

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN  
TRANSLATING ISLAMIC NARRATIVE STORIES AT THE  
TENTH GRADER OF MA BUSTANUL ULUM JAYASAKTI  
CENTRAL LAMPUNG**

**By :**

**HENI ROSYIDA**

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**TARBIYAH AND TEACHER TRAINING FACULTY**

**ENGLISH EDUCATION DEPARTMENT**

**INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1446 H / 2024 M**

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ISLAMIC NARRATIVE STORIES AT THE TENTH GRADER OF MA  
BUSTANUL ULUM JAYASAKTI CENTRAL LAMPUNG**

Presented as Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S. Pd)

In English Education Department

By:

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Sponsor : Dr. Widhiya Ninsiana, M. Hum.

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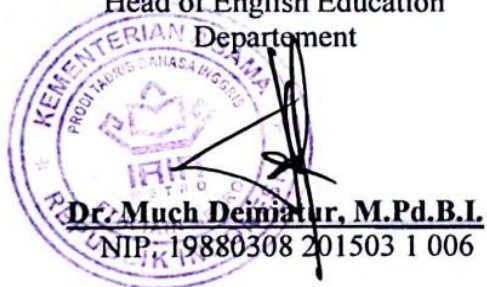
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*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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TENTH GRADER OF MA. BUSTANUL ULUM JAYASAKTI


Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Mengetahui,  
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**RATIFICATION PAGE**

No. B-5377/In-28.1/O/PP.002/11/2024.

An Undergraduate thesis AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING ISLAMIC NARRATIVE STORIES AT THE TENTH GRADERS OF MA BUSTANUL ULUM JAYASAKTI CENTRAL LAMPUNG, written by: Heni Rosyida, student number 1901050018 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday, October 23<sup>st</sup> 2024 at 08.00-10.00 a.m.

**BOARD OF EXAMINERS:**

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## **ABSTRACT**

### **AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN TRANSLATING ISLAMIC NARRATIVE STORIES AT THE TENTH GRADER OF MA BUSTANUL ULUM JAYASAKTI CENTRAL LAMPUNG**

**BY;**

**HENI ROSYIDA**

The purpose of this study were to know the factors students' difficulties in translating Islamic Narrative Stories, and to find out the solve problem of students difficulties in translating Islamic Narrative Stories. This study applied a descriptive method which used qualitative analysis to the data of the research. The researcher colleceted data by conducting documents and interviews.

The result of this research are 1) Students factors difficulties in translating islamic narrative stories namely a) The more dominant factor is Non-linguistic factors related to; the student have difficulty to find unfamiliar vocabularies; the student have difficulty arranging English sentences into Indonesian patterns; the student have difficulty translating phrases colliding with culture. b) Linguistic factor related to; the student have a lack of vocabulary; the students don't know about grammar. 2) To minimize the students difficulties in translating islamic narrative, students' improve their ability to capture religious ideas in source language text into target language text, so they need to practice translation frequently. This research concludes that it is necessary for teachers to carry out frequent practice translating with student to reduce difficulties in translating a text.

***Keyword : Difficulties, Translation, Narrative Text.***

## **ABSTRAK**

### **ANALISIS KESULITAN SISWA DALAM MENTERJEMAHKAN CERITA NARASI ISLAMI SISWA KELAS SEPULUH MA. BUSTANUL ‘ULUM JAYASAKTI LAMPUNG TENGAH**

**Oleh :**

**HENI ROSYIDA**

Tujuan dari penelitian ini adalah untuk mengetahui faktor-faktor kesulitan siswa dalam menterjemahkan Cerita Narasi Islami, dan untuk mengetahui pemecahan masalah kesulitan siswa dalam menterjemahkan Cerita Narasi Islami. Penelitian ini menggunakan metode deskriptif yang menggunakan analisis kualitatif terhadap data penelitian. Peneliti mengumpulkan data dengan melakukan dokumen dan wawancara.

Hasil penelitian ini adalah 1) Faktor kesulitan siswa dalam menterjemahkan cerita narasi islam yaitu a) Faktor yang lebih dominan adalah faktor Non Linguistik yang berhubungan dengan; siswa kesulitan menemukan kosakata asing; siswa kesulitan menyusun kalimat bahasa Inggris ke dalam pola bahasa Indonesia; siswa mengalami kesulitan menterjemahkan frasa yang bertabrakan dengan budaya. b) Faktor linguistik berhubungan dengan; siswa kekurangan kosa kata; siswa tidak tahu tentang tata bahasa. 2) Untuk meminimalkan kesulitan siswa dalam menterjemahkan cerita narasi Islam adalah siswa meningkatkan kemampuan dalam menangkap gagasan utama dalam teks bahasa sumber ke dalam teks bahasa sasaran, sehingga perlu sering melakukan praktik penerjemahan. Penelitian ini menyimpulkan bahwa guru perlu sering melakukan latihan menterjemahkan bersama siswa untuk mengurangi kesulitan dalam menterjemahkan sebuah teks.

**Kata kunci : Kesulitan, Penerjemahan, Teks Naratif**



## STATEMENT OF RESEARCH ORIGINALITY

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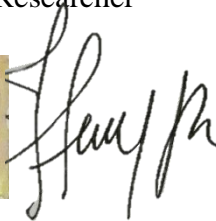
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Metro, 21 November 2024

The Researcher



**Heni Rosyida**  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 21 November 2024

Penulis



**Heni Rosyida**  
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## MOTTO

لَا تَفْتَنُوا مِنْ رَحْمَةِ اللَّهِ

*Do not lose hope in allah's mercy (Q.S Az-Zumar:53)*

*Janganlah kamu berputus asa dari rahmat Allah*

*No amount of guilt can change the past and no amount of worry can change  
the future ~Abu Bakar As-sidiq~*

*Tidak ada rasa bersalah yang bisa merubah masa lalu dan kekhawatiran sebesar  
apapun tidak bisa merubah masa depan*

## **DEDICATION PAGE**

**This undergraduate thesis is specially dedicated to :**

1. Allah who always give His full Rohmah and blessing.
2. My beloved parents, Mr. Sarno and Mrs. Siti Solihah who always pray and support me in finishing this thesis.
3. My beloved sister Windi Lailatul Husna and brother M. Taufik Ridho Amrulloh and all my family who always support me.
4. My sponsor, Dr. Widhiya Ninsiana, M.Hum. who always give the guidance and assistance to accomplish this research.
5. All my friends who always give me motivation, support and assistance to accomplish this thesis.

## ACKNOWLEDGEMENT

First of all, thanks to Allah SWT the Most Gracious and the Most Merciful because of his wonderful blessing, the researcher could finish this undergraduate thesis. Those blessing and gifts were the only reason the researcher not giving up today. Then, shalawat and salam always be upon to our beloved prophet Muhammad SAW, the one who has taught us how to life in a harmony, may peace always be upon Him. “ An Analysis Of Students Difficulties In Translating Islamic Narrative Stories At The Tenth Grader Of MA Busatnul Ulum Jayasakti Central Lampung” is the tittle of this undergraduate thesis. This research would not be accomplished without any motivation, help and support form a lot of people.

Secondly, on this joyful the researcher would like to express her deep gratitude to :

1. Prof. Dr. Siti Nurjanah, M.Ag. as the Rector of IAIN Metro
2. Dr. Zuhairi, M.Pd, as the Dean of Faculty of Tarbiyah and Teacher Training State Islamic Institute of Metro.
3. Dr. Much Deiniatur, M.Pd, B.I, as the Head of the English Department.
4. Dr. Widhiya Ninsiana, M.Hum., as Supervisor who motivated researcher and took the available time to guide and provide good suggestions for researchers.

Finally, in this research, the researchers realized that this undergraduate thesis is not perfect. The researchers would like to apologize from the deep of her heart if there are so many mistakes. Then, the researcher expects the readers to give some suggestion and also criticisms for the perfect research.

Metro, 21 November 2024

The Research,

A handwritten signature in black ink, appearing to read 'Heni Rosyida', written in a cursive style.

**Heni Rosyida**

St Number.1901050018

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## CHAPTER I

### INTRODUCTION

#### A. Background Of Study

In the international world, English is the only language used to communicate. English is used to interact with people who are not from Indonesia for the sake of education, politics, trade, tourism and others. Therefore, learning English today is very important, especially when civilization is progressing because all the world's information is packaged in one language, namely English. One of the problems of Indonesian people is the lack of ability to understand the content of information from the source language to the target language especially in English.

In translation activities there are several things need to be considered, finding the right equivalent words to reach the target language is the main point to produce an acceptable translation. In addition, translation activities are not easy, especially for beginners. In translation activities, one must pay attention to the linguistics elements and understand the structure of the language. This activity becomes one of the difficulties for some student to do. Where English is a foreign language must be studied by student in Indonesia. It is not uncommon for students to state the translation activities have a fairly high level of difficulty, such as the amount of new vocabulary has not been known before, this causes the understanding and learning process to take quite a long time. In addition, translation activities cannot be separated from

tools such as dictionaries, vocabulary books or other media so students will continue to depend on them.

From the explanation above, it can be seen when the students translate the text from English to Indonesia, the students are required to read it carefully and deeply so the message contained in the text does not deviate in meaning. There are several types of texts studied by students such as descriptive text, narrative text, argumentative text, and exposition text. One of the difficulties students have in translating is not understanding the meaning of the text. In translation activities, the problem appears when students cannot find the equivalent of the source language into the target language, students also have difficulties to transfer both languages from English into Indonesian.

To understand the text, students must be able to translate every word, sentence or paragraph in the text, in this case the researcher focuses on one type of text that will be used for research, namely narrative text. Narrative text is a series of sentences with the aim of narrating, describing, and telling an event. Literally, narrative text is a type of story text that is imaginative and also describes a series of events from time to time described from the beginning, middle, and end. Narrative text is a chronological text, which is a text that tells an event in a coherent way. Narrative text consists of several examples. The most common examples of narrative text are fairy tales, folklore, and other fictional stories. Narrative text aims to entertain and attract reader's interest. Narrative text presents a story or event that has a problem.

These problems can lead to conflict and at the end of the story there is a resolution and have a sad or happy ending.

At tenth grade of senior high school, narrative text is one of the text types being taught. At this level, narrative text is aimed at making students to become aware of the goal, text structure, and language elements of narrative text. Narrative text is also aimed at making students to be able to catch the value of that story. Stories which have Islamic values are, thus, assumed to have positive contribution to the success of the development of character education in Indonesia. Therefore, helping schools to provide material with Islamic value is important and this study is for that purpose to be conducted.

In the current era, schools with an Islamic basis have a special attraction for parents and students to send their children to school with high hopes of getting a better quality of learning. In practice, this Islamic-based school is a school that implements an education delivery approach by collaborating general education with religious education in one curriculum. Such as the school that will be used as a research sample by researcher where the education system used is a collaboration between general education and religious education, where this school is in the form of an Islamic boarding school foundation with a level of education in the form of Madrasah (Islamic boarding school). Therefore, the researcher will present research that is still related to Islam considering which the research sample will be taken is still within the scope of Islamic education.

Qualitative research is well known with the deep interview as the characteristics. A pre-survey was conducted on 03 January 2023 by using interview with the English teacher and students of MA. Bustanul ‘Ulum (Islamic Boarding School Of Bustanul Ulum)<sup>1</sup>. From the interview it can be seen that there are many students have difficulties to translating from English into Indonesian, either because they do not have knowledge translation studies, students have difficulties transferring meaning the source language into the target language, students also have the habit translating a text word by word so the meaning obtained is not in accordance with the target language and they have difficulties to find the equivalent word from source language to the target language.

Based on all the explanations above, the researcher intends to reflect application of the process of translating Islamic narrative story from English into Indonesian for tenth grader students. To achieve this, the researcher will conduct a research case study that will be conducted on tenth grader students. Therefore, the researchers are very interested in conducting research to prove and observe so that proposes this research with the title “ **An Analysis Of Students’ Difficulties In Translating Islamic Narrative Stories At The Tenth Grader Of MA. Bustanul Ulum Jayasakti Central Lampung**”.

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<sup>1</sup> Pre-survey on January 03<sup>th</sup> 2023

**B. Problem Identification**

1. Student's do not have the knowledge about translation study.
2. The students habit is translating a text word by word.
3. The students have difficulties transferring meaning form source language to the target language.
4. Students cannot find the target language equivalent of the source language especially in the translation.
5. Students' also feel confused about translating in narrative text from Indonesian into English.

**C. Problem Limitation**

In this study, the researcher only discuss about the student's factors difficulties in translating Islamic narrative story.

**D. Problem Formulation**

Referring to the research background, the researcher formulates as follows :

1. What are the factors' of student's difficulties in translating Islamic Narrative Stories of the tenth grader student of MA. Bustanul 'Ulum?
2. How to solve the difficulties faced by students in the process of translation Islamic narrative stories of the tenth grader student of MA. Bustanul 'ulum?

## **E. Objectives and Benefits of The Study**

### **1. Objective of The Study**

Based on the research that has been formulated, the researchers arranged the objectives of this study as follows:

- a. This research is conduct to identify the factors students difficulties in translating islamic narrative stories.
- b. To find out the right way to use in faced with student difficulties in the translation process.

### **2. Benefit of The Study**

It is hoped that this research can be useful not only for researcher but also for students, teachers, and other researchers.

#### **a. For The Students**

The researcher hopes the results of this study can provide benefits for students so as to increase learning motivation durng the translation learning process. Besides that, the researcher hopes student have good quality in translating Islamic narrative stories.

#### **b. For The Teachers**

The researcher hopes the results can be a new allowance in finding information related to the teaching and learning process so teachers can develop skills in problems during teaching and teachers can also find more effective and efficient ways, especially in the process of learning to translate islamic narrative stories.

c. For The Other Researcher

The reseacher hopes the results can be a new reference for the other researchers in conducting research on translation. In addition to this research, other researcher can provide assumptions about new strategies or techniques in teaching translation, especially in translating texts.

## F. Prior Research

Research that discusses difficulties in translation process has been carried out by several previous researchers. Therefore, the researchers will explain some of the research result as related studies in this study. Priska Rizki Khalifah, Ririn Pusparini<sup>2</sup> In their research entitled “ The Use Of Islamic Story For Teaching Reading Narrative Text for The Eight Grade Students Of SMP Khadijah Surabaya”. A descriptive qualitative was used in this study, The aim of this research was to find the description of the implementation of islamic Story in teaching reading and the students’ responses of teaching reading using islamic Story to the eight Graders. In this research the researcher use two instrument to collect the data. They were observation checklist and questionnaire. The result of this research is the Islamic stories can build the students’ understanding in reading narrative and increase their good attitude, the Islamic story can be implemented as a

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<sup>2</sup> Prisca Rizki Khalifah, Ririn Pusparini, “ The Use Of Islamic Story for Teaching Reading Narrative Text For The Eight Grade Students Of SMP Khadijah Surabaya” Surabaya State University. ( <https://ejournal.unesa.ac.id/index.php/retain/article/view/12331/11396>) Accessed on 10 February<sup>th</sup>2024.



supplementary book to teach reading narrative text. this supplementary book makes students' reading comprehension become better and upgrades the student's good attitude.

Nurul Hanivah, Alek Andika<sup>3</sup> in their research entitled, “ The Analysis Of Student's Difficulties In Translating Text For The English Major Students At Ummu Kebumen”. This research aimed to identified the students' difficulties in translating text both from English to Indonesian. This research applied qualitative approach with descriptive method. In this research, they found the dominant difficulties founds among students were : difficulty analyzing idioms, unsystematic thought flow, and also difficulty with word equivalent. Therefore, It can be concluded that idioms are one of the reasons why students have difficulty translating English text because idioms are very difficult to understand cognitively because they require a broad understanding of their own meaning. Likewise, the flow of thought must be systematic during the translation process, moreover students must know the equivalent of English words to be able to translate an English text well.

Nanang Sharifudin<sup>4</sup> in his research entitled “ Students' Difficulties In Translating An Explanation Text From English To Indonesian “ its shown that researcher found five difficulties based on the research. There are difficulty translating long and complicated sentences, difficulty in composing deep text target

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<sup>3</sup> Nurul Hanivah, Alek Andika “ The Analysis Of Students' Difficulties In Translating Text For The English Major Students At Ummu Kebumen” E-Jou (English Education and Literature Journal) Vol. 3 No. 01 , 2023. (<https://jural.imnu.ac.id/index.php/e-jou/article/view/247/268> Accessed on October 01<sup>th</sup>2023.

<sup>4</sup> Nanang Sharifudin, “ *Students' Difficulties In Translating An Explanation Text From English To Indonesian*”. Universitas Negeri Semarang, 2019. ([http://lib.unnes.ac.id/34232/1/220144121\\_optimized.pdf](http://lib.unnes.ac.id/34232/1/220144121_optimized.pdf). Accessed on October 01<sup>th</sup>2023.)

language, grammatical difficulties, difficulty determining equivalents and word accuracy, and difficulty in applying TL writing rules. From the research above it can be concluded that long and complicated sentences turn out to be the reason why a text is difficult to translate, especially when composing a text require a deep understanding of structure and grammar, apart from that, word equivalent are again a factor in the difficulty in composing text in the target languages, as well as difficulties in applying TL writing rules.

The novelty of this research is analysis difficulties in translating from English to Indonesian text, that the type of text that will be used is Islamic narrative stories. In this research the researcher will focus on analyzing students factor of difficulties in translating a text from source language to the target language by the students'. Data of this study will collect from tree instrument that is interview, observation sheet and documentation. This study aims to know the students' difficulties in translating Islamic narrative stories and to find out the solve problem of students' difficulties in translating narrative text at MA Bustanul Ulum Jayasakti lampung tengah.

## **CHAPTER II**

### **THEORITICAL REVIEW**

#### **A. The Concept of Translation**

##### **1. The Definition Of Translation**

The definition of translation is an activity of translating the meaning of a text from one language to another in the way intended by the author of the text. Before carrying out translation activities, it is suggested that we first learn the skills of translating a sentence from the source language to the target language so that we can properly grasp the meaning of the translation itself.

Translation is a process of conveying ideas, meaning or a text message from one language to another. While there are several considerations that must be followed during the translation process, the main ones are related to the accuracy, clarity, and naturalness of the idea or message of the translation. That is, it is very important to consider whether the reader of the target text receives the same information as the reader of the source text. In the Oxford Dictionary itself it is said that the meaning of translation is the process of changing something written or spoken into another language. For a clearer understanding of translation, the researcher will explain several theories according to experts.

Definititon of translation is rendering the meaning of a text into another language in the way that the author that intended the text<sup>5</sup>. It's means that translation emphasizes the meaning of a source language text into the target text as intended by the author.

Translation is an operation performed on language: a process of substituting a text in one language for a text in another.<sup>6</sup> It can be say the translation is an effort to transfer the meaning of the source language to the target language so that the information conveyed can be accepted.

From the explanation above, the researcher can draw some conclusions that equivalent words or similarities in meaning or style of language in the words during the translation process must be used, the translation results should not change the meaning of the source language.

Translation is “the replacement of textual material in one language ( source language) by equivalent textual material in another language (target language)”<sup>7</sup>. which means that translation is the replacement of textual material in source language with textual material of equivalent meaning in the target language.

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<sup>5</sup>Newmark,. “ *A Text Book of Translation*” (Hertfordshire: Practice Hall International 1988),5.

<sup>6</sup>Ahmad Nofrian, Syafryadin. “ Students Difficulties In Translating Narrative Text”. Professional Journal of English Education, vol. 6, No. 3, May 2023. (<https://journal.ikipsiliwangi.ac.id/index.php/project/article/download/16278/pdf>. Accessed on May 15<sup>th</sup> 2023.

<sup>7</sup>J.C. Catfor, “ *A Linguistics Theory of Transalction*” ( London: Oxford University Press 1965),1.

Translation is “transferring the meaning of the source language into the receptor language”<sup>8</sup> it’s means that, translation on basically is the activity of changing the form of language. In this case it is change structure in one language (SL) to another (TL). Based on this idea, it can be understood that translation is an effort transferring meaning in the form of ideas, messages, or information from SL to TL by changing the SL to the TL form.

Translation is “ the replacement of a representation of a text in one language by a representation of an equivalent text in a second language”.<sup>9</sup> It’s means that translation is a general term that refers to ideas and removal of reflections from source language to the target language. More clearly, the researcher took the definition of the translation is the interpretation of the meaning of the source text and the production of the equivalent meaning of the text in another language.<sup>10</sup>

There are several things that must be considered by the translator during the translation process, included: “analysis the SL message into simplest and structurally clearest form; transfer the message; restructures the message in the TL to the level which is most appropriate for the audience addressed”.<sup>11</sup> It’s means that in translating a translator must pay

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<sup>8</sup> Mildred I. Larson, “ *Meaning Based Translation* ” ( New York: University Press of America inc 1998), 3.

<sup>9</sup> Roger T. Bell, “ *Translation and Translating: Theory and Practice* ” (New York: Longman Inc 1991), 6.

<sup>10</sup> Bahaa-Eddin Hasan. “Working With Different Text Types in English and Arabic: Translation In Practice”. (Cambridge Schoolars 2019).

<sup>11</sup> Basil Hatim And Jeremy Munday. “ *Translation: An Advanced Resource Book* ”. (New York: Routledge 2004).

close attention to every word being translated because it will affect the equivalence of meaning between the source language to the target language, the translator must consider the translation process.

Based on several explanation above, it can be concluded translation is changing, copying or transcribing ideas , meaning or a text message from one language to another so that language recipients can easily understanding them. Translation is a process transferring or a way of conveying message from one language to another language. To produce a good translation, the translator is required to be more thorough and understand the translation method. In other words, translators must find equivalent words from source languages that are equivalent to the target language. If the translator can carry out the translation process correctly then the translation results are perfect and the translation results can be received properly the translator is successful in carrying out the translation process.

## **2. The types of Translation**

The translation type is the type used in translation process when the is delivered. Meaning or message based on each translator's translation intent translation work. Translation types are applied to identify categories of text.

The third type of difference in translation has to do with rank in the grammatical ( or phonological) hierarchy in which translation

equivalent is established. The type of translation can be determined by the rank of translation as follow: <sup>12</sup>

a. Word for word translation.

This ranking translation is done by searching the source language lexicon that has many equivalents in the target language. Therefore, a careful and accurate lexical analysis must be carried out.

b. Group To Group Translation.

A more complete translation than a word for word translation makes it easy to construct English phrases whose meaning is equivalent to the target language. As long as the sentence makes sense, there shouldn't be any difficulty translating it.

c. Sentence to Sentence Translation.

For this translation, the first thing to do is to analyze lexical (word to word) and grammatical analysis. Then fill in the message sentence on basic dynamic and closet natural principles of application. After that broke from message is set finally an equivalent translation is obtained.

d. Paragraph to Paragraph Translation.

In doing this, we have to do the first to third ranking. After performing these steps transfers the message content to the source language into the target language equivalent is done.

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<sup>12</sup> J.C. Catford. "*A Linguistics Theory of Transaltion*". ( London: Oxford University Press 1965),24-26.

Translation can be done in the same language or from one language to another. Therefore translations are grouped into several types based on several characteristics. Roman Jakobson in Rusmiati's manuscript suggests three the following types of translation :<sup>13</sup>

- a. Intralingual, it means that translation can be done within one language, i.e. rewording or paraphrasing. It is means that intralingual translation is a substitute for text, from one language based on the translator's interpretation.
- b. Interlingual, it means translation done by involving two different languages. It is means that interlingual translation is replacement text or ideas from one text to another in different languages.
- c. Intersemiotic, this kind of translation talks about sign systems. It is means that intersemiotic translation is translation from verbal language to non-verbal language.

. As mentioned above, in addition to the types of translation which are ranked, they have also redefined popular translation terms. Mentioned that popular terms free and word for word translation are thought to be used loosely, partly correlating with the differences discussed here.<sup>14</sup> a) free translation, it is always unlimited in them, equality tends to exist higher rank, sometimes even between units greater than sentence, b)

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<sup>13</sup> Rusmiati, Grammatical Equivalence In The Indonesia Translation Of J.K Rowling's Novel: "Harry Potter And the Deathly Hallows," 2010,p.13. (<http://lib.unnes.ac.id/2819/1/6414.pdf> Accessed on January 07<sup>th</sup> 2023.)

<sup>14</sup> J.C. Catford. "*A Linguistics Theory of Transaltion*". ( London: Oxford University Press 1965).



Literal translation, translation is done on a lexical basis word for word equivalent, but ends up adjusting the grammar according to the demands TL code; literal translation does not transfer the source language, c) word for word translation, it's basically rank-bound to word rank, in other words, lexical replacement without grammatical adaptation.

### 3. The Process Of Translation

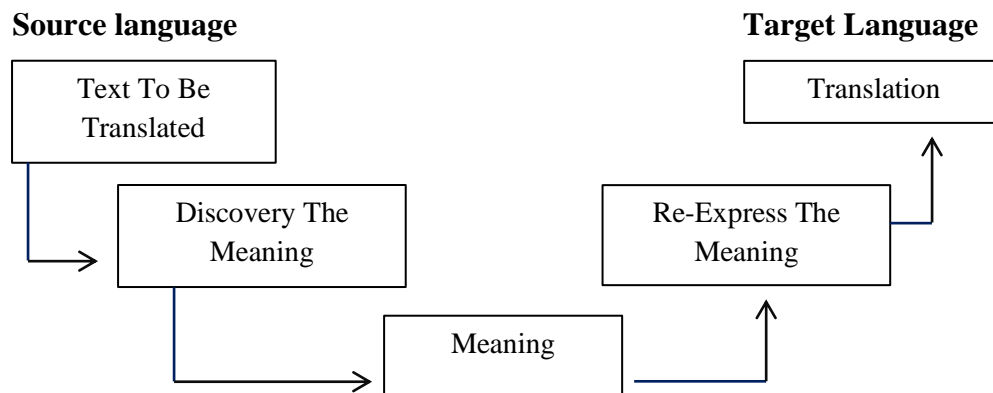
Generally, the translation process begins with review entire text before starting to translate it. After obtaining description of the contents of the text message, the translator can break it down into size of the text sections and the type of units will depend to the nature of the text, its length, level of difficulty, and so on including depending on the temperament of the clan interpreter ability itself. In the process of transferring one Source Language message to the Target Language in a translation must be paid attention to by a translator, because it is one of them a word may have more than one meaning. By knowing the possible meaning of a words, their meaning must be translated appropriately by the translator, and the reader will obtained meaning and information the target text.<sup>15</sup> The are several processes translation put forward by translation experts somewhat detailed as follows : The translation process will be explained in the picture following:<sup>16</sup>

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<sup>15</sup> Widhiya Ninsiana, “ *Problem Solving of Non-Equivalence Problems in English Into Indonesian Text*” *Journal of English Language Teaching* 4(2), 84-96), 2016.

<sup>16</sup> Mildred I. Larson, “ *Meaning Based Translation*” ( New York: University Press of America inc 1998)

**Figure 1. The Translation process by Mildred L. Larson**



Based on the first figure, it begins with the study of lexicon, language structure, communication situation, and the cultural context of the source language. Second, followed by activities to analyze the source language with careful to catch the meaning correctly, then: third ends with activity of reconstructing the same meaning by using lexicon and appropriate grammatical structure in the receiving language or the target

#### 4. The Difficulties In Translating The English Text

Difficulties is a condition where students cannot learn well due to interference, both internal and external factors. Difficulty in translating is when someone translates a text, but does not understand how to use verbs, adverbs, noun so the resulting sentence is not perfect.<sup>17</sup> It's means difficulties are when students experience impaired understanding which hinders the learning process. In this case, the difficulty in translating is

<sup>17</sup>Erry Silviana, "An Analysis Of Students' Difficulties In Translating Narratif Text".(online), (<https://id.scrib.com/document/344032322/Student-Difficulties-in-Translating-Narrative-Text>, accessed on November 15<sup>th</sup> 2023)

when someone translates a text, but does not understand how to use adverbs, nouns, verbs, so the resulting sentence is not perfect.

During the translation process, there is no translator who does not encounter difficulties in translating, in carrying out his work a translator will face various kinds of difficulties, for example difficulties related to meaning, variance, problems of ambiguity of meaning, equivalence, contextual or situational meaning, and grammatical meaning.<sup>18</sup> In the process of translation problems, stylistics also becomes a difficulty in translation. Transator are required to be able to analyze every word, phrase, sentence and discourse that appears in the source text.<sup>19</sup>

Many factors are crucial to the proses of translating and no explanation of translating can claim to comprehensive if these factors are not systematically considered. Translation is a complex process, involving linguistic and nonlinguistic factors.<sup>20</sup>

#### a. Linguistic Factors

Linguistics is the scientific study of natural human language. Language is accustomed to communicating in everyday life. Differences between languages is considered one of the main causes of difficulties in translation. There is many structure whose grammar cannot be understood well, and how to use rules

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<sup>18</sup> Maiya Lucito, “ The Analysis of Students’ Difficulties and Strategies Used in English Translation Process”,2018(University Darussalam Banda Aceh). (<https://core.ac.uk/download/pdf/293468534> Accessed on November 16<sup>th</sup>2023.)

<sup>19</sup> Rudi Hartono. Pengantar Ilmu Menerjemah. Semarang : Cipta Prima Nusantara.2017.

<sup>20</sup> Eugene A Nida and Taber Charles R. “The Theory and Practice of Translation”. ( Leiden E.J Brill 1982).

which describes its meaning in the translation process. Linguistics factors are vocabulary, grammar, and text, which can influence the translation results. The British pay attention to linguistics genres such as “she and he”. The two entered in Indonesian, it has the same meaning, namely “Dia”. Linguistic factors have a direct and very important influence on the process translation. Each of the linguistic, lexical, and syntactic and textual factors, may interfere with translation. It can be assumed that interlingual differences are main source of translation difficulty.

b. Non-linguistics Factors

Non-linguistics factors involve knowledge of ideology, culture, historical, political-social, chemical, biological, medicine, agriculture, and economics. Translating work used to bridge the cultural gap between two worlds and allows communication between people of different languages.

As explained above about linguistics and non-linguistics problems in translation. The problem arises because of the difference between language and culture. The following is four general categories of student’s difficulties in translating, namely:

- 1) It is difficult for students to understand the meaning of words that are not found in them dictionary.
- 2) Students have difficulty translating idiomatic phrases and colliding with culture.

3) Students have difficulty translating long and complicated sentences.

4) Difficulty composing the target text in the target language.

## **B. The Concept Of Narrative Text**

### **1. The Definition Of Narrative Text**

The main focus in this study is narrative text because it is the text that appears most often and is widely used in language teaching. Narrative text is an imaginative story text that functions to entertain people. When we view from the English dictionary, literally narrative means: a story that is spoken or written about an interconnected event, a part of a different literary work with a dialogue, as well as practice or the art of speaking.

The text of the story is the text that the agent of the story tells the story.<sup>21</sup> Narrative text explains the sequence of events or tells a story; in another sense, narrative text describes an experience. It will encourage participants to make efforts in solving the crisis. However, it could be better or worse. Story telling is form of retelling what happened (story), usually told orally (although you can stimulate a story). Storytelling is often used in the form of story text or spoken. Stories made in a constructive form ( written, spoken, and poetic, etc). depicts a series of non-fictional events. Narrative text is a type of a text that describes

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<sup>21</sup> Mieke Ball, *Naratology : introduction to the theory of narrative 3rd ed.* London: University of Toronto Press Incorporated.

activities and events in the past, tells about entertainment and experience, sole problem, and sometimes give moral lessons to others.

Narrative text is a form of narrative text, and written stories are not usually experienced by the author, but in the form of imagination or legend. Narrative text is also a type of text that tells an imaginary event (imaginary) sequentially or systematically and entertains the readers.<sup>22</sup>

Narrative text is a type of text that tells a series of events with a chronological system or are interconnected. Narrative text are generally imaginative, not real or in the form of the imagination of the author. Narrative text itself has a some textures, which is preposition, conjunctions, adverb, adverbial phrase, adverb of time, noun phrase, tenses ( past tense and past perfect tense), and also direct and indirect speech.<sup>23</sup> Narrative text is a text structure that is formed from elements such as plot, setting, theme, characterization, point of view and style, as well as tone and mood (language and atmosphere).<sup>24</sup>

## 2. The Generic Structure Of Narrative Text

Narrative text has characteristics that can be seen from its generic structure, language features, and social functions. Therefore, it can be categorized as a narrative text if it meets these requirements. In the

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<sup>22</sup> Muntaha. H. Tul, Kisman Salija, Munir. “ The Effects Of Image Streaming Strategy In Learning To Write Narrative English Text By Year 11 Students Of SMA Negeri 1 Tinambung KAB. Polewali Mandar”. *Journal of Technology In Language Pedagogy (JTechLP)*. Vol 1, No.1, (2022),hal. 69-76.

<sup>23</sup> fenti Susilawati, “*Teaching Writing Of Narrative Text Through Digital Comic*” vol. 5 No.02, October 2017. *Journal Of English and Education*.

<sup>24</sup> Seymore Chatman, *Story and Discourse: Narrative Structure in Fiction and Film*. Cornell Unicersity Press.

following sections, each characteristics of narrative text will be explained. Narrative text is an imaginative story which is aimed to entertain the readers. Generally, generic structure of narrative text can be divided into three components, such as: orientation, complication and resolution.

The following are three characteristics of narrative text. The first characteristic is orientation which tells about opening paragraph where the characters of the story are introduced. The second one characteristic is complication which tells about problems in that happen in the story developed. The third characteristic is resolution where the problems in the story are solved and it tells about problem solving of the story.<sup>25</sup> Therefore, It is necessary to know the generic structure of narrative text or the main structure in a narrative text in order to be able to compose a good and acceptable narrative text.

In conclusion, generic structure of narrative text can be concluded in three parts, such as :orientation, complication, and resolution. First, orientation is the opening paragraph of the text that introduces the characters involved, the time it happened, and the background location of the incident. The second one is complication consist of a paragraph that describes the original problem. This initial problem is the beginning of the storyline which continues to conflict, climax and anticlimax of a story. The last one is resolution, resolution is a paragraph that becomes the end of the story, and closed with a happy ending or sad ending.

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<sup>25</sup> Artono wardiman, Masduki B.Jahur, and M. Sukiman Djusma. *English in Focus for Grade VIII Junior High School*. (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional 2008) hal.98.

For the example of generic structure of text narrative text as follows:

**Table 1. Generic Structure of Text Narrative**

The Story Of A Rainbow	
Orientation	A very long time ago, there was a nice farmer named john. He married a beautiful woman and both of them had a beautiful baby boy.
Complication	But one day, the wife and son of the farmer got sick. Then the wife wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken.
Resolution	The gods didn't want to see him sad and heart broken. They help the farmer by bulding a gorgeous, colorfull bridge. The farmer can climb the sky and then see his wife and son again.

### 3. The Linguistics Features of The Narrative Text

Following are some common linguistic features for stories. First, nouns describe specific characters and places in the story. Nouns are used as pronouns for people, animals and certain objects. Second, adjective are used to describe characters and setting. Third, verbs are used to show the action that takes place in the story. Action verbs are used in the past



tense. Last, time connectives that connect events or sequence events and tell when they happened, using simple past tense and simple continuous tense.<sup>26</sup>

Narrative text has several linguistic features such as specific individual participants with predetermined identities, using action verbs (material processes), and usually using the past tense, using dialogue in stories, descriptive language, and can be written in the first person ( I, We), or a third person ( He, She, They). The main genres used to tell legends, folktales, and myths.<sup>27</sup>

#### 4. The Types Of Narrative Text

Genre is used to help generate story ideas. The following are a few examples of the different types (or genres) of narrative that show the characteristics:<sup>28</sup>

##### a. Humor.

A humorous narration is one that aims to make the audience laugh as part of the story. The following is a typical structure. First is orientation where the narrator will tell the name of a funny character in an unusual setting. The second is complicated safe in this part, something crazy happened. The third is sequence of events here there will be lots of imaginative ideas coming up about the funny

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<sup>26</sup>Yani Tri Wahyuni, "Improving Student's Writing Narrative Text Through Spin A Story Writing Prompt". (<https://jurnal.untan.ac.id/index.php/jdpdp/article/viewfile/37063/75676583653>. Accessed on 08 April<sup>th</sup> 2023.)

<sup>27</sup>Thyrhaya Zein et al., "The Incomplete Linguistic Features And Schematic Structure In EFL University Students' Narrative Text". *Journal Of Education, Teaching, And Learning*. Vol. 4. No. 1 march 2019.

<sup>28</sup>Rayendriani Fahei Lubis. "Narrative Text". *English Education*. Vol. 4 No, 2. July 2016.

things the characters say and the extraordinary things that happen to ordinary people. And the last is resolution where all ends well.

b. Romance

A romance narrative is a narrative that usually tells the story of two lovers who overcome adversity to end up together. The following are commonly used features. The first is orientation, it contains men and women looking for love, exotic settings, sunsets, beaches, and moonlight. The second is complication which contains a meeting between a man and woman. The third is sequence of events it contains about relationship development, jealousy, love, hurt, sadness, warmth, sharing, and overcoming problems. The last is resolution where finally the man gets the woman, gets married and lives happily ever after.

c. Historical Features

The following are typical historical fiction text characteristics. The first is orientation, the background of the story is in the past and has a description of a period in history. The second is complication, tells about good meeting evil. The third is sequence of events, actions related to a period in history, the lives of figures who are more influenced by historical events, and descriptions of life at that time.

d. The Diary Novel

This type of narrative has text that will be presented like a diary entry. The following are the characteristics of a novel diary. The first is orientation, explains about the main character is the narrator. Timing is given by diary entries. The second is complication, given one of the diary entries it could be related to romance, adventure, humor, mystery, or any other type of story. The third is sequence of events, diary entries will tell about a feeling, hope, and event. The last is reorientation, the narrator will tell what happened to solve the problem.

e. Fantasy

The following are features of a typical fantasy narrative. The first is orientation, describes about being in another dimension with a purpose, witches, wizards, and so on. Heroes who might have magical powers. The second is complication, describes where the evil forces influence the good. The third is sequence of events, use magic. Including an action, elves, dragons and mythical beasts, and heroism. The last is resolution, god's power can defeat the evil forces.

f. Science Fiction

A science fiction narrative is a narrative that contains a setting that involves science and technology. The following are the distinctive features of the text type. The first is orientation, a features

set and a world with technology. The second is complication, there is an evil force that threatens the world. The third is sequence of events, contains an imaginative description. Action involves a super technology, science, and invention. The fourth is resolution in the end good still triumphs over evil. And the last is coda, contains a moral message where be careful with science and use it for good and not evil.

## **5. The Concep Of Islamic Narrative Stories**

### **a. The definition Of Islam**

Islam as dien al-haq is islam created by The creator who is haq that human as His creation must surrender them-selves to The Creator and practice Islam in their lives, wether as individual, family, community or state and interstate. Thus islam as true al-dien is a straight guide to bring humanity to the pleasure of Alloh SWT while beside Islam is Jahiliyah whgich lead to and His wrath.<sup>29</sup> Therefore islam is the religion of Alloh which was revealed to His Mesengger as a guide for mankind to obtain happiness in the world and the afterlife.

Terminologically, it can be said that Islam is a revelation with the essence of monotheism or the oneness of God releaved by Alloh SWT to the prophet Muhammad Saw. As His ultimate messenger and applies to

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<sup>29</sup> Baharudin Husin, Supriyatin,SY, et all “ The Menaing And Characteristics Of Islam In The Qur’an” International Journal Of Psychosocial Rehabilitation, Vol.24, Issue, 01,2020. Page 1.

all humans, wherever and whenever, whose teaching cover all aspects of human life.<sup>30</sup>

b. Islamic Narrative Stories

Islamic education is a conscious and planned effort to prepare students to know, understand, appreciate faith, piety and morals in practicing Islamic teachings sourced from the Koran and Al Hadith.<sup>31</sup>

A short story or what is more familiar with the term short story is a type of prose fiction that contains a narrative that focuses only on conflict with a limited and non-increasing number of characters. The storyline is simple and only depicts the resolution of the conflict expressed.<sup>32</sup> Islamic narrative stories are narrative stories that convey Islamic stories. These stories are adapted or extracted from stories in both the Holy Koran and Al Hadith.<sup>33</sup>

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<sup>30</sup> Misbahuddin Jamal, “ Konsep Al-Islam Dalam Al-Qur’an” Jurnal Al-Ulum, vol.11, No. 2, 2011, Page 287.

<sup>31</sup> Dwi Isnawati, Rostanti Toba, “ Students’ English Translation of Islamic Short Stories By The Sixth Semester Of English Education Department” Borneo Journal Of Education and Education, vol. 1, No. 1, 2021, page 16.

<sup>32</sup> Ibid.

<sup>33</sup> Abdurachman Faridi, Seful Bahri, “ Developing English Islamic Narrative Story Reading Model in Islamic Junior High School” Arab world English Journal (AWEJ) Vol. 7, 2016, page230 ([https://www.academia.edu/26991911/Developing\\_English\\_Islamic\\_NArrative\\_Story\\_Reading\\_Model\\_in\\_Islamic\\_Junior\\_High\\_School](https://www.academia.edu/26991911/Developing_English_Islamic_NArrative_Story_Reading_Model_in_Islamic_Junior_High_School)) accessed on 10 February<sup>th</sup>2024.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The design of this study is descriptive qualitative method. The qualitative method was chosen because this study aims to analysis students difficulties in translating islamic narrative story at the ten grader of MA. Bustanul Ulum jayasakti.

Qualitative research is defined as an approach or search to explore and understand a central phenomenon.<sup>34</sup> In this case, to understand the sentral symptoms, the researcher interviewed the research participants by asking general question.

The reason researchers use this type of descriptive research is because this research is able to provide a thorough and clear picture of other social situations or from a certain time to another, or can find patterns of relationships between certain aspects and other aspects, and can find hypothesis and theory. The sample will take by using purposive sampling technique. Regarding the explanation above, the purpose of this research is to know the students' difficulties in translating islamic narrative stories at the tenth grader of MA. BUSTANUL ULUM JAYASAKTI CENTRAL LAMPUNG.

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<sup>34</sup> J. Creswell. *Educational Research. Planning, Conducting, And Evaluating Quantitative and Qualitative Research.* (Pearson-Prentice Hall. 2008.)

## **B. Data Resources**

In this study, there are two data source items used by the writer to facilitate the analysis. They are primary and secondary sources.

### **1. Primary Sources**

Primary sources are original materials that form the basis of research. They become direct evidence of the topic under consideration. The author presents some of the information in its original form, not overly interpreted or summarized or evaluated by other authors. The main source of the research is student documents translating narrative text at the tenth graders of MA. Bustanul Ulum.

### **2. Secondary Sources**

Secondary sources provide interpretation or analysis based on main source. Researcher can describe primary sources and often use them to support a particular thesis or argument or to persuade readers to be accept a certain point of view. Secondary sources in this research are interview that are related to the research.

## **C. Data Collecting Technique**

### **1. Documentation**

The documnetation that researcher need in this research are; Students translating document of Islamic narrative stories, theoretical books that support research and the last is document of the school. In this research, researcher used an Islamic narrative stories, with the title of *Uthman Ibn Affan and The Well of Jew*.

## 2. Observation

The researcher makes an observation with the aim of knowing the students' difficulties in translating narrative text. Apart from that, the researcher will analyze worksheets containing Islamic narrative stories that have been translated by students. In this case, the researcher will be directly involved in the class during the class observation process. In this research, the researcher will observe students' difficulties in translating narrative text.

## 3. Interview (*open and ended interview*)

Researchers choose an open interview because this interview allows students to use a unique way of defining something. Researchers also should not only focus on interview guidelines but also should focus more on statements or answers from students. Therefore, the information disclosed by students will be more understandable. In this research to acquire the data, the researcher will conduct an open interview with 20 tenth graders to find out the students' difficulties in translating narrative text.

### **D. Data Analysis Technique**

Data analysis technique is a method used to process data from research components, such as notes, documents, test results, recordings, and others into valid information so that it is easy to understand. The data analysis technique



in this case uses qualitative data analysis, following the concept given by Milles & Huberman.

There are three activities that occur simultaneously during the data analysis process, namely : data reduction, data presentation, drawing conclusions or verification.<sup>35</sup> The activities in more detail are follows:

1. Data Collection

Data collections are the initial stages carried out by researchers to collect and measure information about the targeted variables.

2. Data reduction

All data will collect and subsequently reduce through summarization and selection of specific elements by the researcher.

3. Data Presentation

Data presentation is the main part. The researcher use data presentation to convey the idea that the data were presented as an organized, compressed assembly of information that permits conclusions to be analytically drawn.

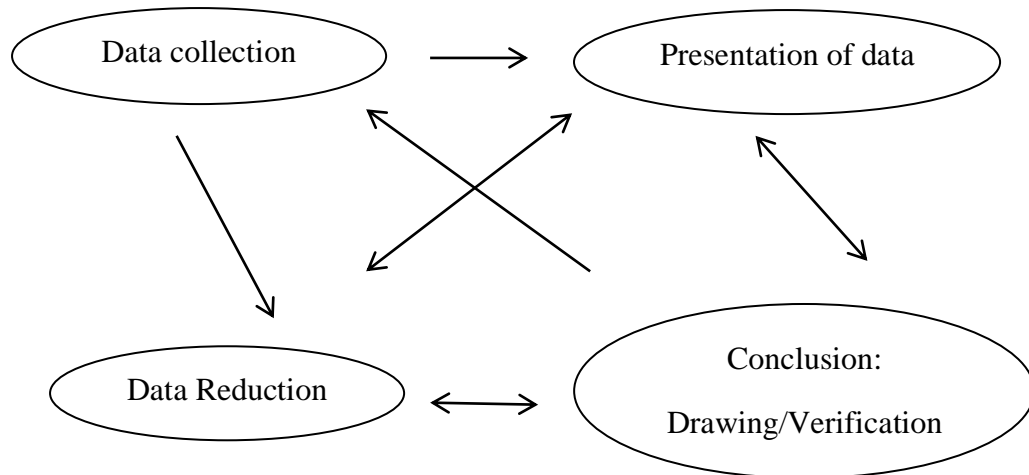
4. Drawing Conclusions and Verification

Conclusion drawing is the last step in part of analyzing data. After the data reduce and presented , the researcher make the draw of conclusion. Schematically, the data analysis process uses Miles and Huberman's interactive data analysis model can be seen on following image:

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<sup>35</sup> Miles and Huberman. *An Expanded Source Book: Qualitative Data Analysis*, ( London: sage Publication, 1994).

**Figure 2. Interactive Data Analysis Model Miles and Huberman**



In conducting research, researchers need several steps. In this study, researchers used five steps during the conduct research, as follows:

- a. Identifying research problems is the main activity step that researchers do.
- b. Determining Research

In a research, it would be nice to determine in advance the addressed and researched so as to facilitate researchers to study it. Therefore, in this case it is also the most numerous important statements in the research process.

- c. Collecting Data

Collecting data means the researcher identifies and selects individuals for research, obtains permission to study them, and collects information by asking questions or observing their behavior or daily activities.

d. Analyze Data

Data summarized and analyzed by taking a more specific part of the data. Then present the data using language that is easy to understand.

e. Drawing Conclusion

After doing the research the last step the researcher will to write and report research data using language that is simple and easy to understand. Then the author distributes it to the community ( such as lecturers, parents, students) who can use the information.

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Research Setting

##### 1. Description Of Research Location

###### a. School Identity

Name of School : MA. Bustanul ‘Ulum

NSM / NPSN Number : 131218020025 / 10816262

Village : Jayasakti

Galssatan : Anak Tuha

Regency : Central Lampung

Postal Code : 34161

Date founded : May 20, 1983

Land Area : 8.200 M<sup>2</sup>

land and Building Status : Owned by the Foundation

###### b. History of its founding MA BUstanul ‘Ulum

Bustanul ‘Ulum ( Islamic Boarding school) is one of the boarding school under the auspices of a foundation with an Islamic boarding scgoohl background. Since the founding of this educational institution, on May 20 1983, it has bee recorded as being 34 years old. With its age being no longer young, this educational institution has demonstrated its existence to both students and the surrounding environment. Changes for the better are always planned by the leaders of this schoosl. Both in terms of teacher competency, facilities and

insfrastructure, curriculum and existing intra-extra curricular activities.

The establishment of MA Bustanul ‘Ulum was inseparable from the figures who initiated it. The founding figures of This islamin boarding school are :

- 1) KH. Syuhudi Mubarak, BABpk.
- 2) Sukri Kholil (alm)
- 3) JamzuriBpk. M. Yono
- 4) Imam Kholis, BA
- 5) Ibu Siti Masykuroh (alm)
- 6) Ky. Imam Sibaweh (alm).

**a. The Vision, Mission and Goal of the MA Butanul Ulum**

Vision of the school : “To have noble malles, achievement and creative”.

Mision of the school :

- To produce gradates who have moral character
- Creating and quality learning atmsosphere
- Developing high competitiveness in the scientific field
- Equip students with life skill
- Instill strong beliefs as a basis for thinking and behavior

Goal of the school : “providing educational and knowledge provisions for students according to their level of development

towards the information of an ideal muslim personality (insan kamil) which is beneficial for religion, state and society”.

**b. Research Location Data and Fact**

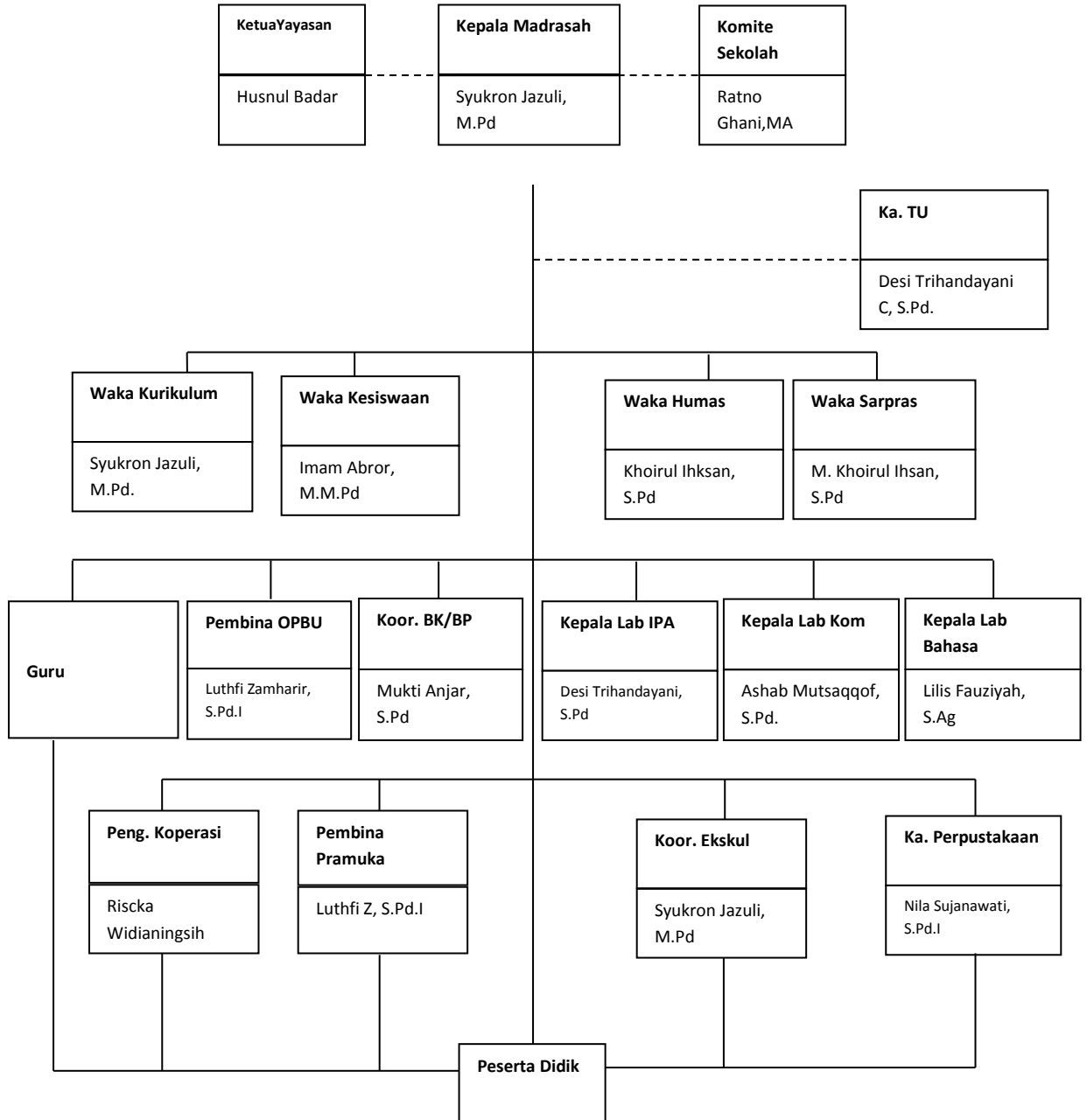
1) Condition of MA Busatnul ‘Ulum Student

In the last three years the number os students at MA Busatnul ‘Ulum. In the 2017/2018 school year the number was 267 students, in the 2018/2019 school year the number was 230 students and in the 2019/2020 school year the number was 250 student. More complete information can be seen in the following table :

**Table 3. Student Data for the last 3 years**

<b>NO</b>	<b>TAHUN</b>	<b>LAKI-LAKI</b>	<b>PEREMPUAN</b>	<b>JUMLAH</b>
1	2020/2021	91	176	267
2	2021/2022	91	139	230
3	2022/2023	98	152	250
<b>Sub Total</b>		280	467	747

**Struktur Organisasi  
Madrasah Aliyah Bustanul' Ulum Jaya Sakti Anak Tuha  
Tahun Pelajaran 2022/2023**



**Data on Enducators and Education Personel of MA Bustanul ‘Ulum  
Jayasakti, Anak Tuha, Central Lampung 2022/2023**

No	Nama	Status/ Tugas Tambahan			Pendidikan		Mata Pelajaran	Non Formal
		PNS	GTY	Tugas Tambahan	TK	Prodi		
1	Dr. Dedi Andrianto, M. Pd.		GTY		S2	Matematika	Matematika, Kimia	
2	Jumiran, S.H.I, M.Pd.I		GTY		S2	Kurikulum	Mulok	
3	Imam Abror, M. M.Pd.	PNS		Waka Kesiswaan	S2	Manajemen	Akidah Akhlak, Mulok	Pesantren
4	M. Khoirul Ikhsan, S.Pd.		GTY	Waka Humas	S1	PJOK	Penjas	
5	Rozi, S.Pd.I		GTY		S1	PAI	Mulok	Pesantren
6	Husnul Badar		GTY	Ketua Yayasan	MA	KMI Gontor	Mulok	Pesantren
7	Syuhudi Mubarak, BA		GTY		SM		Mulok	Pesantren
8	Imam Ghozali, S.Pd.I		GTY		S1	PAI	Mulok	Pesantren
9	Mukhlis Munif Ahsani, M.T.I		GTY	Waka Kurikulum	MA		Bahasa Arab, TIK, MUlok	Pesantren
10	Eko Prayitno, S.Pd		GTY		S1	Ekonomi	Ekonomi	
11	Mahmud Hafis, M.Pd.		GTY		S2	B. Indo	B. Indonesia	
12	M. Iswan		GTY		MA		Mulok	Pesantren
13	M. Taufik, M. Pd.I		GTY		S2	PAI		
14	Yuni Irfhamna, S. Pd. I		GTY		S1	PAI	SKI, Mulok	Pesantren
15	Dr. Husnul Muamalah, M.Pd.I		GTY		S2	PAI	Fikih, Mulok	Pesantren
16	Robi' Khomsah Alawiyah, S.Pd		GTY		S1	B. Ing	B. Inggris	
17	Nila Sujanawati, S.Pd.I		GTY		S1	PAI	Pkn	
18	Lilis Fauziah, S.Ag		GTY	Laboran	S1	B. Arab	Bahasa Arab	
19	Desi Trihandayani Chandra, S.Pd.		GTY	Ka. TU	S1	Matematika	Matematika, Kimia	
20	Siti Munawaroh, S.Pd.I		GTY		S1	PAI	Qur'an Hadits, Prakarya	
21	Tiara Herdina, S.Pd.		GTY		S1	Biologi	Biologi	



2 2	Nurul Fitria, S.Pd.		GTY		S1	Matematika	Matematika	
2 3	Ari Arkanudin, M.Si.		GTY		S2	Hukum Islam	Geografi	
2 4	Yuda Seta Mahendra, M.Pd.		GTY		S2	Fisika	Fisika	
2 5	Wiji Ayu Setianingrum, S.Pd.		GTY		S1	Sejarah	Sejarah	
2 6	Risky Sulistio, S.Pd		GTY		S1	B.Indo	B. Indonesia	Pesantren
2 7	Luthfi Zamharir, S.Pd.I.		GTY		S1	PAI	Mulok	Pesantren
2 8	Syukron Jazuli, M.Pd		GTY	Kepala Madrasah	S2	PAI	Fikih, Mulok	Pesantren
2 9	Mukti Anjarwati, S.Pd.		GTY	BK	S1	BK	BK	
3 0	Ashab Mutsaqof, S.Pd		PTY	Lab. Komputer	MA	IPS		
3 1	Zakiatul Bariah, S.Pd		PTY	Staf TU	MA	IPA		Pesantren
3 2	Siti Alfiah		PTY	Ka.Bag Keuangan	MA	IPS		

## B. Description Of Research Data Analysis

### 1. The Students Factor Difficulties in Translating Islamic Narrative Stories.

The researcher has analyzed the students' difficulties in translating Islamic narrative story at the tenth grade of MA Bustanul Ulum. Based on this, the following data results were obtained by researcher there are two factor difficulties in translating a text.

#### a. Factor Linguistics

##### 1) lack of vocabulary

In the line 1

SL : *Once upon a time, there lived a really humble man named*

*Uthman Ibn Affan.*

TL : *Dahulu kala, tinggalah seorang laki-laki yang rendah hati namanya utsman bin affan.*

The students translation results in line 1 stated, there are 13 documents translated from 20 document which all refer to the same error, the researcher provided an example sentence based on one of the students which was described as follows, student initial HK, in the first sentence the student interpreted the sentence of “*once upon a time*” as “*pada suatu ketika*” in this case the more appropriate meaning of the sentence “*once upon a time*” is “*Dahulu kala*”. It is known that students have difficulty finding the meaning of word or understanding the meaning of word. In the different word, the translator translates the word “*humble man*” becomes “*laki-laki baik hati*”. There is an error in transferring vocabulary, this less accurate because the meaning is not appropriate to the context, the word of “*humble man*” have a suitable meaning “*laki-laki rendah hati*”.

In the line 4

SL : *He used to help everyone who needed him.*

TL : *Dia selalu membantu semua orang yang membutuhkannya.*

The students translation results in line 4 stated there are 4 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the researcher provided an example sentence based of one of the students which was described as follows, 4 document interpreted the word of “*used*” as “

*menggunakan*” the word that should have been translated “*selalu*”. It happens because the student does not have the correct choice the meaning of vocabulary.

In the line 5

SL : *One day, Medina was hit by drought.*

TLT : *Suatu hari, Madinah dilanda kekeringan.*

The students translation results in line 5 stated there are 14 documents translated from 20 documents which all refer to the same errors in the meaning of the translation. In this study, the student interpreted the sentence of “*One day, Medina was hit by drought*” as “*suatu hari, Madinah mengalami musim kemarau*”. This less accurate because the meaning is not appropriate to the context, it would be more appropriate if the word of “*drought*” was defined as a “*kekeringan*”. It happens because the student not found the suitable meaning vocabulary in their dictionary.

In the line 6

SL : *Everyone had no water anywhere but there was a well in Medina and it was the only one.*

TL : *Semua orang tidak memiliki air dimanapun, tetapi ada sebuah sumur di Madinah dan itu adalah satu- satunya sumur.*

The students translation results in line 6 stated there are 4 documents translated from 20 documents that had errors in the meaning of the

translation. In this study, the researcher provided an example sentence based of the students which was described as follows, 2 document interpreted the sentence of “*Everyone had no water anywhere but there was a well in Medina and it was the only one*” as “*semua orang tidak memiliki air sedikitpun karena hanya ada satu sumur saja dimadinah*”. From the results of the translator’s translation, we can see that there was an error where the word of “anywhere” was interpreted as “sedikitpun”. The meaning of the word should be “dimanapun”.

In the line 8

SL : *People could take the water, but they had to pay to him.*

TL : *Orang-orang boleh mengambil air, tetapi mereka harus membayar kepadanya*

The students translation results in line 8 stated there are 2 documents translated from 20 documents which all refer to the same error in the meaning of the translation. In this study, the researcher provided an example sentence based of the students which was described as follows, the student interpreted the sentence as “*Rakyat dapat mengambil air karena mereka membayar kepada lelaki itu*”. The TL is not suitable because the translator made an error in the conjunction. The word of “*but*” which was interpreted as “*karena*”, this word should be interpreted as “*tetapi*”.

In the line 10

SL : *By hearing this, Uthman wanted to buy the well and give it to the people, so he went to the jews and made a deal with him.*

TLT : *Mendengar hal itu, ustman ingin membeli sumur itu dan memberikannya kepada orang-orang, maka ia pun pergi menemui orang-orang yahudi dan membuat kesepakatan dengannya.*

The students translation results in line 10 stated there are 5 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the researcher provided an example sentence based of the students which was described as follows, 2 document interpreted the line 10 as “*mendengar ini ustman ingin membeli sumur dan memberikannya kepada rakyat kemudian ia ingin dan membuat kesepakatan dengannya*”. In this sentence there is an omission of a word, the word “*went*” should be interpreted as “*pergi*” but the translator did not translate it, while the translator interpreted the word “*went*” as “*ingin*”. In this case the word “*went*” is a past tense verb. 1 document interpreted the line 10 as “*demi mendengar ini, ustman ingin membeli sumur untuk orang-orang. Jadi dia pergi ke orang yahudi dan membuat kesepakatan bersama*”. In this sentence there is an omission of a word, the word “*give it*” should be interpreted as “*memberikannya*” but the translator did not translate it. and 2 document interpreted the

sentence as “*dengan mendengar itu, ustman berkeinginan untuk membeli sumur itu dan memberikannya untuk para rakyat, kemudian dia ingin untuk orang yahudi dan membuat kesepakatan dengan mereka*”. Pada kalimat “*so he went to the jews..*” the translator interpreted as “*kemudian dia ingin untuk orang yahudi*” the correct translate in this sentence should be as “*maka ia pun pergi menemui orang-orang yahudi*” the word of “went” should be interpreted as “*pergi*”. In this case it can be seen the translator have difficulty compiling long texts, difficulty understanding the meaning of words they find in the dictionary so they add or even delete words they don't find. This affects the translation results that are unacceptable and unreadable by the readers and finally resulting the ambiguous meaning.

In the line 14

SL : *Then, Uthman thought how to get the well.*

TL : *Kemudian, ustman berfikir bagaimana cara untuk mendapatkan sumur itu.*

The student's translation results in line 14 stated there are 2 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the translator interpreted the sentence as “*kemudian ustman berfikir bagaimana saya membangun sumur*”, the actual meaning word of “*get*” is “*mendapatkan*” but the translator translate the word as “*membangun*”.

In the line 18

SL : *Uthman replied, "we use the well alternately.*

TL : *Ustman menjawab, kita menggunakan sumur tu secara bergantian*

The students translation results in line 18 stated there are 1 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the translator interpreted the sentence as "ustman menjawab, kita bisa bergantian". In this sentence, the translator does not interpret the word of "use". Omission of the word causes the ambiguous meaning and the grammatical is not completely.

Based on the phenomenon above, the researchaer can assume that in linguistics factor related to the lack of vocabulary from 28 sentences in the islamic narrative stories text, there are 8 sentences that are problematic.

## 2) **The student don't know about grammar**

In the line 7

SL : *the well belonged to a jew.*

TL : *sumur itu milik orang yahudi.*

The students translation results in line 7 stated there are 1 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the researcher provided an example sentence based of the students which was described as follows, the

document 1 interpreted the sentence “*The well belonged to a jew*” as “*....satu-satunya dimadinah milik orang yahudi*”. It can be seen the translator has difficult compiling the target text into the target language, apart from the TL is not appropriate, and it happens because the student does not have the correct grammar. Because “The well...” in the sentence is not interpreted so the sentence does not have a subject and the sentence is imperfect. The sentence that should have been translated was “*Sumur itu milik orang yahudi*’.

In the line 12

SL : *O Uthman, how will I get more money if I sell the well?*

TL : *Wahai Utsman, bagaimana aku akan mendapatkan lebih banyak uang jika aku menjual sumur itu?*

The students translation results in line 12 stated there are 6 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the researcher provided an example sentence based of the students which was described as follows, in the 2 document the translator interpreted the sentence as “*wahai ustman bagaimana jika aku mendapatkan banyak uang dari menjual sumur?*”. The translator made an errors by interpreting the sentence “*how will I get...*” becomes “*bagaimana jika aku mendapatkan...*” in this case this sentence actually refers to an interrogative sentence, the actual meaning is “*bagaimana aku akan mendapatkan.*”, then in the sentence “*If I sell the well*”, the correct



meaning is *“jika aku menjual sumur itu”* but the translator interpreted as *“banyak uang dari menjual sumur”*. In this sentence the translator use word-for-word translation, then the meaning of this sentence is not natural or seems as a translation work; the technical terms is very unusual and unfamiliar for the readers; phrase, clause and sentence are not appropriate with English and Indonesian grammar. The translation is difficult to be understood by the readers. 1 document interpreted the sentence as *“ya ustman, bagaimana bisa saya menjual sumur ini jika saya memperoleh banyak uang?”*. The translator is not translate the word of *“get”* which have a means as *“mendapatkan”* so the result of this sentence becomes ambiguous translation and did not reach the desired target language. The last document interpreted the sentence as *“Bagaimana aku mendapatkan banyak uang dari hasil menjual sumur”* in this sentence the translator made an error in the aspect of tenses which the sentence is tenses of the interrogative sentence in present future form, but the translator is not translate the word of *“will”* which have a meaning becomes *“akan”*.

Based on the phenomenon above, the researchaer can assume that in linguistics factor related to student don't know about grammar from 28 sentences in the islamic narrative stories text, there are 2 sentences that are problematic.

**b. Factor Non-Linguistics**

**1) Students difficulty to understand the meaning of words that are not found in them dictionary.**

In the line 3

SL : *He was known as a charitable man in Mecca.*

TL : *Dia dikenal sebagai orang dermawan di Mekah.*

The students translation results in line 3 stated there are 6 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the researcher provided an example based of the students which was described as follows, student document 1, the students interpreted the word of “known” as “berpengetahuan”. The word “known” in this sentences is an adjective so the actual meaning is “Dikenal”. While 5 other documents interpreted the sentence of “ a charitable man” as “ laki-laki yang rendah hati”, the sentence that should have been translated is “ orang yang dermawan”. The TL is not appropriate, and it happens because the student does not have the correct vocabulary, they have difficulties to finding the suitable meaning in their dictionary.

In the line 9

SL : *Because of that, Rasul Alloh PBUH was pity of people and said*

*“Anyone among you who wants to buy the well and gives it to people as a charity will get His Jannah”.*

TLT : *oleh karena itu, Rosulluloh SAW. Merasa kasihan kepada orang-orang dan berkata, “siapa saja di antara kalian yang ingin membeli sumur dan memberikannya kepada orang-orang sebagai sedekah, maka ia akan masuk surga”.*

The students translation results in line 9 there are 8 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the researcher provided an example sentence based of the students which was described as follows, 2 document interpreted the sentence in the line 9 as “ *karena hari itu Alloh SWT. Kasihan kepada hambaNya “ Barang siapa di antara kamu ingin membeli sumur dan berbaik hati untuk memberi ke rakyat maka baginya syurga”.* Translator have an error in interpreted of the word “ *Rasululloh PBUH*” as “*Alloh SWT*” this word should be interpreted as “*Rasululloh SAW*”. The word of “*pity*” translated as “*berbaik hati*”, the word should be translated as “*kasihan*”. The translation is difficult to be understood by the reader because the student have difficulties in understand the meaning of words that are not found in the dictionary.

In the line 16

SL : *What if I buy a half of your well?, said Uthman.*

TL : *Bagaimana jika aku membeli setengah dari sumurmu?, Tanya ustman.*

The students translation results in line 16 stated there are 1 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the translator translate the sentence in line 16 as “*apakah saya dapat membeli setengah dari sumurmu?*” the actual meaning of “*what if*” is “*bagaimana jika*” but because the translator uses word-for-word translation, the meaning obtained refers to the meaning obtained of the word “*apa*”. So the translator changed the word “*what if*” becomes “*apakah*”.

In the line 23

SL : *they would get it freely again in the day after tomorrow.*

TL : *mereka akan mengambilnya lagi secara cuma-cuma lusa.*

The students translation results in line 23 stated there are 6 documents translated from 20 documents that had errors in the meaning of the translation. In this study, 2 document interpreted the sentence as “*mereka akan mendapat air gratis hari selanjutnya setelah hari besok*”, while 2 document interpreted the sentence as “*mereka akan medapatkan 2 hari kedepan*”. Then 2 document interpreted the sentence as “*mereka akan medapatkan air gratis di hari besok*”. 6 document have an error refer to the same mistakes, there are still some distortion meaning or ambiguous translation, there are deleted meanings, which it disturbs the messages’ wholeness. In TLT, the translator translates the word “*The day after tomorrow*” becomes “*dua hari berikutnya*”. This less accurate because the meaning is not

appropriate to the context because the word of “the day after tomorrow” has a suitable meaning “lusa”.

Based on the phenomenon above, the researcher can assume that in linguistics factor related to Students difficulty to understand the meaning of words that are not found in their dictionary, from 28 sentences in the Islamic narrative stories text, there are 4 sentences that are problematic.

## 2) **Students difficulty translating phrase and colliding with culture.**

In the line 2

SL : *He was a rich merchant.*

TL : *Dia seorang saudagar kaya.*

The students translation results in line 2 stated, there are 11 documents translated from 20 document which all refer to the same error, the researcher provided an example sentence based on one of the students which was described as follows, Student initial EM has a error translation, in this case the student interpreted the word of “*a rich merchant*” as “*seorang pedagang yang kaya*” but the meaning is not appropriate to the context, it would be more appropriate if the word of “*a rich man*” was defined as “*seorang saudagar kaya*”. In this case, it can be seen if there are differences in cultural meaning and influence the translation process.

Based on the phenomenon above, the researcher can assume that in linguistics factor related to students difficulties in translating

phrase colliding with culture from 28 sentences in the Islamic narrative stories text, there are 1 sentences that are problematic.

**3) Students difficult to composing the source language into the target language.**

In the line 4

SL : *He used to help everyone who needed him.*

TL : *Dia selalu membantu semua orang yang membutuhkannya.*

The students translation results in line 4 stated there are 2 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the researcher provided an example sentence based of one of the students which was described as follows, 2 document student there are have a difficult to composing the target text in the target language, so source language message are unacceptable because some students still use word for word translation. The student interpreted the sentence of “*He used to help everyone who needed him*” as “*Dia biasa membantu semua orang siapa saja yang membutuhkannya*”. Text in the source language has mostly been translated into the target language accurate but the translation results show that there is an ambiguous translation that disrupts the integrity of the message to be conveyed.

In the line 6

SL : *Everyone had no water anywhere but there was a well in Medina and it was the only one.*

TL : *Semua orang tidak memiliki air dimanapun, tetapi ada sebuah sumur di Madinah dan itu adalah satu- satunya sumur.*

The students translation results in line 6 stated there are 2 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the researcher provided an example sentence based of the students which was described as follows, Apart from that it can be seen that translator have difficult translating long and complicated sentences. 2 documents interpreted the sentence as “*Dimana-mana semua orang tidak memiliki air tetapi ada sebuah sumur dan satu-satunya dimadinah*”. Generally, the translation is able to understood by the readers; but there are some particular parts need to be read more than once to understand them.

In the line 11

SL : *However, the jews didn't want to sell the well even though Uthman gave him a lots of money.*

TL : *Akan tetapi, orang-orang yahudi tidak mau menjual sumur itu meskipun ustman memberinya banyak uang.*

The students translation results in line 11 stated there are 5 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the researcher provided an example sentence based of the students which was described as follows, 2 document interpreted the line 10 as “*...meskipun kalau ustman memberikan uang lebih*” in this sentence the correct translate is “*...meskipun*

*ustman memberinya banyak uang*” there is the addition of the word of “*kalau*” which does not need to be included that makes the sentence ambiguous to understand. On the other, 2 documents interpreted the sentence as “...*walaupun orang memberinya undian*” the translator translates the words of “*a lots of money*” as “*Undian*” but the correct translation is “*banyak uang*”. And while 1 document translates the sentence as “...*kalau ustman memberinya sebagian uang yang setara*”. The word of “*even though*” would be more accurately interpreted as “*Meskipun*”, but the translator interprets it as “*kalau*” besides that the word “*a lots of money*” has the meaning “*banyak uang*” but the translator interprets it as “*sebagian uang yang setara*”. The translator uses a word-for-word translation, resulting in unclear meaning. Generally, the translation is able to be understood by the readers; but there are some particular parts that need to be read more than once to understand them.

In the line 13

SL : *It's only thing I had to produce money.*

TL : *hanya itu saja yang aku miliki untuk menghasilkan uang.*

The students' translation results in line 13 stated there are 11 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the researcher provided an example sentence based on the students' which was described as follows, 2 documents interpreted the sentence as “*sebagai pengganti*



*benda itu saya ingin menghasilkan uang*”, this translation is inaccurate because the information conveyed does not match the target language. The phrase of “*it’s only thing*” should be translated becomes “*hanya itu saja*” but the translator translated as “*sebagai pengganti benda itu*”. This result is inaccurate because the information conveyed does not match the target language. 6 documents interpreted the sentence as “*saya pikir itu hanya akan menghasilkan uang*”. The phrase of “*it’s only thing*” should be translated becomes “*hanya itu saja*” but the translator translated as “*saya pikir itu hanya*”. This result is inaccurate because the information conveyed does not match the target language. The translator interpreted the word of “*thing*” as “*berpikir*”. The translator thought that the word “*thing*” was the same as the word “*think*” which caused an error. 3 documents interpreted the sentence as “*hanya saja barang saya mempunyai penghasilan uang*” the translator used word-for-word translation, they really followed the appropriate meaning that they found in the dictionary and then immediately strings it together without considering the meaning which is appropriate to the target language requested, then produce an ambiguous sentence meaning.

In the line 15

SL : *several times thinking, he finally got an idea.*

TL : *Setelah berfikir beberapa kali, akhirnya ia menemukan sebuah ide.*

The students translation results in line 15 stated there are 2 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the translator translate the sentence in the line 15 as *“beberapa waktu ia berfikir akhirnya mendapatkan ide”*, it will be suitable meaning if the word of *“several times”* translate becomes *“berfikir beberapa kali”*.

In the line 17

SL : *The jews was a really confused “ What do you mean?”, he asked.*

TL : *orang-orang yahudi itu benar-benar bingung “apa maksudmu?”, tanyanya.*

The students translation results in line 17 stated there are 1 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the translator interpreted the sentence as *“orang yahudi itu menjadi bingung “apakah maksudmu?” tanyanya.”* Generally, the translation is able to be understood by the readers; but there are some particular parts need to be read more than on understand them.

In the line 19

SL : *A day for me, the next day for you and so on.*

TL : *sehari untukku, hari berikutnya untukmu dan seterusnya.*

The students translation results in line 19 stated that there is no document error on this sentence, all of the document interpret this sentence correctly.

In the line 20

SL : *The jews smiled and thought he would get more money.*

TL : *orang-orang yahudi tersenyum dan mengira ia akan mendapatkan lebih banyak uang.*

The students translation results in line 20 stated there are 2 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the translator interpreted the sentence as “*orang yahudi itu tersenyum dan dia memikirkan akan mendapat uang yang lebih*”. The actual meaning of the word “thought” is “mengira” but the translator interpreted as “memikirkan”.

In the line 21

SL : *He agreed with Uthman, so Uthman gave a half price.*

TL : *ia pun setuju dengan ustman, jadi ustman memberikan setengah harga*

The students translation results in line 21 stated there are 2 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the sentence of the line 21 the translator interpret as “*dia setuju dengan kesepakatan ustman, jadi ustman memberikan harga sebagian sumurnya*”. In the sentnces “*he agreed*”

the actual meaning is “ *ia pun setuju*” but there is an addition of the word “*kesepakatan*” so this meaning is not suitable to the target language.

In the line 22

SL : *After that, Uthman told the people they could take the water freely for today, but not for tomorrow.*

TL : setelah itu. Ustman mengatakan kepada orang-orang bahwa mereka dapat mengambil air secara Cuma-Cuma untuk hari ini, namun tidak unntuk besok.

The students translation results in line 22 stated there are 2 documents translated from 20 documents that had errors in the meaning of the translation. In this study, the translator interpreted the sentence as “*setelah itu, ustman memberitahu kepada orang-orang mengambil sebagian air gratis setiap satu hari, tetapi untuk besok tidak gratis lagi*”. The translator have difficulties to understand the meaning of the word and also they difficulty composing long and complicated sentences. Generally, the translation is able to be understood by the readers; but there are some particular parts need to be read more than once to understrand them.

In the line 24

SL : *So, the people took the water for two days needs immediately.*

TL : *jadi, orang-orang segera mengambil air untuk kebutuhan 2 hari itu.*

The students translation results in line 24 stated there are 3 documents translated from 20 documents that had errors in the meaning of the translation. In this study, 2 document interpreted the sentence as “*jadi orang-orang mengambil air 2 hari sesuai kebutuhan*” the translator make a mistakes in arranging the meaning of sentence, causing deviations in inten and purpose from the surce language into target language. While the meaning of line 24 the actual meaning is to explain the amount of water taken for 2 days’ needs, but the translator’s translation has a different meaning with more emphasis on the time use to take the water. While the remaining 1 document does not translate the sentence on line 24.

In the line 25

SL : *A day later, when the well belonged to the jews again, there was no one taking the water.*

TL : *ketika sumur itu kembali menjadi milik orang yahudi, tidak ada seorangpun yang mengambil air.*

The students translation results in line 25 stated there are 3 documents translated from 20 documents that had errors in the meaning of the

translation. In this study, 2 document interpreted the sentence as “*lahu, rakyat melihat disana tidak ada seorangpun mengambil air*”. An error in translation is the omission of a sentence so the result is ambiguous and cannot be understood by the reader. Apart from that 1 document interpreted the sentence as “*ketika sumur kembali ke orang yahudi lagi disana tidak ada yang mengambil air*”.

In the line 26

SL : *The jews was disappointed, so he went to Uthman to sell another half.*

TL : *orang yahudi itu kecewa, jadi iapun pergi menemui ustman untuk menjual separuhnya lagi.*

The students translation results in line 26 stated there are 2 documents translated from 20 documents that had errors in the meaning of the translation. In this study, 2 document interpreted the sentence as “*orang-orang yahudi kecewa, jadi dia ingin ustman menjual sebaian lainnya*’ . The translator make a mistakes in arranging the meaning of sentence, causing deviations in inten and purpose from the surce language into target language. While the meaning of line 26 the actual meaning is to explain that a jew who would sell another half of his well to ustman but the translator’s translation has a different meaning who explained that ustman was the one who would sell half of the well to the jew. This causes deviations in meaning which necessary

information is not conveyed clearly and correctly, which gives rise to misunderstanding.

In the line 27

SL : *Uthman agreed and finally, it perfectly belonged to him.*

TL : *ustman setuju, dan akhirnya sumur itu menjadi miliknya sepenuhnya.*

The students translation results in line 27 stated there are 1 documents translated from 20 documents that had less accurate in the meaning of the translation. In this study, 1 document interpreted the sentence as “*ustman setuju dan akhirnya menjadi miliknya*” but the actual meaning of the sentence is “*ustman setuju, dan akhirnya sumur itu menjadi miliknya sepenuhnya.*”.

In the line 28

SL : *After that, he gave the whole well to the people as a charity.*

TL : *setelah itu ia memberikan seluruh sumur itu kepada orang-orang sebagai sedekah.*

The students translation results in line 28 stated there are 2 documents translated from 20 documents that had less accurate in the meaning of the translation. In this study, the translator interpretes the sentence as “*setelah itu dia memberikan seluruh sumur untuk amal kepada orang-orang*”. The translator has difficulty constructing the meaning of the sentence even though the translation can still be understood by the

reader, but it would be better if the translator paid attention to the structure of the language.

Based on the phenomenon above, the researcher can assume that in linguistics factor related to students difficulties in translating composing the source language into the target language from 28 sentences in the islamic narrative stories text, there are 15 sentences that are problematic.

It can be seen that in terms of linguistic factors related to lack of vocabulary, from 28 lines in the Islamic narrative story, there are 12 lines out of 20 documents that are problematic, while regarding students' don't know about grammar, from 28 lines in the Islamic narrative story, there are 2 problematic lines out of 20 documents. In non-linguistic factors related to students difficult to understand the meaning of words that are not found in the dictionary, from 28 lines in the islamic narrative story, therea are 4 problematics lines of 20 document, then students difficulties in translating phrase colliding with culture, from 28 lines in the islamic narrative story, there are 1 problematic lines of 20 documents, while regarding students difficulties in composing the source language into the target language, from 28 lines in the islamic narrative story, there are 15 problematics lines of 20 documents.

From several analyzes above related to linguistics and non-linguistics factors, students' difficulties in translating islamic narrative



stories more dominant problematic is the difficulties in non-linguistics factors.

**2. The problem solve difficulties faced by students in translating Islamic narrative stories.**

The problem solving in the factor difficulties in translating islamic narrative stories, the researcher give 4 (four) research question and it can be seen from the interview script as follows:

**Question 1:** *What do you think about translation?*

S1: *Mengartikan bahasa inggris ke bahasa indonesia kak.*

S2 : *mengubah bahasa inggris ke bahasa Indonesia kak.*

S3 : *mencari arti dari kata bahasa inggris ke dalam bahasa Indonesia.*

S4 : *merubah bahasa asing ke bahsa indonesia*

S5 : *mencari makna atau arti dari teks bahasa inggris ke bahasa Indonesia kak.*

S6 : *mencari makna atau arti dari teks bahasa inggris ke bahasa Indonesia kak.*

S7 : *mengubah kata dari bahasa asing kedalam bahasa yang di tuju.*

S8 : *mengartikan bahasa inggris ke baha indonesia*

S9 : *mengubah makna bahasa asing ke dalam bahasa Indonesia.*

- S10 : *mengubah makna bahasa asing ke dalam bahasa Indonesia.*
- S11 : *mengubah arti bahasa inggris ke bahasa idonesia ataupun sebaliknya.*
- S12 : *mengubah arti bahasa inggris ke bahasa idonesia ataupun sebaliknya.*
- S13 : *mencari makna atau arti baik itu dari inggris, arab ke bahas Indonesia. Yang jelas dari baha asing ke bahasa Indonesia kak.*
- S14 : *mencari makna atau arti baik itu dari inggris, arab ke bahas Indonesia. Yang jelas dari baha asing ke bahasa Indonesia kak.*
- S15 : *proses merubah arti kata ke baahasa tertentu, seperti bahasa arab atau inggris ke bahasa Indonesia.*
- S16 : *Mengartikan suatu bahasa ke bahasa yang lain.*
- S17 : *merubah bahasa asing kedalam bahasa yang dituju. Seperti mengartikan bahasa inggris ke dalam bahasa Indonesia.*
- S18 : *menterjemahkan suatu bahasa satu kebahasa yang lain kak.*
- S19 : *untuk mencari arti dari bahasa asing ke bahasa Indonesia.*
- S20 : *menurut saya translation itu tentang mengartikan sebuah teks dari bahasa inggris ke bahasa Indonesia ataupun sebaliknya.*

Based on the interview, the researcher obtaine that all of the students understood the concept of translation. They understand if the translation is

the process of transferring meaning from the source language into the target language.

**Question 2:** *Do you have difficulties in translating a text?*

All of the student answered “yes” that they had difficulty translating a text.

**Question3 :** *What difficulties did you face when translating a text?*

15 student stated that they had difficulty compiling the meaning of the sentences from SL into TL, apart from that they also had difficulty finding the meaning of new vocabulary hat they did not find in their dictionary, the answer of the students as follows:

S3 : *kesulitan saya saat menterjemahkan teks adalah saya kurang menghafal kosa kata, saat saya mencari arti di dalam kamus kadang tidak menemukan artinya, terus saya juga tidak menyusun kalimatnya.*

S4 : *saat saya sudah menemukan arti kosa katanya nanti saya kesulitan menyusun kata itu untuk menjadi kalimat yang benar.*

S5 : *kesulitan saya itu ketika menterjemahkan teks saya tidak memahami makna dari teksnya, kemudian adanya kosa kata baru yang baru saya temukan.*

S6 : *kesulitan saya itu ketika menterjemahkan teks saya tidak memahami makna dari teksnya, untuk menyusun teksnya juga sulit.*

S7 : *kesulitan saya saat menyusun kalimatnya, saya bingung karena saya tidak mengerti grammar.*

S8 : *kesulitan saya kadang-kadang sulit untuk menemukan arti yang sesuai dalam kamus bahasa inggris karena kamusnya tidak lengkap.*

S9 : *sebenarnya saat saya menterjemahkan teks saya bingung, saya tidak tahu apakah hasil terjemahannya bagus atau tidak, saya tidak tahu bagaimana cara mengartikan yang baik.*

S10 : *sulit menyusun kalimatnya kak, kadang d kamus juga ga ada artinya.*

S11 : *saya kesulitan memahami bahasa sumber dan juga merubah makna bahasanya.*

S12 : *saya kesulitan memahami bahasa sumber dan juga tidak terlalu menguasai kosa kata dalam bahasa inggris.*

S13 : *kalau ada kosa kata baru terus di kamus tidak ada, untuk menyusunnya pasti saya kesulitan kak.*

S14 : *kalau ada kosa kata bar terus di kamus tidak ada, untuk menyusunnya pasti saya kesulitan kak.*

S16 : *kadang kalau kalimatnya terlalu panjang lalu ketika mencari artinya d kamus tidak ada atau meskipun menemukan artinya tetap saja kelulitan untuk menyusun kalimatnya.*

S18 : *saya tidak bisa menyusun artinya menjadi kalimat yang baik karena saya tidak bisa tata bahasa penyusunan kalimatnya, kurangnya kosa kata yang saya miliki juga mempengaruhi saya kak.*

S19 : *kesulitan saya itu saat saya menemukan kosa kata baru lalu mencari di kamus tidak ada karena kamus saya tidak lengkap.*

While 5 students stated that grammar was the cause of their difficulties in translating because they did not understand grammar, the answer of the students as follows :

S1 : *kesulitan saya adalah saya tidak memahami grammar, jadi saya kesulitan untuk menyusunnya.*

S2 : *saya tidak memahami grammar bahasa inggris kak.*

S15 : *kesulitan saya itu dikarenakan saya sendiri tidak menguasai banyak kosa kata, grammarnya juga karena memang pelajaran bahasa inggris itu sulit menurut saya*

S17 : *saya tidak memahami tentang grammarnya kak.*

S20 : *saya itu karena tidak memahami tenses itu kak, grammarnya itu susah bagi saya, jadi kalau mau menyusun kalimatnya susah.*

**Question 4 :** *In your opinion, what are the ways to improve your ability to translate texts?*

10 students stated that in their opinion, to improve their ability in translate a text, they had to increase vocabulary, they could not rely on dictionaries, because not all dictionaries were complete. The answer of the students as follows :

S1 : *mencari kamus yang lebih lengkap dan menghafal kosa kata.*

S2 : *hafalan kosa katanya di tambah sama belajar tentang grammar.*

S3 : *ga boleh malas belajar kak, banyak-banyakin kosa kata agar mempermudah kita waktu menterjemahkan teks.*

S4 : *harus nambahain kosa kata biar tamba banyak, terus sering-sering belajar tata bahasanya.*

S8 : *Menurut saya harus belajar lagi si kak, banyak-banyakin kosa kata.*

S9 : *lebih mendalami lagi kak tentang materinya, banyakin baca buku sama kosa kata.*

S10 : *cari kamus yang lengkap biar kalau ada kosa kata baru tau artinya.*

S13 : *sebenarnya kalau kita punya kamus yang lengkap pasti mempermudah untuk belajar kosa kata yang belum saya tau.*

S14 : *menurut saya haru punya kamus yang lengkap, biar bisa tau arti kosa kata yang belum pernah saya tau.*

S19 : *nambah kosa kata terus di hafalkan lalu agar bisa mengingatnya maka kita harus sering memprakteknya dalam keseharian kita.*

1 student stated that he must know about translation, he must understand about translation before translating a text. The answer of the students as follows :

*S16 : menterjemahkan itu sangat sulit bagi saya, yang jelas mungkin saya harus paham dulu tentang menterjemahkan itu apa, bagaimana caranya, banyakin pengetahuan tentang kosa kata.*

9 students stated that studying grammar was very important considering that translation requires good and correct language structure. The answer of the students as follows :

*S5 : saya harus mempelajari lebih banyak lagi tentang susunan bahasa inggris, saya juga harus banyak menguasai kosa kata.*

*S6 : saya harus mempelajari lebih banyak lagi tentang susunan bahasa inggris, dan juga harus memperbanyak kosa kata.*

*S7 : memahami grammar si kak untuk membantu menyusun kata.*

*S11 : memahami grammar, rajin belajar dan membaca untuk menambah kosa kata baru.*

*S12 : saya harus paham dulu dengan grammar bahasa inggrinya kak, karena itu yang nmembiat saya kesulitan.*

*S15 : mungkin saya sendiri harus memahami dulu apa itu grammarnya, tau cara untuk menyusun kalimatnya dan juga banyak tau kosa kata.*

S17 : *ya saya harus tahu dulu macam-macam grammar bahasa inggris itu seperti apa, memahami tata cara menyusun kalimatnya juga.*

S18 : *sepertinya saya harus lebih rajin lagi memahami tata bahasa dalam bahasa inggris juga nambah kosa kata baru kak.*

S20 : *sepertinya saya harus lebih belajar lagi tentang grammar bahasa inggris.*

Based on the result of interview, there are several solution to overcome this difficulties that is when the student translating a text; students have to memorize and learn new vocabulary more often. In addition, to minimize the difficulty in translating the text, students should understand the content of the meaning and purpose of the text is being worked on. Before translating, students must study the contents of the text to be translated, this will help the translation process, students also have to learn how to compose good sentences do that the translation are not ambiguous with exploring more deeply how to use them based on the tenses. Understanding of language structures in English also needs to be improved, therefore studying grammar is an important concern for the teachers and the students.



## C. Discussion

### 1. The Students Factors difficulties in translating Islamic narrative stories.

Students' difficulties in translating Islamic narrative stories are based on *Eugene A Nida and Taber Charles R*<sup>36</sup> theory, that there are two influencing factors, namely linguistic factors and non-linguistic factors. Then, based on the analysis of 20 existing documents, it was found that non-linguistic factors were more dominant influencing difficulties in translating. Factor non-linguistik are more dominant related to the student difficulties to composing the source language into the target language, Students difficulties to translate phrase with colliding culture, Student difficult to understand the meaning of words that are not found in them dictionary.

### 2. The problem solve in difficulties faced by students in the process of translation Islamic narrative stories.

As stated previously, to find out the efforts what students do to overcome the difficulties they face in translating, interviews were conducted with 20 respondents. Generally, they agreed that to overcome difficulties in translating students must improve several directly supporting skills development of translation skills, such as learning “structure” and “vocabulary”. Even though the result of field analysis show that vocab and grammar play a major role, in the concept of translation there are things

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<sup>36</sup> Eugene. A Nida and Taber Charles R. “The Theory and Practice of Translation”. ( Leiden E.J Brill 1982).

they need to understand regarding how to transfer meaning from the source language into target language in accordance with concept of equivalence. In translation, there is a need for knowledge about how to transfer source language text to the target language, but this concept of translation has not been taught to them, so students have difficulty translating a text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the analysis data, the researcher can conclude as follows :

1. The students factor difficulties in translating Islamic Narrative Stories influenced by linguistic factors and non-linguistic factors. a) Non-linguistics factors, there are 4 out of 20 document the student have difficulty to find unfamiliar vocabularies; 15 out of 20 documents the student have difficulty composing English sentences into Indonesian patterns; 1 out of 20 document the student have difficulty translating phrases colliding with culture. b) Linguistic factor, there are 12 out of 20 document the student have a lack of vocabulary; 2 out of 20 document the students don't know about grammar. It can be concluded, related to linguistic and non-linguistic factors, students' difficulties in translating Islamic narrative stories are more dominant in non-linguistic factors.
2. To minimize the student difficulties in translating islamic narrative stories the student should do more practice translating text to understanding good and corret translation, the student must increase their vocabulary and more understanding about structure grammar. It is also important to note that they must understand the concept of translation as well, and the teacher must practice translation with student more often.

## **B. Suggestion**

Through this research, the researcher would like to give suggestions as follows:

1. For the students

It is suggested that the student to understand the grammar in translating a text. in addition, the student should increase the vocabulary and more practice and understand about process of translation.

2. For the teacher

It is recommended that the teacher of English lesson to motivate students in order the students will study more and focus on the translating process.

3. For the other Researcher

It is suggested as the reference of the prior research and as inspiration in order to conducting the research.

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## **APPENDICES 1**

**List Students as Participant Inisial and Real Name**

<b>No.</b>	<b>Real Name</b>	<b>Initial student name</b>	<b>Class</b>
1.	Afifa Nur Aini	ANA	X IPA
2.	Ani Prastiya Ningsih	APN	X IPA
3.	Anisatuz Zahra Al-iskandar	AZA	X IPA
4.	Dita Wulandari	DW	X IPA
5.	Dwi Okta Ramadani	DOR	X IPA
6.	Eka Mutamimah	EM	X IPA
7.	Galang Zaki Febrian	GZF	X IPA
8.	Hamid Arsyil Karim	HAK	X IPA
9.	Hanin Khairunnisa	HK	X IPA
10.	Kayla Ayunindita	KA	X IPA
11.	kharisma Salsabila Akbar	KSA	X IPA
12.	Najwa Salsabila	NS	X IPA
13.	Nuril Haris	NH	X IPA
14.	Raihan Izyan Abdullah	RIA	X IPA
15.	Riani Mertha Viona	RMV	X IPA
16.	Riska Safitri	RS	X IPA
17.	Rizky Balam Saputra	RBP	X IPA
18.	Shona Shofiana	SS	X IPA
19.	Tika Wulandari	TW	X IPA
20.	Yuliana Siregar	YS	X IPA

### Interview Sheet with the students

Date : 01 January 2024  
 Response : Students 10th  
 Institution : MA Bustanul 'Ulum Jayasakti  
 Form : Interview

The purpose of this interview sheet is to collect the data about students' difficulties in translating Islamic narrative story at the tenth grader at MA. Bustanul Ulum.

No.	Question	Answer
1.	<p>The interview question give to student</p> <p>a. What do you think about translation?</p> <p>b. Do you have difficulties in translating?</p> <p>c. What difficulties did you face when you translating a text?</p> <p>d. In your opinion, what are the ways to improve your ability to translate texts?</p>	
2.	<p>The interview question give to the English teacher</p> <p>a. Do you ask the students to translate a text?</p> <p>b. Are the evaluation results of students' translation from the source language to the target language accurate?</p>	

- In your opinion, what factors causes
- c. students to have difficulty in translating?

### **LIST INTERVIEW FOR THE TEACHER**

1. Do you ask the students to translate a text?

Answer : yes, I do

2. Are the evaluation results of students' translation from the source language to the target language accurate?

Answer : of course there are still many who are inaccurate, because they haven't mastered the material, don't have a lot of vocabulary and they are too lazy to open a dictionary.

3. In your opinion, what factors causes students to have difficulty in translating?

Answers : if there are not lazy and want to increase their vocabulary, read a book, often open a dictionary and learn more about English, I think it will ease to help their difficulties during the translation process.

### **LIST INTERVIEW FOR THE STUDENTS**

HR : Assalamulaikum Wr.Wb. selamat pagi semuanya, dulu kita sudah pernah bertemu satu kali, dan hari ini kita di pertemuan kembali, adik-adik pada pertemuan kali ini saya ingin meminta waktu kalian untuk interview melakukan interview, saya ingin semuanya ikut berpartisipasi dalam kegiatan ini. Nanti kalian silahkan maju boleh sendiri ataupun dua orang untuk saya interview.

Satu kelas : baik kak !

### **Pertanyaan 1**

HR : jadi saya mau meminta pendapat kalian tentang menerjemahkan, apa si menerjemahkan itu?

ANA,DT, AZA,KSA,NJ,APN : Mengubah bahasa dari bahasa inggris ke bahasa Indonesia.

DOR,EM,SS,TW : untuk mencari arti dari suatu kata atau kalimat, merubah bahasa asing ke bahasa Indonesia.

GZF,HAK,NH,RIA,RBP : mencari makna atau arti dari bahasa asing ke bahasa Indonesia, mengubah bahasa asing ke inggris ke bahasa indonesia

YS,RS,HK,RMV,KA : proses merubah arti kata ke bahasa tertentu, contoh inggris Indonesia atau sebaliknya.

### **Pertanyaan 2**

HR : apakah kamu memiliki kesulitan selama proses menterjemahkan?

All of the students : siswa mempunyai kesulitan dalam menterjemahkan.

### **Pertanyaa 3 :**

HR : kesulitan seperti apa yang kamu alami dalam menterjemahkan?

RIA: kesulitan saya adalah ketika menemukan kosa kata baru.

GZF : saya kesulitan untuk memahami bahasa sumber dan juga merubah makan bahasanya.

NH : kesulitan saya yaitu ketika menterjemahkan teks saya tidak memahami makna dari teksnya, da nada banyak kosa kata baru.

RBP : kesulitan saya saat saya menyusun kalimatnya, saya bingung karena saya tidak mengerti grammar.

HAK : kesulitan saya saat menyusun kalimat atau kata dan juga kosa kata baru.

AZA : kesulitan saya saat menterjemahkan teks adalah saya kurang menghafal kosa kata dan bagaimana cara menyusun artinya.

TW : saya kesulitan memahami grammarnya.

YS : kesulitan saya adalah adanya kosa kata baru yang belum aya ketahui.

KSA : ya saya mempunyai kesulitan menyusun arti dari kalimatnya.

RMV : sebenarnya saat saya menterjemahkan teks saya bingung, saya tidak tahu apakah hasil terjemahannya bagus atau tidak, saya tidak tahu bagaimana cara mengartikan yang baik.

RS : ada banyak kosa kata yang saya belum tau artinya.

HK : saya kesulitan menyusun kalimat dan masih banyak kosa kata yang belum saya tau.

ANA : kesulitan saya adalah saya tidak memahami grammar jadi saya kesulitan untuk menyusunnya.

DW : saya tidak memahami grammar bahasa inggris.

NS : kesulitan saya kadang-kadang untuk menemukan arti yang sesuai dalam kamus bahasa inggris karena kamusnya tidak lengkap.

KA : sulit menyusun kalimatnya kak, kadang di kamus ga ada artinya.

SS : kadang-kadang saya sulit menemukan arti kosa kata karena ga ada di kamus.

APN : saya sulit waktu menyusun arti kata atau kalimatnya kak.

DOR : kesulitan saya saat menemukan kosa kata baru yang belum saya tau.

EM : saya kesulitan di grammar, contohnya regular atau orregular itu lo kak

Pertanyaa 4

HR : menurutmu bagaimana caranya untuk meningkatkan kemampuan menerjemahkan teks?

RIA: kuncinya ya jangan malas belajar kak, sama nambah kosa kata.

GZF : banyakin kosa kata kak dan belajar grammar.

RBP : memahami grammar si kak untuk membantu menyusun kalimat.

HAK : rajin belajar kak.

AZA : ga boleh malah belajar kak, banyak-banyakin kosa kata

TW : sering baca-baca kak, buku kamus atau apalah yang bisa nambahin kosa kata.

YS : belajar lagi si kak, banyak-banyak menghafal kosa kata.

KSA : banyakin kosa kata, ga boleh malas belajar

RMV : lebih mendalami lagi kak tentang materinya, banyakin baca buku sama kosa kata

RS : nambah kosa kata, belajar cara menyusun kalimat

HK : memahami grammar, rajin belajar dan membaca buku buat nambah kosa kata.

ANA : cari kamus yang lebih lengkap kak sama menghafal kosa kata

DW : hafalan kosa katanya di tambah sama belajar grammar

NS : memperbanyak kosa kata baru sama belajar lebih giat lagi

KA : cari kamus yang lengkap biar kalau ada kosa kata baru tau artinya

SS : nambah kosa kata dengan menghafalnya dan menerapkan di kehidupan sehari hari

APN : ga boleh malas belajar, rajin menghafal kosa kata baru

DOR : sama si kak, hafalan kosa kata yang lebih banyak lagi.

EM : nambah kosa kata si, karena saya banyak tidak taunya.



Narrative text compilation of islamic stories

### **UTHMAN BIN AFFAN AND THE WELL OF JEW**

Once upon a time, there lived a really humble man named Uthman Ibn Affan. He was a rich merchant. He was known as a charitable man in Mecca. He used to help everyone who needed him. One day, Medina was hit by drought. Everyone had no water anywhere but there was a well in Medina and it was the only one. The well belonged to a Jew. People could take the water, but they had to pay to him. Because of that, Rasul Allah PBUH was pity of people and said, "Anyone among you who wants to buy the well and gives it to people as a charity will get His jannah."

By hearing this, Uthman wanted to buy the well and give it to the people, so he went to the Jews and made a deal with him. However, the Jews didn't want to sell the well even though Uthman gave him lots of money." O Uthman, how will I get more money if I sell the well. It's the only thing I had to produce money." Then, Uthman thought how to get the well. Several times thinking, he finally got an idea." What if I buy a half of your well ?", said Uthman. The Jews was really confused. " What do you mean?", he asked. Uthman replied,"We use the well alternately. A day for me, the next day foryou and so on." The Jews smiled and thought he would get more money. He agreed with Uthman, so Uthman gave a half price.

After that, Uthman told the people they could take the water freely for today, but not for tomorrow. They would get it freely again in the day after tomorrow. So, the people took the water for two days needs immediately. A day later, when the well belonged to the Jews again, there was no one taking the water. The Jews was disappointed, so he went to Uthman to sell another half. Uthman agreed and finally, it perfectly belonged to him. After that, he gave the whole well to the people as a charity.

## USTMAN BIN AFFAN DAN SUMUR ORANG YAHUDI

Pada suatu ketika, hiduplah seorang lelaki yang sangat rendah hati bernama Utsman bin Affan. Dia adalah seorang saudagar kaya. Ia dikenal sebagai orang yang dermawan di Mekah. Dia biasa membantu semua orang yang membutuhkannya. Suatu hari, Madinah dilanda kekeringan. Semua orang tidak punya air di mana pun, tetapi di Madinah ada sebuah sumur dan itu adalah satu-satunya sumur. Sumur itu milik seorang Yahudi. Orang bisa mengambil airnya, tapi mereka harus membayarnya. Oleh karena itu, Rasulullah SAW merasa kasihan kepada manusia dan bersabda, “Barangsiapa diantara kalian yang mau membeli sumur tersebut dan memberikannya kepada manusia sebagai sedekah maka ia akan mendapat jannah-Nya.”

Mendengar hal tersebut, Utsman ingin membeli sumur tersebut dan memberikannya kepada masyarakat, maka ia mendatangi orang-orang Yahudi dan membuat kesepakatan dengannya. Namun, orang-orang Yahudi tidak mau menjual sumur tersebut meskipun Utsman memberinya banyak uang.” Wahai Utsman, bagaimana aku dapat uang lebih jika aku menjual sumur itu. Itu satu-satunya hal yang saya miliki untuk menghasilkan uang.” Kemudian Utsman berpikir bagaimana cara mendapatkan sumur tersebut. Beberapa kali berpikir, akhirnya dia mendapat ide.” Bagaimana kalau saya membeli setengah dari sumurmu?”, kata Utsman. Orang-orang Yahudi benar-benar bingung. “Apa maksudmu?”, tanyanya. Utsman menjawab, “Kami menggunakan sumur itu secara bergantian. Sehari untukku, hari berikutnya untukmu, dan seterusnya.” Orang-orang Yahudi tersenyum dan mengira dia akan mendapat lebih banyak uang. Beliau setuju dengan Utsman, sehingga Utsman memberikan setengah harga.

Setelah itu, Utsman mengatakan kepada orang-orang bahwa mereka boleh mengambil air tersebut dengan bebas untuk hari ini, namun tidak untuk besok. Mereka akan mendapatkannya secara gratis lagi lusa. Jadi, warga langsung mengambil air untuk kebutuhan dua hari itu. Sehari kemudian, ketika sumur itu

kembali menjadi milik orang Yahudi, tidak ada seorang pun yang mengambil air tersebut. Orang-orang Yahudi kecewa, jadi dia pergi menemui Utsman untuk menjual setengahnya lagi. Utsman setuju dan akhirnya, itu benar-benar miliknya. Setelah itu, seluruh sumur tersebut disumbangkannya kepada masyarakat sebagai amal.

## **APPENDICES II**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-1372/In.28/D.1/TL.00/02/2024  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA BUSTANUL ULUM  
JAYASAKTI  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1371/In.28/D.1/TL.01/02/2024, tanggal 27 Februari 2024 atas nama saudara:

Nama : **HENI ROSYIDA**  
NPM : 1901050018  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MA BUSTANUL ULUM JAYASAKTI bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA BUSTANUL ULUM JAYASAKTI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ISLAMIC NARRATIVE STORY AT THE TENTH GRADER OF MA BUSTANUL ULUM JAYASAKTI".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 Februari 2024  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: /In 28/D.1/TL 01//2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:


Nama : HENI ROSYIDA  
NPM : 1901050018  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA BUSTANUL ULUM, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ISLAMIC NARRATIVE STORY AT THE TENTH GRADER OF MA BUSTANUL ULUM JAYASAKTI"
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal :

Mengetahui,  
Pejabat Setempat

  
SUKRON JAZULI, M. Pd . +

Wakil Dekan Akademik dan  
Kelembagaan,



Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003



YAYASAN PENDIDIKAN PESANTREN PEMBANGUNAN BUSTANUL ULUM

# MA BUSTANUL ULUM

JAYASAKTI ANAK TUHA LAMPUNG TENGAH

Terakreditasi : B

*Jl. Kawista No. 15 RT/RW 06/01 Jayasakti, Kec. Anak Tuha Kab. Lampung Tengah, Kode Pos : 34176*

## SURAT BALASAN PENELITIAN Nomor : 64/B.04/MABU/JST/V/2024

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro No. B-1372/In.28/D.1/TL.00/02/2024, Perihal Izin Research tanggal 27 Februari 2024. Saya yang bertandatangan di bawah ini, Kepala Madrasah Aliyah (MA) Bustanul Ulum Jayasakti Anak Tuha Lampung Tengah menerangkan dengan sesungguhnya bahwa :

Nama : **HENI ROSYIDA**  
 NPM : 1901050018  
 Jurusan : Tadris Bahasa Inggris  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Judul Skripsi : **AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ISLAMIC NARRATIVE STORY AT THE TENTH GRADER OF MA BUSTANUL ULUM JAYASAKTI**

benar-benar telah melaksanakan Penelitian di **MA Bustanul Ulum Jayasakti Anak Tuha Lampung Tengah** untuk kepentingan penyelesaian Skripsi.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jayasakti, 03 Mei 2024  
 Kepala Madrasah,  
  
**SUKRON JAZULI, M. Pd**





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Nomor : B-1323/In.28.1/J/TL.00/02/2024  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Widhiya Ninsiana (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **HENI ROSYIDA**  
NPM : **1901050018**  
Semester : **10 (Sepuluh)**  
Fakultas : **Tarbiyah dan Ilmu Keguruan**  
Jurusan : **Tadris Bahasa Inggris**  
Judul : **AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ISLAMIC NARRATIVE STORY AT THE TENTH GRADER OF MA BUSTANUL ULUM JAYASAKTI**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Februari 2024  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201503 1 006

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Heni Rosyida  
NPM : 1901050018

Program Studi : TBI  
Semester : VIII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at 19/2023 05	Dr. Widhiya Ninsiana, M.Hum	- Penambahan Teori Difficulties in translating - Penjabaran primary sources - Penjabaran document yang dibutuhkan untuk data collecting technique documentation.	
2.	Selasa 30/2023 05	Dr. Widhiya Ninsiana, M.Hum	- Revisi data prasurvey - Revisi prior Research - Pembetulan structure Grammar.	
3.	Jum'at 20/2023 10	Dr. Widhiya Ninsiana, M.Hum.	- Revisi the background at study - focus on translation	

Mengetahui,  
Ketua Program Studi TBI

**Dr. Much deiniatur, M.Pd.BI**  
NIP. 19883008201503 1 006

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111  
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Heni Rosyida  
NPM : 1901050018

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 31/2023 10	Dr. Widhiya Ningsiana, M.Hum	-The background of study	
3.	Kamis 9/2023 4	Dr. Widhiya Ningsiana, M.Hum	-Theory Kesulitan Menterjemahkan	
4	26/23 11		Acc to summer	

Mengetahui,  
Ketua Program Studi TBI

**Dr. Muchdiniatur, M.Pd.BI**  
NIP. 19883008201503 1 006

Dosen Pembimbing

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NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Heni Rosyida  
NPM : 1901050018

Program Studi : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	6/2024 05	Dr. Widhiya Ninsiana, M.Hum.	Abstract dan conclusion	
2.	26/2024 05	Dr. Widhiya Ninsiana, M. Hum.	BAB IV	
3.	20/2024 09	Revisi BAB Dr. Widhiya Ninsiana, M. Hum.	Revisi BAB IV	
4.	24/2024 09	Dr. Widhiya Ninsiana, M.Hum.	Revisi BAB IV	
5.	27/2024 09	Dr. Widhiya Ninsiana, M.Hum.	Revisi BAB IV	
6.	14/2024 10	Dr. Widhiya Ninsiana, M.Hum.	Revisi BAB I-V	
7.	16/2024 16	Dr. Widhiya, Ninsiana, M.Hum.	Revisi BAB I-V	
8	18/10/2024	— TL	Acc to manuscript.	

Mengetahui,  
Ketua Program Studi TBI



**Dr. Much Dejitur, M.Pd. BI**  
NIP. 198803082015031006

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum.**  
NIP. 197209232000032002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1051/ln.28/S/U.1/OT.01/10/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : HENI ROSYIDA  
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Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 1901050018

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperiunya.

Metro, 17 Oktober 2024

Kepala Perpustakaan



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MA Bstanul Ulum



Interviews with English Teacher



Interviews with the student



## **CURRICULUM VITAE**



Heni Rosyida was born in Tanjung Jaya, April 24, 2000.

She is the second child of the couple Mr. Sarno and Mrs.

Siti Sholihah. She had graduated from MI Bustanul

ULum Jayasakti, Anak Tuha, Central Lampung in 2013.

Three years later she graduated from MTS. Bustanul

‘Ulum, in 2016. Then she continued her studies at MA. Bustanul ‘Ulum in 2019.

In the same year, she decided to continue the study at S1 English Education

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