before moving on to discussing the nature of translation equality, it is helpful to define several broad types or categories of translations based on their scope, level, and level of translation (Catford, 2009:21-25).

a. Full vs (Partial translation)

This difference is related to the degree to which the text of the source language (SL) is sent to the (semantic) translation process. Writing refers to the spoken or written language being discussed. Depending on the case, the text can be an entire library, a single volume, chapters, paragraphs, sentences, clauses, etc. For formal literary or language units, this can even be a small room.

1. When the translation is complete, the entire text will be translated. That is, each part of the source language (SL) text is replaced with the text in the target language (TL).
2. Partial translation does not translate part or part of the source language (SL) text, it simply converts it to target language (TL) text and inserts it into the target language text (TL).
3. There is technically almost no difference between a full translation and a partial translation.

b. Total vs (Restrict translation)

This difference is related to the level of language involved in the translation.

1. What we call a complete translation is usually refers to as a "translation", that is, Translation of all levels of the text in the source language (SL) with the target language material (TL). In fact, the translation of "total" is a misleading

term, because although all the changes have been made, they have not been replaced equally at all levels.

2. Limit translation means: replacing the source language text material (SL) with Single-level equivalent text document in the target language (TL). That is, the translation is performed only at the time of translation. Only one of two levels: voice or writing, or grammar and vocabulary.
 - a) In the source language (SL), the spoken speech translation is replaced by the target language equivalent (TL), but there is no alternative except for changes in grammar or vocabulary that may occasionally occur in speech translation: English is like a cat Plural form can appear as a single cat in the translation of speech into a language without a final consonant cluster.
 - b) In graphology translation, handwriting in the source language (SL) will be replaced by the equivalent of handwriting in the target language (TL). There are no other substitutions, only accidental changes..
 - c) Speech translation is deliberately carry out by actors and imitators playing foreign or regional "accents" - although rarely self-consciously or fully consistent (ie, unless well imitated, speech translations are usually only partial translations).
 - d) Handwritten translation is not the same as transliteration.
 - e) Translation is limit to the grammar and vocabulary level respectively means replacing the source grammar (SL) with the target language grammar (TL) equivalent, but not replacing the vocabulary, and replacing the source

language vocabulary (SL) with the Target equivalent. Vocabulary (TL), but not a substitute for grammar.

c. Rank of Translation

The third type of translation difference involves the formation of grammatical equations from the grammatical (or phonetic) level within the hierarchy. In this sense, translation is limited by level, usually at the word or morpheme level. In other words, they establish a word-to-word equivalent relationship or morphemes and morphemes, but do not establish an equality relationship between higher level units such as groups, clauses, or sentences. On the other hand, a normal total translation with equal freedom to move freely on a scale can be called an infinite translation.

1. As we said, in a limit level translation, always try to select the target language equivalent (TL) of the same level, such as words.
2. The most common terms are free translations, direct translations and word-for-word translations. While not widely used, it partly relates to the differences handled here. Free translations are always unrestricted - floating up and down on a rating scale, but often a higher value - sometimes between units larger than sentence

Based on this interpretation, we can conclude that translations can be divided into three categories: the first is the global translation, the translation restriction type, and the translation evaluation type.

Brislin (1976: 98) classifies translations into the following categories based on the purpose of the translation:

a. Pragmatic Translation

This is a translation of the message that guarantees the accuracy of the information conveyed in the form of the source language. Independent of other aspects of the original language version.

b. Aesthetic-poetic Translation

This is a translation that takes into account the sentiments, feelings, sentiments of the original version of the agnata, the aesthetic form used by the original author, and the information contained in the translator's message. Examples of this type are spoken English songs, rhymes, heroic couplets, dramatic dialogues, and novel translations.

c. Ethnographic

Translation The purpose of ethnographic translation is to explain the cultural background of the source and target language versions. Translators need to be sensitive to the use of words and know how the words are culturally appropriate.

d. Linguistic Translation

These are the equivalent meanings of the source language and grammatical morphemes. Examples are computer programming languages and machine translation.

Based on this interpretation, we can conclude that the types of translation fall into four categories: pragmatic translations, aesthetic translations, ethnographic translations, and linguistic translations.

2.3 Translation Methods

A good translator have to know what else the kinds of translation method and able to applied the method in doing translation activity. To facilitate the translation process, professional translators provided several translation methods, which Peter Newmark (1988: 45-47) devised. This was a word-by-word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation. The explanation of the translation method is as follows.

a. Word for Word Translation

This is usually presented as an inline translation, with the TL immediately below the word SL. The SL word order is preserved, out of context, and the words are self-translated in the most common sense. The word culture is translated literally. The main use of word-for-word translation is to understand how the source language works or to interpret difficult texts as a pre-translation process.

b. Literal Translation

The grammar structure of the SL is translated into the closest TL equivalent, but the words are taken out of context and translated on their own. As a pre-translation process, it indicates a problem to be solved.

c. Faithful Translation

A faithful translation attempts to reproduce the exact contextual meaning of the original within the confines of TL's grammatical structure. It “carries” cultural terms and maintains a level of grammatical and lexical “anomalies” (deviation

from the SL standard) in the translation. Try to be completely faithful to the intention of the author and to the realization of the text in SL.

d. Semantic Translation

Semantic translations differ from "real translations" only in that they need to take into account the more aesthetic value (that is, the beautiful and natural sound of SL text, which, where appropriate, undermines its "meaning").

e. Adaptation Translation

This is the most "free" translation format. It is mainly used for comedy and poetry. Themes, characters and plots are often retained, SL culture is converted to TL culture, and text is rewritten. The criticized practice of literally translating plays and poems and rewriting them by reputable playwrights and poets has produced many poor quality adaptations, while the other adaptations that are "preserved" are historical drama.

f. Free Translation

Free translations copy original unmannered documents or invisible content. This is a much longer interpretation than the original translation, often called a "context translation", which is often verbose, exaggerated, and not translated at all.

g. Idiomatic Translation

Idiomatic translations reimagine the original "message" but tend to distort nuances of meaning by favoring colloquial expressions and idioms that do not exist in the original translation.

h. Communicative Translation

The translation of the communication tries to express the correct contextual meaning of the original so that the content and language are easily accepted and understood by the reader.

From the eight methods mentioned above, the method that can be applied in translation is the adaptation translation method. The adaptation translation method is most reputed as the good method of translation that can be applied in translation activity or teaching how to translate a text in the class. The reason why the method of adaptation translation could be applied in teaching translation is because the students are more easy to understand and able to interpret the foreign language according to their local custom or their culture. The more explanation about the adaptation translation method will be explained below.

2.3.1 Process of Translation

According to Fengling (2017: 23), the translation process can be summarized in three processes:

- a. Analysis is required to move from the source language to the target language and find a message that contains the clear grammar
- b. The transfer includes a method of parsing the result in the source language and translating it into the target language
- c. Reorganization is an agreement between language types and styles, and techniques that can be applied to the styles referenced in the translation.

Ordudari (2007: 14) also has four state levels of the translation process:

- a. It goes down to the source text level, the language level we started with, and iteratively (but not continuously)
- b. Reference level. Real or imaginary object and event levels need to be visualized and constructed. This is important from the first understanding and then from the replication process.
- c. More general level of grammar. Follow the flow of thoughts, feelings (positive or negative) and various compliments of the text in the source language. This diploma includes comprehension and reproduction. This gives you an overview and may need to be adjusted to the
- d. language level. A degree of naturalness, a common language of the author or speaker in a particular situation.

Students can be good translators if they have knowledge of translation, such as translation methods, procedures and processes. Once you understand the source language message and source, the next step is to change the content, meaning, and message from the source language to the target language in this step. Translators must be able to find words in the source language that correspond to the target language.

Based on this explanation, it can be conclude that the process of translating can be done by analyzing the source language text, second Select the equivalent at the word to sentence level in the language of the text target, and third rearrange the text according to the author's intent, the readers' expectations.

2.3.2 Factors That Influence Translation

Translation, perhaps the most complex type of event in the history of the universe. Many factors are important to the translation process, and if these factors are not taken into account systematically, the description of the translation cannot be predicted as a whole. Due to the liquidity and complexity of the above factors, this short article cannot cover everything. Focus on the key elements of the three most important areas: people, culture and national language translator (Wong, 1999:79).

a. Linguistic factors

Linguistic factors have a direct and significant impact on the translation process. Corresponding linguistic, phonetic, lexical, syntactic and textual factors can interfere with translation. It is safe to assume that differences between languages are the main cause of translation difficulties.

b. Cultural Factors

Different language communities have different ways of living, segmentation, and actual structures. Translation aims to bridge the cultural gap between two worlds and enable communication between different language communities. Busnet likens language to the "heart of culture", stating, "Because surgeons who manipulate the heart cannot ignore the surrounding body, translators treat text separately from culture and accept it." take risks and risks." Translations involving two languages are subject to the influence of two cultures: the culture of origin and the culture of the destination.

c. Personal Factors

What we are discussing here is human translation, not machine translation. The professional and psychological status of the translator can directly affect the translated text. The questionable individual factors that make up many differences between different translations from the same source are subtle and complex. They play an important role in translation and can be divided into two main categories: individual skills and individual aptitudes.

Each of these factors can significantly hinder the evaluation and selection of translators and will eventually show up in the final translation. A clear and systematic understanding of the existence and operation of these factors can help us understand the complex nature of shifting and design effective strategies to counter the effects of these factors negative.

Based on this interpretation, we can conclude that the factors affecting translation are linguistic factors, namely factors relating to the knowledge of language, the knowledge that studies, studies or studies language in general, cultural factors, and factors within the translator.

2.4 MeaningAnalysis

The first thing to do during the translation process is to understand the overall meaning of the source text. There are many different types of "meaning" that can be identified when analyzing the meaning of the source text(Nida andTaber, 1982:34).

a. GrammaticalMeaning

When you think of meaning, it's almost inevitable in terms of words and idioms.

Grammar is often taken for granted because it seems to be an arbitrary set of rules of arrangement. It's a rule that you need if you want to understand it, but there is no rule that doesn't seem to make sense.

b. Referential Meaning

It refers to words as symbols for objects, events, summaries, and relationships.

c. Connotation Meaning

Relevance refers to how language users react positively or negatively to words and their combinations. The relevance around the words becomes so strong that people may avoid using them. These are called verbal taboos. There are positive taboos and negative taboos. Negative taboos associate disgust or disgust with words that refer to specific organs or functions of the body.

2.5 Theories of Narrative Text

The text of the story is the text that the agent of the story tells the story (Bal, 2009: 2). Storytelling is a form of telling what happened (story), usually verbally (although you can simulate the story). Storytelling is often used in texts such as written and oral stories because it tells a story, not the story itself. A story is a story created in a constructive form (written, spoken, poetic, etc.) that describes a series of non-fiction events. Narrative texts are the type of text that accurately describes past activities and events, expresses entertainment and problem-solving experiences, and sometimes gives others moral lessons.

Narrative is the most common way of writing, as the writer simply tells the story for no purpose. Location stories work over time and tell what happened in a natural timeline. The story or narrative genre is one of the most read and least

understood genres of all. Narrative has been and will continue to be a popular genre, so it is considered a genre that students naturally absorb and write. There is no history. For example, not only for general use, but also for some other categories. Narrative also have a powerful social role that goes beyond just being a means of entertainment. Narrative are also a powerful way to change social attitudes and attitudes (Pardyono, 2007: 94).

2.6 The Generic Structure of the Narrative Text

The general structure of the story text connects the character to the definition of personality / feature, creates an image in the reader's mind, and enhances the story. The text also focuses on a series of actions. According to Siahaan (2008: 73), the general structure of the narrative text establishes personality, setting, and time. The steps to build the story text are as follows:

- a. Orientation : Stage and present the participants
- b. Evaluation : Take a step back and assess the situation
- c. Compilation : A crisis has occurred
- d. Resolution : The crisis has been resolved, for better or for worse
- e. Re-orientation : optional

2.7 The Linguistic Features of the Narrative Text

Siahaan, Sanggam and Shinoda Kisno (2008: 74) states that there are typical linguistic features common to the story:

- a. Focus on specific and usually individualized participants
- b. Use of material process, (and in this text, behavioral and verbal process)
- c. Use of relation processes and mental processes

- d. Use of temporal conjunction, and temporal circumstances
- e. Use of past tense

2.8 Previous Studies

There was a lot of research under discussion students' ability in translating Indonesian narrative text into English. The researchers briefly describe three studies conducted by other researchers related to this question:

Firstly, Khalifa (2015) with the title of research, 'Problems in Translating English and Arabic Languages' Structure: A Case Study of EFL Saudi Students in Shaqra University. Showed that poor knowledge of English structure on the side the difference between two language families owned by both languages causes a problem. Arabic origins - English - and English owned by Anglo-Saxon the problem of thinking in the mother tongue as some result, students apply the structure of the Arabic language in English. In addition, misunderstanding of the understanding of Saudi EFL (English as Foreign Language) students affects the quality translation.

Secondly, Alshehab (2013) with the title of research, 'The Impact of E-Learning in Students' Ability in Translation from English into Arabic at Irbid National University in Jordan. The current study aims at examining the impact of Internet and E-Learning methods in improving students' ability in translation from English into Arabic. The sample was chosen from the English Department at Irbid National University (INU) in Jordan. The random sample consisted of 40 translation students. It was divided into two similar Groups, Experimental and Control. T-test 'for independent samples' was used to compare between the two

Groups at pre and posttests. The results revealed the higher level in translation for the benefit of Experimental Group. It revealed also statistical differences between pre and post tests for the Experimental Group. No differences were found according to the Control Group. Recommendations and suitable suggestions were made for future research and others who are concerned in such research.

Thirdly, Sultan(2018) with the title of research, The aim of this research was to know the students' ability to translate the Indonesian texts into English at the second grade of SMA Negeri 2 Pangkep. The result of the research showed the dominant percentage of students' ability in translating Indonesian texts into English texts was in recount text category, there were 65.5%. Then, in descriptive text category had 64%, and then, as the lowest the percentage of students' ability in translating Indonesian texts into English texts was in narrative text category there were only 50% mean score. Therefore, the researcher concluded that recount text was the dominant of students' ability which classified as good categories in translating the text, the descriptive text which also classified as good categories then, the narrative text as the low of students' ability which classified as fair categories made by the second grade students of SMA Negeri 2 Pangkep.

Fourth, Rosyidah, Zahrida, and Hati (2020) with the title of research, Translating Narrative Text From Bahasa Indonesia Into English: Student Teachers' Ability and Their Problems. The objective of this research was to find out the students' ability and their problems in translating narrative text from Bahasa Indonesia into English in the fifth semester at the English education program of Universitas Bengkulu. The result of the research showed that, the

percentage of students' ability in translating narrative text from Bahasa Indonesia into English was 61.22 % in level 3. It means that more than half of the samples were in adequate level. Meanwhile, the result of descriptive statistics analysis showed that the students' problem in translating narrative text from Bahasa Indonesia into English was mostly in lexical and grammatical.

Based on the previous studies described above, the difference between this research and previous research is that the research conducted by Khalifa (2015) discusses the problem of translating English and Arabic to Shaqra University students, while the research conducted by researchers discusses regarding the translation of narrative texts from Indonesian to English for students at SMAN 8 Jambi City. The research similarities are that they both discuss translation. In research conducted by Alshehab (2013) discussed the problem of translating English into Arabic for students at Irbid National University in Jordan, while research conducted by researchers discussed the translation of narrative texts from Indonesian to English in students at SMAN 8 Jambi City. The research similarities are that they both discuss translation.

In research conducted by Sultan (2018) discusses the problem of translating Indonesian into English for students at SMA Negeri 2 Pangkep, while the research conducted by researchers discusses the translation of narrative texts from Indonesian into English for students at SMAN 8 Jambi City. namely discussing the translation together. In research conducted by Rosyidah, Zahrida, and Hati (2020) discussing the problem of translating Indonesian into English for Bengkulu University students, while research conducted by researchers discussed

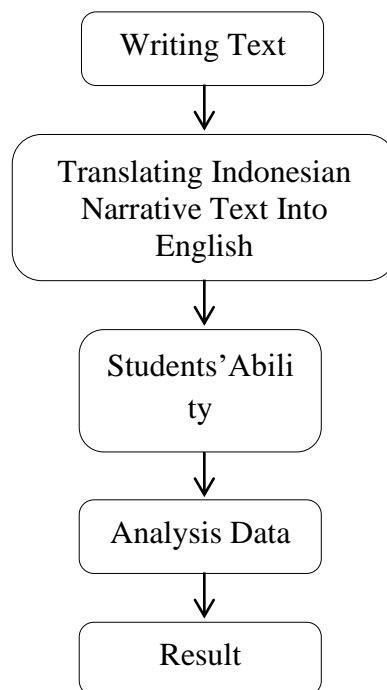
the translation of narrative texts from Indonesian to English. to students at SMAN 8 Jambi City. The research similarities are that they both discuss translation.

2.9 Conceptual Framework

Conceptual framework in this study is as follows:

Figure 1

Conceptual Framework



Based on this conceptual framework, it can be seen that to determine the ability of students in translating paragraphs Indonesian narrative text into English text, first writing the text as input, will be made by the researcher exams for students, consisting of narrative text in Indonesian form, next translation skills as a process, researcher will give tests to students, lastly the ability to translate English text as output, researcher will see the results of students' tests about their abilities in translate Indonesian text into English text.

BAB III

RESEARCH METHODOLOGY

3.1 Research Method

This study is a quantitative study with a descriptive approach. Quantitative research is a type of research that explains phenomena by collecting numerical data that is analyzed using mathematical methods, especially statistics (Creswell, 2014:4). The descriptive research method is to gather information about this existing condition (Creswell, 2014:5). Descriptive surveys include various types of surveys and fact-finding surveys. He also believes that the main characteristic of descriptive methods is the inability of researchers to control variables. Researchers can only report what happened and what is happening (Kothari, 2004:2).

This study aims to analysis of students' ability in translating Indonesian narrative text into English by using a quantitative descriptive method. In this study, it was designed using a translation test. The data was collected through a translation test for students of SMA Negeri 8 Jambi City in class 12 of social studies. Students will be given a text on the narrative text and the need to translate the text from the source language (Indonesian) to the target language (English).

3.2 Population and Sample

A group is a larger group of individuals the researcher wants to talk to (Lodico, 2006:140). The population referred to in this study were 12th grade students at SMA Negeri 8 Jambi City.

Table 1
Total Students of SMA Negeri 8 Jambi City

Class	Majors	Total
XI	IPA 1	36
	IPA 2	35
	IPA 3	37
	IPA 4	34
	IPA 5	34
	IPA 6	37
	IPA 7	36
	IPS 1	37
	IPS 2	35
	IPS 3	36
	IPS 4	36
	IPS 5	37
	IPS 6	37
Jumlah		467

Based on the table of the number of students at SMA Negeri 8 Jambi City, it has known that the total population in this study was 467 people. The sample in this study was determined by using random sampling techniques, so that researcher chose class XI IPS 6 with total of 37 students who will use as samples in this study.

3.3 Technique of Data Collection

Without data, researcher cannot conduct research. To obtain data, researcher use techniques or more. The data collection technique used in this study was a test. As stated by Creswell (2013:56) the collection of data in descriptive studies is often very extensive and makes use of many sources, such as observations, documents, and audiovisual material.

Data collection begins after the research problem is determined and the research design or plans are inscribed (Kothari, 2004:95). The data collection

equipment used in this study was experimental. This test aims to test your ability to translate paragraphs of Indonesian text into English text, including narrative text, the text consists of several paragraphs. To collect documents or students' translation results, researcher do the following steps:

1. Choosing a classroom as a place for data collection and preparing Indonesian text papers. Several students in the class will become involved in translation activities.
2. Explain the rules for translation activities.
3. Distribute Indonesian text to students to be translated English text.
4. Start a translation activity and allow 30 minutes to translate paragraphs of text
5. Collect sheets or students' translation results.

3.4 Technique of Data Analysis

To collect data must be process and analyse in accordance with predetermine outlines for purposes at the time of compiling a research plan. The term analysis refers to certain calculations measure together by looking for patterns of relationships that exist between groups of data. Data analysis is the general way involves a number of closely relate operations perform with a purpose to summarize the data collect and organize them in such a way that they answer research question (Kothari, 2004:122).

Researcher used descriptive methods to analyze data and collect from respondents, especially English text, then the researcher tabulated the data to determine percentage of students who translate Indonesian text into English text according to the following formula.

1. Collect student answer sheets and give grades by analyzing the answer. The maximum score for each question is 5. The score is determined according to the criteria established by Waddington (2001). These criteria are listed in Table 1 below:

Table 2
Range of Student Translation Scores

Scores	Accuracy of transfer of ST content	Quality of expression in TL	Degree of task completion
5	Complete transfer of ST information; only minor revision needed to reach professional standard	Almost all the translation reads like a piece originally written in ST. There may be minor lexical, grammatical, or spelling errors.	Successful
4	Almost complete transfer; there may be one or two insignificant inaccuracies that require a certain amount of revision to reach professional standard	Large sections read like a piece originally written in ST, there are a number of lexical, grammatical, or spelling errors.	Almost completely successful
3	Transfer of the general idea (s) but with a number of lapses in accuracy; needs considerable revision to reach professional standard	Certain parts reads like originally written in ST but others read like a translation. There are considerable number of lexical, grammatical, or spelling errors.	Adequate
2	Transfer undermined by serious inaccuracies; through revision required to reach professional standard	Almost the entire text reads like a translation; there a continual lexical, grammatical, or spelling errors.	Inadequate
1	Totally inadequate transfer of ST content the translation is not worth translation	The candidate reveals a total lack of ability to express himself/herself adequately in target language	Totally Inadequate

(Gay 1981:360)

2. To analyze the students' score from the translation texts, the researcher used the formula:

$$\text{Score} = \frac{X}{N} \times 100$$

Where:

X : Score of the students

N : Score maximum

100 : standard score (Gay 1981:361).

3. To find out the mean score of the students' test, the researcher will use the following formula:

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

Where:

\bar{X} : Mean score

$\sum X$: Total score

N : The number of student (Gay 1981: 361)

4. To analyze the data collected from the translation texts, the researcher used tabulation, rate percentage technique by using the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P : the percentage of students' ability.

F : total score.

N : maksimum score (Sudjana, 1996:66).

5. To classify the level of students' ability, the researcher divided it into four level, namely:

Table 3
Rating Categories

Scale	Categories
80% - 100%	Excellent
60% - 79%	Good
50% - 59%	Fair
0% - 49%	Poor

(Sujono cited in Nasaruddin, 2015: 29)

Where the levels mean:

Excellent : Translation is accurate and acceptable.

Good : Translation is less-accurate with minimum omission, addition and minimum inappropriate words.

Fair : Different meaning, there are some inappropriate words.

Poor : Unclear meaning, ambiguous, a lot of grammatical errors and inappropriate words.

BAB IV

FINDING AND DISCUSSION

4.1 Findings

This study was conducted to determine the level of ability of students in class XI IPS 6 at SMA Negeri 8 Kota Jambi in translating narrative texts from Indonesian to English. To get satisfactory results, the implementation stage carried out in this study is the first stage of preparation. In this study the researchers conducted research observations in class XI IPS 6 SMA NEGERI 8 Kota Jambi, because the research was carried out during a pandemic, making research observations carried out online, where the researcher joined the group learning English with students and teachers of English subjects, in this case the researcher made observations about the students' ability to translate texts from Indonesian to English, especially translating narrative texts, this was done so that researchers could find out students' obstacles in translating narrative texts from Indonesian to English, after knowing this the researchers will make narrative texts that are used to test students so that researchers can conduct further research.

Second stage of implementation. In this study, the researcher conducted a test with students of class XI IPS 6 with a sample of 37 people using random sampling technique, the test was carried out in a way, the researcher gave the students the Indonesian narrative text in the form of a photo, which the students would then translate the text. Third Stage of Analysis, at this stage the researcher analyzes the research data that has been obtained from the test results with the

students of class XI IPS 6. After the data is obtained and collected from the respondents, the researcher then presents the data.

As for the level of ability of students in class XI IPS 6 SMA Negeri 8 Jambi City in translating narrative texts from Indonesian to English is dominantly at a score of 3 or adequate for 6 students, and some are at a score of 2 or inadequate by 31 students. However, there were no students who scored 5 or Successful, no students scored 4 or Almost completely succeeded, and also there were no students who scored 1 or totally inadequate. This means that the ability of students in translating narrative texts from Indonesian to English is mostly at a moderate or sufficient level. Based on the scores obtained by students, the average student gets a score of 3 and a score of 2, while the following tests are carried out by students:

The following are the results of the translation test from students who on average get a score of 3 or adequate:

SourceSentence	TargetSentence
<p>Suatu ketika ada seorang anak kecil yang memiliki temperamen yang sangat buruk. Ayahnya memutuskan untuk memberinya sekantong paku dan berkata bahwa setiap kali anak itu kehilangan kesabaran, dia harus memakukan pake ke pagar.</p>	<p>Once upon a time there was a little boy who bad a very bad temper. His father decided to give him a bag of nails and said that every time the boy lost his temper, he shouldnailed the nails into the fence.</p>
<p>Pada hari pertama, anak laki-laki</p>	<p>On the first day, the boy drove 37 nails</p>

<p>itu menancapkan 37 paku ke pagar itu. Bocah itu secara bertahap mulai mengendalikan emosinya selama beberapa minggu berikutnya, dan jumlah paku yang dia palu ke pagar perlahan-lahan berkurang.</p> <p>Dia merasa bahwa lebih mudah mengendalikan amarahnya daripada menancapkan paku-paku itu ke pagar. Akhirnya, tibalah hari ketika bocah itu tidak kehilangan kesabaran sama sekali. Dia memberi tahu ayahnya tentang itu dan sang ayah menyarankan agar anak laki-laki itu sekarang mencabut paku setiap hari dia mengendalikan emosinya.</p> <p>Hari-hari berlalu dan anak laki-laki itu akhirnya bisa memberi tahu ayahnya bahwa semua paku telah hilang. Sang ayah mengandug tangan putranya dan membawanya ke pagar.</p>	<p>into the fence. The boy gradually began to control his temper over the next few weeks, and the number of nails he hammered into the fence gradually decreased.</p> <p>He felt that it was easier to control his anger than to drive those nails into the fence. Finally, the day came when the boy did not lose his temper at all. He told is father about it and the father suggested that the boy now pull the nails every day he controls his emotions.</p> <p>The days passed and the boy was finally able to tell his father that all the nails were gone. The father took his son's and led him to the fence.</p>
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<p>“Kamu telah melakukannya dengan baik, anakku, tetapi lihatlah lubang-lubang di pagar itu. Pagar tidak akan pernah kembali seperti sebelumnya. Demikianlah ketika kamu mengatakan hal-hal dalam kemarahan, mereka meninggalkan bekas luka seperti ini. Tidak peduli berapa kali kamu meminta maaf, lukanya masih ada.”</p>	<p>“You have done well my son but look at the holes in the fence. In the fence, will never go back to the way they were before. So when you say things in anger, they I leave scars like this. No matter how many times you apologo, the wound is still there.”</p>
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Based on the results of the translation, it can be seen that in the first paragraph, the use of the word "Once upon a time" at the beginning of the sentence is not suitable, it should be replaced with the word "just use once", because the use of the word "Once upon a time" is more appropriate for historical stories, besides the word "bad" in the sentence "a little boy who bad" is incorrect because it makes spelling wrong, should use the word "had", and the word "nail" in the last sentence is not used correctly, the word "hammer" should be replaced because it is more suitable for sentences containing lexical, lexic is the meaning of words or lexemes as symbols of objects, events, objects, and others.

In the second paragraph, the use of the word "drove" is not suitable, it should be replaced with the word "hammered", because it is more suitable for

sentences containing lexical, lexic is the meaning of words or lexemes as symbols of objects, events, objects, and others.

In the third paragraph, the use of the word "drive" is not suitable, the word "hammer" should be replaced, the use of the word "into" is not appropriate, it should be replaced with the word "to" because it is more suitable for use in sentences containing lexical, lexic is the meaning of words or lexemes. as a symbol of objects, events, objects, and others. The use of the word "is" in the sentence "He told is father" is not quite right, the word "his" should be replaced because "is" is a misspelling, the use of the word "pull" in the sentence "the boy now pull" is not quite right, the word should be added " pull out" because punctuation in the syntax makes it clear, and the word "emotions" in the last sentence is not quite right, it should be replaced with the word "anger" because anger (more fits) with the lexical context.

In the fourth paragraph, the use of the word "son's" in the sentence "The father took his son's", it is not appropriate to use the word "son's" without the s because it is already used.

In the last paragraph, the use of the word "they were" in the sentence "In the fence, will never go back to the way they were before", is not quite right, the word "they were" should be replaced with "it was" because the context of the sentence is a fence . In addition, the use of the word "I leave" in an inappropriate sentence should be the word "leave", and the use of the word "apologo" in an inappropriate sentence should be the word "apologiez".

The following are the results of the translation test from students who on average get a score of 2 or Inadequate:

SourceSentence	TargetSentence
<p>Suatu ketika ada seorang anak kecil yang memiliki temperamen yang sangat buruk. Ayahnya memutuskan untuk memberinya sekantong paku dan berkata bahwa setiap kali anak itu kehilangan kesabaran, dia harus memakukan pake ke pagar.</p>	<p>Once upon a time there was a little boy who had a very bad temper. His father decided to give him a bag of nails and said that every time the boy lost his temper, he had to nail into the fence.</p>
<p>Pada hari pertama, anak laki-laki itu menancapkan 37 paku ke pagar itu. Bocah itu secara bertahap mulai mengendalikan emosinya selama beberapa minggu berikutnya, dan jumlah paku yang dia palu ke pagar perlahan-lahan berkurang.</p>	<p>Pats han first, the boy nailed 37 nails to the fence roceh. Gradually began to control his emotion over the next few weeks, and the number of nails he hammered into the fence gradually decreased.</p>
<p>Dia merasa bahwa lebih mudah mengendalikan amarahnya daripada menancapkan paku-paku itu ke pagar. Akhirnya, tibalah hari ketika bocah itu tidak kehilangan kesabaran sama sekali. Dia memberi tahu</p>	<p>He felt that it was easier to control his anger than to drive nails into the fence. Finally, the day came when the boy did not lose his temper at all. He told his father about it and the father suggested that the boy now pull the nails every day</p>

<p>ayahnya tentang itu dan sang ayah menyarankan agar anak laki-laki itu sekarang mencabut paku setiap hari dia mengendalikan emosinya.</p>	<p>he controls his emotions.</p>
<p>Hari-hari berlalu dan anak laki-laki itu akhirnya bisa memberi tahu ayahnya bahwa semua paku telah hilang. Sang ayah mengandung tangan putranya dan membawanya ke pagar.</p>	<p>The days passed and the boy was finally able to tell his father that all the nails were gone. The father took her and led her to the fence.</p>
<p>“Kamu telah melakukannya dengan baik, anakku, tetapi lihatlah lubang-lubang di pagar itu. Pagar tidak akan pernah kembali seperti sebelumnya. Demikianlah ketika kamu mengatakan hal-hal dalam kemarahan, mereka meninggalkan bekas luka seperti ini. Tidak peduli berapa kali kamu meminta maaf, lukanya masih ada.”</p>	<p>“You have done well, my son, but look at the holes in the fence. The fence will never return to the way it was before. Thus when you say things in anger, they leave scars like this. No matter how many times you apologize, the wound is still there.”</p>

Based on the results of the translation, it can be seen that in the first paragraph, the use of the word "Once upon a time" is not appropriate, it should be replaced with the word "just use once" because the use of the word "Once upon a

time" is more appropriate for historical storylines, in addition to the use of the word "nail" the sentence "he had to nail into" is not quite right, it should be replaced with the word "hammer".

In the second paragraph, the use of the word "Pats han first" is not appropriate, it should be replaced with the word "On the first day", besides the use of the word "roceh" in the sentence "the fence roceh" is not appropriate, the sentence should be omitted.

In the third paragraph, the use of the word "drive" is not quite right, it should be replaced with the word "hammer", besides the use of the word "pull" is not appropriate, the word "pull out" should be added, and the use of the word "emotions" is not appropriate, should be replaced with the word "anger".

In the fourth paragraph, the use of the word "her" is not quite right, in the sentence "The father took her and led her to the fence" it should be replaced with the word "The father took his son's hand and led him to the fence".

In the last paragraph, the use of the word "return" is not appropriate, in the sentence "The fence will never return to the way it was before" is not appropriate, it should be replaced with the word "go back".

4.2 Discussions

In this study, researchers used tests as primary data. This research was carried out in class XI IPS 6 SMA Negeri 8 Kota Jambi who had studied translation. This study was designed using a translation test. Data were collected through a translation test conducted by students of class XI IPS 6 SMA Negeri 8 Kota Jambi. Based on the results of the research that has been done, it is known

that in translating narrative texts from Indonesian to English some students of class XI IPS 6 SMA Negeri 8 Kota Jambi got a score of 3 and some got a score of 2. Related to the characteristics of the text used, the researcher tend to use simple sentences that are intended to make it easier for students to understand the text. Narrative text has a purpose to entertain the reader by telling a story. It uses simple past tense, simple present tense, nouns, adjectives to describe characters. This study uses short stories for the test. The style of language used in the short story is a sentence that is simple and easy to understand. However, after testing the students' ability in translating narrative text from Indonesian to English in class XI IPS 6 at SMA Negeri 8 Kota Jambi, most of them scored 2 or Inadequate. This is unsatisfactory because none of the students reached level 5 or succeeded.

Based on the research that has been done, it is known that from a total of 37 students, there are 6 students who get a total score of 60, and the remaining 31 students who get a total score of 40. There are differences in students' ability scores in translating narrative texts from Indonesian to English, the results of the study show that there are 6 students who have a good level of completeness, descriptive results show that 16.21% of students get a total score of 60 which indicates a good level of completeness, then there are 31 students who get bad grades, descriptive results show that 83.79% of students get a total score of 40 which indicates the level of completeness is not good.

From the results obtained through translation, it can be seen that the average student translation errors occur due to a lack of understanding of students in learning English, at least students understand the use of grammar in learning

English, and the lack of vocabulary that students have, this causes translation students become damaged, because in general students choose words that are not appropriate, and are wrong in choosing words in translating a language, so that if interpreted it can contain a sentence meaning that is different from the actual meaning of the sentence.

A translator should be able to achieve professional standards in translating a language. Professional translators must be able to convey the source text into another language as the target language. Translators must also consider several important points including the choice of equivalent words and language style. Professional translators can add or omit words in the source data into the target language as long as they do not delete meanings or give other meanings. In other words, translators can create translation results in a new language style as desired as long as the context and message are the same. Then the translator must convey the results of the translation clearly, so that a translator cannot mislead the reader and eliminate the value contained in the source data due to a specific purpose or purely the translator's error in providing meaning or information. Based on the results of the analysis, in translating narrative texts from Indonesian into English, the average student is less precise in the choice of words, so that if it is translated into English it becomes inaccurate.

Translation is the process of transferring the message written in the source language into the target language. The two languages involved in it certainly have different sentence patterns or grammar. These differences, of course, do not make translation an easy job for a translator. A translator should have good

qualifications in understanding both source and target languages. In translating a written text, there are intralinguistic and extralinguistic factors that must be understood before an author's ideas are transferred to the target language. Language as an object of translation is part of culture and therefore translation from one language to another cannot be carried out adequately, without having a good knowledge of the culture and structure of the two languages (Larson, 1988:82).

English language is a foreign language that is becoming more important for those of us who live in the era of globalization which requires a lingua franca to communicate between countries both in oral and written communication in the world (Suyadi, 2017:16). In translating Indonesian text into English, students often find errors in the translation results. Translation errors in translating a language from the source language into the target language generally occur in the use of grammar, lexical, and the use of punctuation marks.

Whereas linguistic aspects that have a strategic role in translation are grammar. Grammar really determines a translator to be able to carry out translating activities well. Without having an adequate understanding of grammar, of course, a translator will find it difficult to understand the text and transfer the meaning into TL. In addition, there are many other linguistic aspects that can help a translator in doing his job. These aspects are lexical and syntactic.

The process of translating requires a translator to clearly define the relationship between the two linguistic systems. One of these two linguistic systems is already available and written by source language communicators and

other linguistic systems that still have the potential or can be adapted or are often referred to as target language (TL). Translation is basically a linguistic phenomenon that involves mapping lexical and syntactic codes in two languages as well as reformulating ideas from the source language (Zu Tzou et al., 2016: 632).

The lexical meaning of a word or lexical unit can be considered as the specific value it has in a particular linguistic system (Baker, 2011:12). Language units in the form of more than one word or words do not occur by themselves, but are influenced by other words. These words are not arranged randomly in every language, but there is always a limit or rule that these words are combined to convey meaning (Baker, 2011: 46). As an example of a rule in English, determiners cannot come after a verb. For example, beautiful girl the, this is not acceptable in English. Some restrictions are more likely to admit exceptions and apply to word units than to word classes. The lexical pattern of each language is different which causes the translator to have difficulty.

Written language variety is a variety of language that is written or printed by paying attention to the correct placement of punctuation and spelling. Writing problems include capitalization, use of punctuation, italics, and use of commas. However, what often causes conflict with linguists is the use of capital letters and double quotes.

The same opinion was also found in Fauzita's research (2019) This shows that more than half of the students fall into the wrong position of translating nominal sentences. In other words, if the ability to translate nominal sentences is

poor, it is difficult for students to reach the point where they can successfully translate entire texts.

There are many problems students face when translating story texts. Waddington (2011) states that some translation problems are vocabulary, grammar, or spelling mistakes. Research has shown that most of the students' math problems are of a lexical nature. Students are confused if Indonesian words do not have the correct meaning in English. Therefore, to find related words in English, you need to search for synonyms for the words.

In addition, students have grammatical problems. When translating the text of a story, students often focus on Indonesian. Create sentences from text or translate sentences using word-by-word translations. This is consistent with Newmark (1988), which states that the word-by-word translation of the target text is located just below the version of the source text. This conversion method is also known as line-to-line or linear-to-line conversion. The translation method strongly depends on the level of the word.

The sentence structure is erratic due to the word-for-word translation method students use to translate the sentence. The results of this study are consistent with Pandie (2017), who found that students in the seventh semester of the English language learning program at Kalabahi's Tribuana University were able to translate texts from Indonesian to English. However, they still have some difficulty doing this. These difficulties or problems cover all aspects of the translation problem: vocabulary, syntax and cultural issues. In this study, the problem of translation lies in the aspects of vocabulary and grammar.

To find the average score and percentage of a student's translation ability, researchers these steps:

- a. To find out the mean score of the students' test, the researcher will use the following formula:

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

Where:

\bar{X} : Mean score

$\sum X$: Total score

N : The number of student (Gay 1981: 361)

$$\begin{aligned}\bar{X} &= \frac{1560}{37} \\ &= 42\end{aligned}$$

- b. To analyze the data collected from the translation texts, the researcher used tabulation, rate percentage technique by using the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P : the percentage of students' ability.

F : total score.

N : maksimum score (Sudjana, 1996:66).

$$\begin{aligned}P &= \frac{42}{100} \times 100 \% \\ &= 42 \%\end{aligned}$$

Based on the calculation, the percentage of students' abilities is 42%. From the results of the study, the researcher concluded that in general the students' ability in translating descriptive texts was poor.

BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research was conducted during a pandemic, so the researchers conducted online, namely through social media WhatsApp, then the researchers sent Indonesian text in the form of documentation in the form of photos, which were then translated by students into English. Because the research was conducted online, the students' scores were the same, because in general students translated text using a translator application, so that the same results and translation errors were obtained. Researchers cannot directly supervise students one by one in translating the text, because of situations and conditions that do not allow it.

Based on the results of research an analysis of students' ability in translating Indonesian narrative text into English at IPS eleven grade of SMA negeri 8 kota Jambi, it can be concluded that there are 6 students who have a good level of completeness, descriptive results show that 16.21% of students get a total score 60 which indicates a good level of completeness, then there are 31 students who get bad grades, descriptive results show that 83.79% of students get a total score of 40 which indicates a poor level of completeness, this is because the average student is less precise in word selection, so if translated into English it becomes less precise.

5.2 Suggestion

Based on the conclusions of the study, the suggestions from this research are as follows:

1. Teachers should improve their knowledge of translation, teachers should also be more aware of students' ability in translating texts and can help students to improve their skills in translating.
2. Students need to improve their ability to translate texts, especially historical texts, students need to improve their skills to choose the translation method used in translating a text.
3. Further research is needed to explore this issue with a larger sample, and also researchers should conduct more in-depth research related to cultural phrases and terms.

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APPENDIX I

The test of translation

Name :

Class :

Age :

Gender :

Semester :

This test is aimed to know about the student ability in translating narrative text.

Please translate this text into English!

Kendalikan Amarahmu.

Suatu ketika ada seorang anak kecil yang memiliki temperamen yang sangat buruk. Ayahnya memutuskan untuk memberinya sekantong paku dan berkata bahwa setiap kali anak itu kehilangan kesabaran, dia harus memakukan paku ke pagar.

Pada hari pertama, anak laki-laki itu menancapkan 37 paku ke pagar itu. Bocah itu secara bertahap mulai mengendalikan emosinya selama beberapa minggu berikutnya, dan jumlah paku yang dia palu ke pagar perlahan-lahan berkurang.

Dia merasa bahwa lebih mudah mengendalikan amarahnya daripada menancapkan paku-paku itu ke pagar. Akhirnya, tibalah hari ketika bocah itu tidak kehilangan kesabaran sama sekali. Dia memberi tahu ayahnya tentang itu

dan sang ayah menyarankan agar anak laki-laki itu sekarang mencabut paku setiap hari dia mengendalikan emosinya.

Hari-hari berlalu dan anak laki-laki itu akhirnya bisa memberi tahu ayahnya bahwa semua paku telah hilang. Sang ayah mengandug tangan putranya dan membawanya ke pagar.

“Kamu telah melakukannya dengan baik, anakku, tetapi lihatlah lubang-lubang di pagar itu. Pagar tidak akan pernah kembali seperti sebelumnya. Demikianlah ketika kamu mengatakan hal-hal dalam kemarahan, mereka meninggalkan bekas luka seperti ini. Tidak peduli berapa kali kamu meminta maaf, lukanya masih ada.”

APPENDIX II

Control Your Anger

Just use once there was a little boy who had a very bad temper. His father decided to give him a bag of nails and said that whenever the boy lost his temper, he had to hammer it to the fence.

On the first day, the boy hammered 37 nails into the fence. The boy gradually began to control his temper over the next few weeks, and the number of nails he hammered into the fence gradually decreased.

He felt that it was easier to control his anger than to hammer those nails into the fence. Finally, the day came when the boy did not lose his temper at all. He told his father about it and the father suggested that the boy now pull the nails every day he controls his emotions.

The days passed and the boy was finally able to tell his father that all the nails were gone. The father took his son's hand and led him to the fence.

“You have done well, my son, but look at the holes in the fence. The fence will never go back to the way it was before. Thus when you say things in anger, they leave scars like this. No matter how many times you apologize, the wound is still there.”

APPENDIX III

Table Total Student Score

No	Score	Total Score
1	2	40
2	2	40
3	2	40
4	2	40
5	2	40
6	2	40
7	2	40
8	2	40
9	2	40
10	2	40
11	2	40
12	3	60
13	2	40
14	2	40
15	3	60
16	2	40
17	2	40
18	2	40
19	3	60
20	2	40
21	2	40
22	2	40
23	2	40
25	2	40
26	2	40
27	2	40
28	2	40
29	2	40
30	3	60
31	2	40
32	2	40
33	3	60
34	2	40
35	3	60
36	2	40
37	2	40
Total Score	$\sum 78$	$\sum 1560$

Table Student Test Results

No	Total Score	Percentage	Level Mastery
1	40	40%	Poor
2	40	40%	Poor
3	40	40%	Poor
4	40	40%	Poor
5	40	40%	Poor
6	40	40%	Poor
7	40	40%	Poor
8	40	40%	Poor
9	40	40%	Poor
10	40	40%	Poor
11	40	40%	Poor
12	60	60%	Good
13	40	40%	Poor
14	40	40%	Poor
15	60	60%	Good
16	40	40%	Poor
17	40	40%	Poor
18	40	40%	Poor
19	60	60%	Good
20	40	40%	Poor
21	40	40%	Poor
22	40	40%	Poor
23	40	40%	Poor
25	40	40%	Poor
26	40	40%	Poor
27	40	40%	Poor
28	40	40%	Poor
29	40	40%	Poor
30	60	60%	Good
31	40	40%	Poor
32	40	40%	Poor
33	60	60%	Good
34	40	40%	Poor
35	60	60%	Good
36	40	40%	Poor
37	40	40%	Poor
Total Score	$\sum 1560$		
	M=42	42%	Poor

Table Percentage of Student Mastery Level

Levelof mastery	Percentage
Excellent	-
Good	16,21%
Fair	-
Poor	83,79%
Total	100%

Students' test Result

XI IPS 6. **BEAUTIFUL Girl** (2) / Date: 17/10/21
 B. Inggis.

"Control Your Anger"
 Once upon a time there was a little boy who had a very bad temper. His father decided to give him a bag of nails and said that whenever the son lost his temper, he should nail the nails into the fence.

On the first day, the boy ^{hammered} ~~drove~~ 37 nails into the fence. The boy gradually began to control his temper over the next few weeks, and the number of nails he ^{hammered} ~~hammered~~ into the fence gradually decreased.

He felt that it was easier to control his anger than to ^{hammer} ~~drive~~ those nails into the fence. Finally, the day came when the boy did not lose his temper at all. ~~He~~ He told dad about it and dad suggested that the son is now ^{in charge} of every day he controls his emotions.

The days passed and the boy was finally able to tell his father that all the nails were gone. The father took ^{her} ~~her~~ and led ^{her} ~~her~~ to the fence.

"You've done well, my son. But look at the holes in the fence. The fence will never return to the way it ^{was} ~~was~~ before. Thus when you say deep things, they leave scars like this."

Believe in yourself

Namu S Joga Sirur R
Kelas : XI IPS 6

once upon a time there was a little boy who had
very short temper. His father decided to give
him a bag of nails and said that everytime
the boy lost his temper, he should nail the nail
into the fence

At first the boy hammered 37 nails to the fence.
gradually began to control his emotions over the next
few weeks, and the number of nails he hammered
into the fence slowly decreased

He felt that it was easier to control his anger
than to nail all those nails to the fence. Finally
the day has come when the boy doesn't lose
lose suggested that the boy now pull out the
nails everyday he controlling his emotions

The days passed and the boy was finally
able to tell his father that all the nails
were gone. The father took his son's hand
and led him to the fence

You've done well, my son, but look at the holes in
the fence. Fences will never go back the way
they were before. So when you say things
in anger, they leave scars like this, no
matter how many times.

Aldi

2 - Wrong grammar
- Wasy lexical

Control your anger.

once upon a time ^{Just use "once" (Once Upon a time) supposed to historical} there was a little boy who had a very bad temper. his father decided to give him a bag of nails and said that every time the boy lost his temper, he had to nailed the fence.

on the first day, the boy drove ^{hammered (more suitable)} nails ^{to hammer (more suitable word) lexical} into the fence. the boy gradually began to control his temper over the next few weeks, and the number of nails he hammered into the fence gradually decreased.

He felt that it was easier to control his anger than to drive ^{hammer} nails into the fence. finally, the day came when the boy did not lose his temper at all. he told his father about it and the father suggested that the boy now put ^{to put out} the nails every day he controls his emotions.

Days passed and the boy was finally able to tell his father that all the nails were gone. the father took his son's hand and led him to the fence.

"You've done well, my son, but look at those holes in the fence. fences will never go back the way they were before so when you say things in anger, they leave scars like this. no matter how many times you apologize, it hurts. still available."

"It was"
Because the context is fence

Name: Tesha Sri Fani

Control Your Anger

Once upon a time there was a little boy who had a very bad temper. His father decided to give him a bag of nails and said that whenever the boy lost his temper, he had to nail nails into the fence.

Just use "once" supposed to historical
Once upon a time

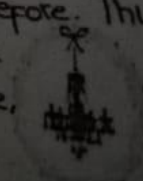
more suitable word
hammered (lexical)

On the first day, the boy drove 37 nails into the fence. The boy gradually began to control his temper over the next few weeks, and the number of nails he hammered into the fence gradually decreased.

He felt that it was easier to control his anger than to drive those nails into the fence. Finally, the day came when the boy did not lose his temper at all. He told his father about it and the father suggested that the boy now pull the nails every day he controls his emotions.

The days passed and the boy was finally able to tell his father that all the nails were gone. The father took his son's hand and led him to the fence.

"You have done well, my son, but look at the holes in the fence. The fence will never return to the way it was before. Thus when you say things in anger, they leave scars like this. No matter how many times you apologize, the wound is still there."



Success consists of hard work

3) Wrong before
- Wrong grammar
- unclear word

No. Name: Cindy Veronica A Date:

Control Your anger

once upon a time there was a little boy who had a very short temper his father decided to give him a bag of nails and said that every time the boy lost his temper he should nail the nails into the fence fence.

Pat's son first, the boy nailed 37 nails to the fence (each) gradually began to control his emotions over the next few weeks and the number of nails he hammered into the fence slowly decreased

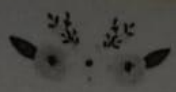
he felt that was easier to control his anger than to nail those nails into the fence finally the days had come when your boy doesn't lose patience at all he knows his father about it and the father suggested that the boy now pull out the nails every day he controlled his emotions.

The days passed and the boy was finally able to tell his father that all the nails were gone. the father took his son's

you've done well, my son, but look at the holes in the fences, will never the way they were before, so when you say things in anger.

Just "fence not fences" supposed to be "it was" because the

M Ardhani A
N156



3 Wrong Grammar
Wrong Lexis
Wrong Spelling

Control Your Anger

Once upon a time there was a little boy who had a very short temper, his father decided to give him a bag of nails and said that every time the boy lost his temper, he should nail the nails into the fence.

From now use "On the first day" more simple & easier to understand
Nails from first the boy nailed 37 nails to the fence. He gradually began to control his emotion over the next few weeks and the number of nails he hammered into the fence slowly decreased.

"He not the" The boy felt that it was easier to control his anger than to nail these nails into the fence. Finally the day has come when your boy doesn't lose patience at all. He knows his father nail every day he controlling his emotions.

The days passed and the boy was finally able to tell father that all the nails were gone. The father took his son's hand and led him to the fence.

You've done well, my son, but look at the holes in the fence, will never go back the way they were before, so when you say things in anger, they leave scars like this. No matter how many time you apologize the wound is still there. There is



3 Wrong lexical
- words spelling

Name: Eric Morales Manullang

Kelas: XI IPS 6

Mapel: B. Inggris

Control your anger. ^{the title} ^{Just use "Once" because Once upon a time supposed to historical} ^{once upon a time} there was a little boy who had a very bad temper. His father decided to give him a bag of nails and said that every time the boy lost his temper, he had to nail the nails to the fence. On the first day, the boy ^{is Hammer} drove 37 nails into the fence. The boy gradually began to control his temper over the next few weeks, and the number of nails he hammered into the fence gradually decreased.

He felt that it was easier to control his anger than to drive those nails into the fence. Finally, the day came when the boy did not lose his temper at all. He told his father about it and the father suggested that the boy now ^{pull out} pull the nails every day he controls his emotions.

The days passed and the boy was finally able to tell his father that all the nails were gone. The father took his son's hand and led him to the fence.

"You've do well, my son, but look at the holes in the fence. The fence will never go back ^{to the} the way it was before. ^{Just use "so"} Thus when you say ^{grammar} thing is anger, they leave ^{things in the} scars like this. no matter how many times you apologize, the wound is still there. ^{"Scars not Seers"}

ANISA WULAN SARI
XI IPS 6

Wrong lexical
Wrong Grammar

Control your Anger

^{Just use "Once"}
^{Once upon a time (supposed to historical)}
Once upon a time there was a little boy who had a very bad temper. His father decided to give him a bag of nails and said that whenever the son lost his temper, ^{the mother} he should ^{vs hammer} nail the nails into the fence.

On the first day, the boy ^{hammered} drove 37 nails into the fence. The boy gradually began to control his temper over the next few weeks, and the number of nails he hammered into the fence gradually decreased.

He felt ^{hammer} that it was easier to control his anger than to drive those nails into the fence. Finally, the day came when the boy did not lose his temper at all. He told dad about

It and dad suggested that the son is now in charge of every day he controls his emotions. ^{pull out}



Nama: Asya Adara Samia
kelas: X IPS 6

Control your anger

Asinggris

Just use "once"

3

- wrong lexical
- wrong spelling
- unclear word

Once upon a time there was a little boy who had a very bad temper. His father decided to give him a bag of nails and said that whenever the son lost his temper, he should

naik the nail into the fence.

↳ hammer (lexical)

On the first day, the boy drove 37 nails into the fence. The boy gradually began to control his temper over the next few weeks, and the number of nails he hammered into the fence gradually decreased.

↳ hammered (lexical)

He felt that it was easier to control his anger than to drive those nails into the fence. Finally the day came when the boy did not lose his temper at all. He told dad about it and dad suggested that the son is now in charge of every day he control his emotions.

↳ Pull out

The days passed and the boy was finally able to tell his father that all the nails were gone. The father took his hand and led him to the fence.

"his son's hand (missed a word)

"You've done well, my son, but look at the holes in the fence. The fence will never return to the way it was before thus when you say deep things, they leave scars like this. No matter how many times you apologize, the wound is still there."

BIODATA



Hi There..

My name is Melisa Arianty Aritonang, you can just call me Mel or Melisa, I was born on may 23 1996, and now i graduate at 25 years old hehe I know its too old but there was a complicated story behind that. I live with my family and we live at Paalmerah Lama Jambi City, I am a child number 2 and I have 1 elder sister, 1 younger sister and 1 youngest brother. I am a Bataknese and I am a Christian, hopefully this thesis will be usefull for others who need it. And God bless us☺