AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN OF THE THIRD SEMESTER STUDENTS AT IAIN METRO

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2021 M

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Presented as a partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

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ABSTRACT

AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN OF THE THIRD SEMESTER STUDENTS AT IAIN METRO

By
Dini Kurnia Putri

The purpose of the research is to show the results of the analysis of the difficulties faced by third semester students at IAIN Metro in translating argumentative texts from English to Indonesian, which were observed and analyzed from third semester students at IAIN Metro for the 2020/2021 academic year.

The technique of analyzing the data the researchers used descriptive qualitative. Qualitative research refers to the condition and situations of students in depth and detail about the difficulties they face in the process of translating text from English to Indonesian. The sample of this research is third semester students at IAIN Metro for the 2020/2021 academic year. The object of this research is accuracy. To find out and describe the difficulties faced by students, researchers used research techniques, namely: reading, analyzing, writing and concluding from the results of the translation answers done by students. The instrument chosen in this research is argumentative text, as the key instrument that uses question and answer help sheets and student translation quality assessment tables.

The results of this study indicate that 40% or 4 out of 10 students have difficulty understanding the meaning of the source language, making it difficult for them to translate it into the target language due to linguistic difficulties, as well as their knowledge and understanding of translation, also still lacking. And 60% or 6 of 10 students also have difficulty in translating words related to cultural values such as difficulties in non-linguistic factors. Based on the results of this study, the researcher can conclude that the difficulties faced by third semester students at IAIN Metro are more prominent in non-linguistic factors than linguistic factors.

Keywords: *Student Difficulty, Translating, Argumentative Text*

ABSTRAK

ANALISIS KESULITAN YANG DIHADAPI MAHASISWA DALAM MENERJEMAAHKAN TEKS ARGUMENTASI DARI BAHASA INGGRIS KE BAHASA INDONEISA OLEH MAHASISWA SEMESTER 3 IAIN METRO

Oleh
Dini Kurnia Putri

Tujuan dari penelitian ini adalah untuk menunjukkan hasil analisis dari kesulitan yang dihadapi oleh mahasiswa semester tiga di IAIN Metro dalam menerjemahkan sebuah teks argumentasi dari bahasa Inggris ke bahasa Indonesia yang diamati dan dianalisis dari mahasiswa semester tiga di IAIN Metro Tahun Pelajaran 2020/2021.

Teknik analisis data peneliti menggunakan deskriptif kualitatif. Penelitian kualitatif mengacu pada kondisi dan situasi mahasiswa secara mendalam dan rinci tentang kesulitan yang mereka hadapi dalam proses menerjemahkan teks dari bahasa Inggris ke bahasa Indonesia. Sample penelitian ini adalah mahasiswa semester tiga di IAIN Metro Tahun Pelajaran 2020/2021. Objek penelitian ini adalah akurasi. Untuk mengetahui dan mendeskripsikan kesulitan yang di hadapi oleh mahasiswa, peneliti menggunakan teknik penelitian yaitu: membaca, menganalisis, menulis dan menyimpulkan dari hasil jawaban terjemahan yang dikerjakan oleh mahasiswa. Instrumen yang dipilih dalam penelitian ini adalah teks argumentatif, sebagai instrumen kunci yang menggunakan lembar bantuan tanya jawab dan tabel penilaian kualitas terjemahan mahasiswa.

Hasil penelitian ini menunjukkan bahwa 40% atau 4 dari 10 mahasiswa mengalami kesulitan dalam memahami makna bahasa sumber sehingga menyulitkan mereka untuk menerjemahkannya ke dalam bahasa sasaran karena faktor kesulitan kebahasaan, hal ini disebabkan oleh minimnya penghafalan dan kepemilikan kosakata, serta pengetahuan dan pemahaman mereka tentang penerjemahan juga masih kurang. Dan 60% atau 6 dari 10 mahasiswa juga mengalami kesulitan dalam menerjemahkan kata-kata yang berkaitan dengan nilai-nilai budaya seperti kesulitan pada faktor non-linguistik. Berdasarkan hasil dari penelitian ini peneliti dapat menyimpulkan bahwa kesulitan yang dihadapi oleh mahasiswa semester tiga di IAIN Metro lebih menonjol pada faktor non kebahasaan daripada faktor kebahasaan.

Kata Kunci: *Kesulitan Siswa, Menerjemahkan, Teks Argumentatif*

APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

Title	:	AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIA OF THE THIRD SEMESTER STUDENTS AT IAIN METRO
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To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Wassalaamu'alaikum Wr.Wb

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NOTA DINAS

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Lampiran   :
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               Dini Kurnia Putri

> Kepada yth,
> Dekan Fakultas Tarbiyah dan Ilmu Keguruan
> Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama   : Dini Kurnia Putri

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Judul Skripsi   : AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIA OF THE THIRD SEMESTER STUDENTS AT IAIN METRO

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Metro,   November 2021

Pembimbing I   Pembimbing II

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NOTIFICATION LETTER

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Matter   : **In order to hold the Munaqosyah**
              of Dini Kurnia Putri

                                To: The Honorable the
                                Dean of Faculty of Tarbiyah and
                                Teacher Training
                                State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

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

Name   : Dini Kurnia Putri
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Judul Skripsi   : AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIA OF THE THIRD SEMESTER STUDENTS AT IAIN METRO

     It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE

No. B-5154/In-28-1/D/PP-00-9/12/2021

An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN OF THE THIRD SEMESTER STUDENTS AT IAIN METRO. Written by: Dini Kurnia Putri, Student Number 1701070011, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, November 25, 2021 at 13:00 – 15.00 p.m

BOARD OF EXAMINERS:

Chairperson	: Drs. Kuryani, M.Pd	(............)
Examiner I	: Dr. Widhiya Ninsiana, M.Hum	(............)
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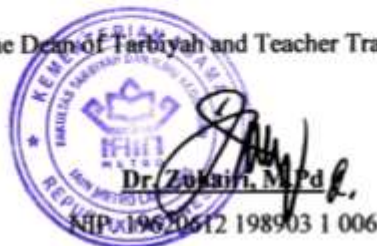
STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Dini Kurnia Putri

NPM : 1701070011

Study Program : English Education Study Program (TBI)

Department : Tarbiyah

It states that this undergraduate thesis is originally the result of the writer's research, in expectation of certain parts which are expected from the bibliography mentioned.

Metro, 03 December 2021
The Researcher

Dini Kurnia Putri
St. Number 1701070011

LEMBAR PERNYATAAN KEASLIAN

Yang bertanda tangan dibawah in:

Nama	: Dini Kurnia Putri
NPM	: 1701070019
Jurusan	: English Education Study Program (TBI)
Fakultas	: Tarbiyah

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

Metro, 03 December 2021
Peneliti

Dini Kurnia Putri
St. Number 1701070019

MOTTO

فَمَن يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُۥ ﴿٧﴾

"So whoever does good weighing zarrah, surely he will see (reply),"

(Az - Zalzalah: 7)

DEDICATION PAGE

Allhamdulillah….. Allhamdulillah…… Allhamdulillahirabbil'alamin…

I thank God for the presence of Allah SWT.: because I can complete this thesis, and I dedicate this thesis to:

My parents who always encourage, motivate, strengthen, and pray for me to be able to finish this thesis on time and so that the results obtained are as expected.

My little sister Febi Dinta Falesia who always supports me to be more active in working on my thesis.

My big family, (Suwiji's big family and Tukimin's big family) because they also pray for me so that I can finish this thesis well, and they are one of my strengths to finish this thesis.

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IAIN Metro campus almamater.

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First of all, thanks to Allah SWT the Most Gracious and the Most Merciful because of his wonderful blessings, the researcher could finish this proposal. Those blessings 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 Argumentative Text From English To Indonesian Of The Fourth Semester Students At Iain Metro" is the title 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 occasion, the researcher would like to express her deep gratitude to:

1. Dr. Zuhairi, M.Pd., as Dean of the Faculty of Tarbiyah and Teacher Training at the Metro State Islamic Institute.
2. Andianto, M.Pd., as the Head of the English Department.
3. Drs. Kuryani, M.Pd., as Supervisor I who motivated researchers to fininsh this research as soon as possible, and took the available time to guide and provide good suggestions for researchers.
4. Syahreni Siregar, M.Hum., as Supervisor II for criticism, corrections, suggestions and valuable time to complete this proposal.

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

Metro, 03 December 2021
The Researcher,

Dini Kurnia Putri
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TABLE OF CONTENT

LIST OF TABLES

CHAPTER I

INTRODUCTION

A. Background of Study

Every living thing in this world certainly needs to communicate with other living things, especially humans, humans are very closely related to communication and interaction, how can humans and other living things interact? Humans and other living things interact and communicate using language. It cannot be denied that language is one of the most important aspects of communication, in Indonesia language is very important, besides that language has many characteristics and varieties, besides Indonesian there is one more language that is no less important, namely English.

English is a language that has become an international language, to interact with people who are not from Indonesia, in addition to interacting, English is also very important to learn, especially in modern times like this, because most of the world's information is packaged in one language. English, journals, books, magazines, websites, definitely use English. Therefore everyone must learn and understand English is very important for everyday life.

However, not everyone is easy to learn English, of course there are some people who have a problem learning it, conditions like this make a very significant contribution to national education, a person's inability to understand English-based information is one of the problems that causes Indonesian people cannot understand the contents of this information.

Moreover, in Indonesia, almost all of the population thinks that English is just a foreign language which does not need to really be studied.

Therefore, in Indonesia there are very few people who understand English well, if you count it in writing it is still relatively low, the result of this has a high enough impact, namely, lagging behind understanding of English but thus even though English still have to be studied by high school students, such as schools which are the subject of this research. English is one of the basic lessons that are taught twice a week, in every meeting the teacher finds student difficulties in understanding, some students think that English is a very difficult subject, students have difficulty understanding the meaning, lack of understanding of the material, it is difficult to translate in the form of English text , and this is one of the problems faced by students, if students cannot translate every word, sentence, or paragraph in a text, they cannot understand the meaning or content of the text being studied.

In this research, the translation becomes the subject of investigation. Translate is one of the lessons that is very difficult for the material to understand by most students at school, before writing the researcher conducted a survey first to students of IAIN Metro with the aim of knowing what background the students had difficulty during learning English, after doing some survey researchers found a difficulty students in English lessons, namely, difficulty in translating a text or language. The background for the researcher to upload this research is that many students still have weaknesses in translating a text, and the factors that become these weaknesses are lack of

vocabulary, not understanding the text that is being worked on, and not understanding the translated material correctly.

In the current era of globalization, translation activities are one of the more important things and especially in Indonesia, translation activities have enormous influence and benefits in developing science and in international cultural exchanges. Translation does not only change one language to another, but also provides the right information to convey the content well. In this case, foreign literature is very influential on Indonesian literature because it is very closely related to one another scientifically.

It provides an overview of other meanings of translation. He said that translation has become very important in international and intercultural activities. For mutual understanding between different and conflicting racial, ethnic, religious and cultural groups. This is because translation has a very important function to bridge communication between people of different ethnicities, languages and cultures. For that he studied translation from various places and backgrounds in order to understand each other. Without translation, people with different languages and cultures will find it difficult to communicate.[1]

Explains that translation as "a craft which consists of efforts to replace a written message or statement in one language with the same message in another language". In addition, the translation process aims to determine the results of the conversion of information from one language or variety of

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[1] Chuan Mao Tian. "*Notes in Teaching Translation Between Chinese in English*". (School of Foreign Languages: Yangtze University Hubei 2005), No. 1 Vol.9.

languages to another. Translation is a way of reproducing as accurately as possible all the grammatical and lexical features of the 'source language' or (original language) by finding the equivalent in the 'target language'. At the same time, all factual information contained in the original text must be preserved, in the sense that the source language is more dominant in the translation process.[2]

In translation activities, of course, there are several things that need to be considered, one of which is the choice of words, selection is very important so that the translation results are not ambiguous. Translation activities can be carried out to determine the structure of understanding a language. Translation is not an easy job to do, especially for beginner translators. Most students face many problems translating foreign languages. Where is English as a foreign language in the country and English should be studied by students. English courses that specifically study translation are one of the compulsory subjects that students must study. According to students who have passed the class stated that "This course has a high level of difficulty in learning it, such as the large number of new vocabulary words that were not known beforehand, so the process of understanding and learning them takes quite a long time, besides that the process of understanding is assisted by several things. namely, using tools such as dictionaries, vocabulary books and many more, which of course this process will always depend on the dictionary.

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[2] Peter Newmark. " *A Text Book of Translation".* (New York: Prentice Hall 1988).

From the explanation above, in the translation process students experience a lot of difficulties, some difficulties arise when they try to translate the text in the textbook. Moreover, what they learned in English lessons was not only one text, there were several types of texts that they had to study such as narrative, descriptive, exposition, and argumentative texts. In the school which is the subject of this study, teachers admit that they have difficulty learning English, especially in translating activities. Some of the difficulties faced by students are students having difficulty understanding the meaning of text, students having difficulty translating new vocabulary, and etc. To understand the text, students must be able to translate each sentence or paragraph of text. Among these types of texts, the researcher focused on one of the above types of text, namely argumentation text.

Argumentation text is a text that contains an explanation in the form of an opinion based on evidence, reasons, and examples of real events that are intended to influence and convince readers, so that readers feel confident and agree with the author's thoughts.[3] However, when students try to read and understand the contents of the argumentative text, most students have difficulty translating the meaning of the text.[4] According to research conducted by Raena on students at SMA N 6 Makassar in translating, especially in the field of English, it is still lacking, students have difficulty translating text. Based on the explanation above, the researcher argues that the

[3] Edeltson S Toulmin, " *The Uses of Argument". (*London: Cambridge 1958).
[4] Resakti Alamsyah Bermani. *"An Analysis of Argument Structure of Research Article of English Postgraduate Program".* (Univercity Bengkulu 2017), No. 2 Vol.2.

students here are the same as the students in Makassar, both having difficulty translating argumentative texts.[5]

During a pandemic like this, it is certainly very difficult to carry out the teaching and learning process of English, therefore, to overcome this problem, of course, several tricks or methods are needed in teaching English, especially translation. Teaching translation during the COVID-19 era is indeed not easy, researchers must really choose a good method to conduct a study so that the results obtained are in accordance with the objectives. During this pandemic, researchers chosee to use online-based learning methods, namely, by using zoom and whatsapp. The purpose of using the zoom and whatsapp application is to make it easier for researchers to investigate student difficulties in the process of translating argumentation text, zoom is used for interviews with students, here researchers will ask directly what they know about translate and what their weaknesses are in translation. And in the whatsapp, the researcher will make a draft containing the text of the argument, in order to find out how much or what percentage of the level of difficulty is faced by students.

Through zoom and whatsapp, researchers can find out how many difficulties they face. So, the researcher tried to find the students 'difficulties by conducting a study entitled "Analysis of Students' Difficulties in Translating Argumentative Text from English to Indonesian".

In connection with the problems that exist in the translation process above, the researcher has also conducted a pre-survey to find out the

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[5] Raena."*Analyzing the Difficulties Faced by the Second Year Students of SMA Muhammadiyah 6 Makassar inTranslating Englsih Conjunction"*. (Thesis of UIN 2010), 16.

translation problems experienced by students in Iain Metro. The pre-survey was conducted on 25 Juli 2021. The result of the pre-survey are illustrated in the table below:

Table 1.1
Data of Pre-Survey Result

No	Students Name	Score
1.	Destri Rahma Puri	60
2.	Intan Kusuma Wardhani	60
3.	Ayu Puspitasari	63
4.	Reni Amelia	70
5.	Asih Anggraini	65
6.	Helen Sekar Pralesti	62
7.	Erdila Suryani	60
8.	Shella Juitasari	70
9.	Rizka Mutiara Annisa	72
10.	Rosidah	63

The result of pre-survey data obtained by researchers from student answer sheets in translating argumentative text in translating a sentence "why students should eat breakfast everyday", were categorized based on the highest score in the similarity of meaning in the translation process, there are three students translating the text correctly while seven of them still have errors in translating the text. The results of categorizing the argumentation text translation process by students of IAIN Metro is shown in the following table:

Table 1.2
The Categorization Data of Pre-Survey Result Translating
Argumentation Text of The Students at IAIN Metro.

No	Score	Frequency	Percentage
1.	7,0	3 students	30%
2.	6,0	7 sudents	60%
	Jumlah	10 Students	100%

Based on the table above regarding the result of the pre-survey data, it is known that there were 3 students were included in the criteria, besides that there were also 7 students not included in the criteria. This means that the number of students who did not complete was greater than the number of students who did. As a form pre-survey data related to the translation of argumentation text, it is illustrated in the following tittle: "why students should do eat breakfast everyday", form the data above it is clear that students have not been able to apply the concept of translation correctly. That's because the data has to be in the following form: "why students should eat breakfast everyday".

Regarding the results of the pre-survey above, the researcher found problems with students translation which were mostly caused by: (a) The limitations of the students'English vocabulary. (b) Do not understand the equivalent words in the text.

Based on the overall explanation above, the researcher intends to reflect application of the process translating argumentative texts to eleventh grade students in high school. To achieve this, the researcher will conduct a case study research that will be carried out on students in the eleventh grade. Therefore, the researcher proposed this research with the title ***"An Analysis Of Students Difficulties In Translating Argumentative Text From English To Indonesian Of The Third Semester Students At IAIN Metro".*** In this pandemic era, researcher conducted online research, namely by using handphone via the zoom and whatsapp application.

B. Research Question

Regarding the research background, the authors formulate the following research problems:

1. What are the students difficulties faced in the level of equivalent words in the process of translating argumentative text?

2. What are the factors that make the students difficult in translating argumentative text from English to Indonesian ?

3. How to solve the difficulties faced by students in the process of translation argumentation text from English to Indonesian?

C. Objectives and Benefits of the Study

1. Objective of the study :

    Based on research questions that have been formulated, researchers set the objectives of this study as follows:

    a. This study was conducted to determine students' difficulties in translating argumentative texts from Indonesian to English.

    b. To identify what factors make it difficult for students to translate argumentative texts from Indonesian to English.

    c. To find out the right way to use in faced with student difficulties in the translation process.

2. Benefits of the Study

    It is expected to be able to provide benefits not only for researchers but also for students, teacher, and other researchers.

a. For the students

Researchers expect the results of this study to be used as input for students so that they can motivate them in translation learning, and are expected to make a useful contribution in translating based on meaning so that students have good quality in translating argumentation texts.

b. For the teachers

The results of this study are expected to be useful information for English teachers who are directly involved in the teaching and learning process in order to develop the teacher's ability to anticipate these problems in teaching, the teacher will also find an effective and efficient way of teaching translation in particular. in the argumentation text.

c. For the other researchers

The results of this study are expected to attract other researchers to conduct research on translation. Then from this study, other researchers can propose to assume several strategies or techniques in teaching translation, especially in translating argumentative texts. In addition, this research is a reference for other researchers.

D. Prior Research

Several studies on translation difficulties have been carried out by several previous researchers. Researchers will explain some of the results of

the students' research as related studies in this research. Silvia Darmayanti,[6] in her thesis entitled "Analysis of Student Techniques in Translating Narrative Texts". In her research, it was shown that students use many techniques in translating narrative text. Based on the research results, it can be concluded that literal translation techniques are more dominant than other techniques. Moreover, other studies reported, Redicha Nitami Putri[7], in her thesis entitled "Analysis of Student Problems English, Indonesian Translation". In her research, it was shown whether students had problems translating Indonesian text into English. Based on the results of the research, it can be concluded that the difficulty experienced by most students is the lack of vocabulary. Based on the explanation of the research above, the researcher can conclude that the biggest difficulty of students in the translation process is the lack of vocabulary.

Nurul Istiqomah[8] thesis entitled "Analysis of Student Problems in Translating English Narrative Texts into Indonesian". In her research, it was shown that what percentage of the problems faced by students were vocabulary (4.87%), incomplete sentence comprehension (19.27%), addition (9,17%), and grammar (2.75%). The highest number of student problems 40% is vocabulary, this shows that students are really deficient in vocabulary. In

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[6] Silvia Darmayanti, *"An Analysis of Students" Technique in Translating Narrative Text at SMAN 3 Langsa"*. (IAIN Zawiyah Cotkala Langsa 2015), 39.

[7] Redica Nitami Putri, *"The Analysis of Students" Problem in English Indonesian Translation at The Tenth Grade of SMA Negeri 1 Kutowinangun"*. (Muhammadiyah University of Purworejo 2016), 33.

[8] Nurul Istiqomah, *"The analysis of students problem in translating english narrative text into indonesian at the eighth grade of SMP N 4 Purworejo"*.(Muhammadiyah University 2017), 40.

addition, Kurniadi Agus Satria,[9] his thesis entitled "The Quality of Student Translation in Translating English Phrase Verbs into Indonesian". The results of his research showed that the most dominant student translation quality was very good in three aspects of the translation quality assessment, namely accuracy, clarity and naturalness where 80% of students got very good scores for these three aspects.

Annie Susanty in her research entitled "Study of the Difficulty of Translating English to Indonesian". The results of the research show that the difficulty of students in carrying out the translation process is found in the vocabulary and phrases, the results of translating the words result in the majority (93.16%) of the number of words being translated correctly and only a small part (6.84%) are mistranslated, then in the phrase section. (66.94%) were translated correctly and (33.05%) were mistranslated. The researcher concluded that from the data above, there is a tendency to master the structure of phrases and the ability to understand phrases among students is still not satisfactory.[10]

Shanty Halim in her thesis entitled "Analysis of Errors in Translating Text from English to Indonesian". The results of the research showed that the students' mistakes in translating were found in lexical elements, phrases, and clauses. And none of the students can translate sentences properly and correctly, this is evident from the existence of errors or deviations in the

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[9] Kurniadi Agus Satria, *"translation quality in translating English phrasal verbs into Indonesian at sixth semester students class A of English department of FKIP UNIB".* (Universitas Bengkulu 2014), 38.

[10] Annie Susanty *"studi kesulitan Penerjemahan bahasa Indonesia ke bahasa Inggris".* (PLS FKIP Universitas Bandung Jaya, JP3M 2019), No. 1 Vol.1. 06-07.

selection of equivalent word elements, the preparation of phrases and clauses. Students often use translation (literal translation) so that the meaning of the translation results is unclear. With this, the researcher can conclude that the students' mistakes in translating a text are found in the equivalent words, structure phrases and clauses, as well as in the translation methods they use.[11]

Based on the explanation of the existing theories in previous studies, the researcher will carrying research that is slightly different from previous studies, the previous studies mostly analyzed the difficulties and mistakes of students in the translation process from English to Indonesian, which is based on assessment: mastery and understanding of phrases and clauses in a translation. However, in this study, it is very different from the previous one, because the researcher focuses on the difficulties faced by students in translating a text, and the researcher chooses the text that will be used as a test material for students, namely, argumentative text. Students must translate the argumentative text from English to Indonesian. The researcher chose argumentative text because it is considered that the text is easy to use in analysis research on the difficulties faced by students in translating, and the researcher also hopes that the differences from previous studies can be the basis for researchers in analysis trial tests on students. This time, argumentative text is one of the research instruments chosen by the researcher with three rubrics for translation assessment, which include: accuracy.

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[11] Shanty Halim. *"Analysis of Errors in Translating Text from Indonesian to English".* (Politeknik Negeri Ujung Pandang, Makassar 2015), 73-85.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Translation

1. The Definition of Translation

The definition of translation is the process of transferring a message from one language to another, but there are several other definitions of translation as described in the Oxford dictionary, which says that the meaning of translation is a process of changing something written or spoken into another language.

To learn the skills to translate sentences from the source language to the target language, we need to know about translation first before carrying out the actual translation activities. For more details, the researcher presents several theories about translation according to experts.

Translation is rendering the meaning of a text into another language in the way that the author intended the text.[12] the other definitions from defines that translation consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and second in terms of style.[13] Based on the explanation above, the researcher draws a little conclusion that translation should use the closest equivalent of words or similarities both in meaning and in language

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[12] Newmark. " *A Text Book of Translation".* (Hertfordshire: Practice Hall International 1988).

[13] Eugene A Nida and Taber Charles R. "*The Theory and Practice of Translation".* (Leiden: E.J. Brill 1982).

style, in other words, the translation results should not change the meaning of the source language.

The translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistics, and text pragmatic comprehension by the translator of the original text.[14]

Translation is "the replacement of textual material in one language by equivalent textual material in another language". which means "Translation is the replacement of textual material in one language with an equivalent textual material in another language.[15] Translation is "the replacement of a representation of a text in one language by a representation of an equivalent meaningful text in a second language". which means "Translation is the replacement of text representations in one language with text representations with an equivalent meaning in a second language".[16]

The translation process is made with the similarity or idea behind different verbal expressions, for example a sentence is made with the same in one idea but the expression obtained is different from the previous sentence, therefore the translator must really understand the existing

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[14] Choliludin. "*The Technique of Making Idiomatic Translation*". (Jakarta: Kesaint Blanc 2005), 26-29.

[15] J.C. Catford. "J.C. Catford. " *A Linguistics Theory of Transaltion*". (London: Oxford University Press 1965).

[16] Roger T. Bell. "*Translation and Translating: Theory and Practice*". (New York: Longman Inc 1991).

methods in translation in order to produce a suitable translation.[17] More clearly, the researcher took the definition of translation is a process in which the translator must really find the equivalent words contained in the target language with the statements in the source language, the equivalent words can be interpreted differently but the same meaning.[18]

Translation is an attempt by the translator to produce a text that is transparent or invisible, with the aim that the translator wants the results of the translated text not to look like the text that has been translated. Because if a text is clearly translated, the meaning in the text is slightly different from the previous one, therefore the translator must be really careful in carrying out the translation process so that the results are in accordance with what was expected before and the text does not look like it has been translated.[19]

Based on some of the definitions of translation above, the researcher can conclude that translation is a process of transferring or transitioning from one language to another (source language to target language) or a way of conveying messages from one language to another. Translation requires the translator to be more thorough and understand the translation methods properly in order to get the desired translation results, in other words the translator must really find the equivalent of the words from the source language with the statements in the target language. So

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[17] Theodore Savory, " *The Art of Translation*". (London: Jonathan Cape 1969).

[18] Isadore Pinchuk, " *Scientific and Technical Translation*". (London: Andre Deutsch 1977).

[19] Lawrence Venuti, "*The Translation Invisbility*". (New York: Routledge 1995), 242.

that the text that has been translated is not very visible if it has been translated and the meaning in the text remains the same from the previous text. If this has been done by the translator correctly, then the result of the translation can be said to be perfect and the meaning of the text is conveyed well and according to the purpose.

2. **The Types Of Translation**

The types of translation are divided into several parts which include:[20]

a. Word for word translation

Translation word for word is a type of translation which is basically still very much tied to the level of words. This type of translation only looks for the equivalent of the source language words in the target language, without changing the word order in the translation. The word order in the translation sentence is exactly the same as the word order in the original sentence. This type of translation can be applied only if the source language and target language have the same linguistic structure. On the other hand, if the structures of the two languages are different then word-for-word translation should be avoided because the results will be difficult to understand and the sentence structure of course violates the sentence structure of the target language.

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[20] Juan C sager. "*What Distinguishes Major Types of Translation*". No. 1. Vol. 4. 69-89. (1998): (UK, Department of Language Engineering 1998), No. 1. Vol. 4. 69-89.

Example : Saya menyukai kamu anak pintar (I like you smart student)

Saya akan pergi ke New York besok (I will go to New York tomorrow).

The advantage of this type of translation is that it is able to present translation precision which requires that the word order in the translation sentence is exactly the same as the word order in the original sentence. In this translation the translator only tries to find the equivalent of SL into TL without changing its structure. So, this translation can only be done if between SL and SL have the same rules and structure.

The disadvantages of this type of translation is the inability to translate the type of language text which has the form of phrases and sentences that are more complex. This type of translation should be avoided because the results will be difficult to understand and appear stiff. [21]

b. Free Translation

Free translation is a translation process that is always bound by the language system. As expressed by Catford[22] "A free translation is always unbounded equivalences shunt up, and down the rank scale, but

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[21] Masduki. " *Jenis dan Makna Terjemahan".* (Madura:Universitas Trunojoyo Madura No. 2, Vol. V ,2011), 03.

[22] J.C. Catford. " *A Linguistics Theory of Transaltion".* (London: Oxford University Press 1974), 25.

tend to be at the higher ranls-sometimes between larger units than sentence".

Translation must be able to capture the message or meaning in the source language at the level of the paragraph or discourse in its entirety and then transfer and express it into the target language. This is difficult to do, especially for novice translators who don't have much experience. Even if there are free translations, such translations are generally only limited to the level of phrases, clauses, or sentences. Idiomatic expressions and proverbs are often translated freely, such as the following examples:

To play truant (ditching)

To kick something around (discussing)

Killing two birds with one stone (diving while drinking water) Sentence to sentence.

The advantage of this type of translation is its fidelity to the messages contained in the source language. A free translator tries to change the meaning in TL in various ways, but he / she must not reduce or add new information that is not contained in SL.

The disadvantages of this type of translation is that it is often not tied to the search for equivalent words or sentences, but the search for the equivalent tends to occur at the paragraph or discourse level. The translator must be able to grasp the message in the source language at the paragraph level or discourse as a whole and then transfer and

express it in the target language. This is especially difficult for inexperienced translators to do.[23]

c. Literal Translation

This translation is between (free translation) and (word for word translation). This translation can be started from a word-for-word translation, but it is made a few changes and adjusted to the words in the target language. Catford [24]Defines it as follows: "literal translation lies between these extremes (free translation and word for word translation); it may start, as it were, from a word-for-word translation, but make changes in conformity with TL grammar ". This type of translation is usually applied when the sentence structure of the source language is different from the sentence structure in the target language.

The advantage of this type of translation is that literal translation has made adjustments to the form in TL.

The disadvantage of this type of translation is that it is abrupt and tends to be unfaithful. Once upon a time this type carried out the rank-boud translation process while remaining at the same rank (morpheme, words, clauses, or sentences) and one day it would widen into unbounded translations so that it would be difficult to control.[25]

d. Esthetic-poetic translation

Aesthetic-poetic translation does not only focus on the issue of conveying information, but also on the problem of impressions,

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[23] Ibid. P 03-04
[24] Ibid.P 26
[25] Ibid P. 04

emotions and feelings by considering the beauty of the target language. Based for the explanations above the researchers conclude aesthetic-poetic translation is very different from pragmatic translation, which emphasizes the delivery of accurate information. Aesthetic-poetic translation is also called literary-based translation, such as the translation of poetry, prose, and drama which emphasizes connotations of emotion and language style. This type of translation is difficult to do because one literary language is different from another literary language, and so is the culture behind it. [26]

The advantage of this type of translation is that it focuses not only on conveying information but also on emphasizing emotional connotations and language style.

The disadvantages is that this type of translation is very difficult to carry out because the literature of one language is very different from the literature of another language, as well as the culture behind it. It can also be said that translating literary works is very dilemmatic. If the translator has to maintain the message content in SL into TL, it means he will sacrifice its form.[27]

e. Ethnographic Translation

In this type of translation, the translator tries to explain the cultural context of the source language and target language. The

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[26] M.R. Nabanan. " *Teori Menerjemah Bahasa Inggris". (*Yogyakarta: Pustaka Pelajar 1997), 26.
[27] Ibid.P 05

translation must be sensitive to how the words are used in the cultural context of the source language and target language. [28]

The advantage of this type of translation is the completeness of registers in the translation work, where there are two choices of words by looking for their equivalents or writing the word TL and its annotations.

The disadvantages of the main difficulty faced by translators in this type of translation is the difficulty in identifying a form of cultural expression and then finding its appropriate equivalent in TL. It is not uncommon for a cultural term in a society or nation to find its equivalent in TL.[29]

3. **Translation Process**

In the process of translating the text, of course, there are several processes that must be carried out by the translator so that the results of the translation are in accordance with the original text.[30] When translating a text, the aim of the translator is to make every effort to communicate its meaning from the source text into the natural form of the receptor language or target language. [31] The researcher concluded that translation is closely related to the study of lexicons, grammatical structures, communication situations, and cultural contexts contained in the text,

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[28] R.W. Brislin "*Translation, Apllication and Research*". (New York: Gardner Press Inc 1976), 03.
[29] Ibid. P 08
[30] Ibid P 28
[31] Larson, L.M. "*Meaning-Based Translation*". (Lanham: Univ Press of America 1984), 14.

which are analyzed to determine what the real meaning. The meaning found is then re-expressed or reconstructed using lexicons and grammatical structures that are in accordance with the language of the receptors and the cultural context. Presents a diagram with a simple form of the process of translation, as follows: [32]

Source Language   **Receptor Language**

| Text to be translation | | Translation |

| Discover the meaning | | Re-Express the meaning |

| MEANING |
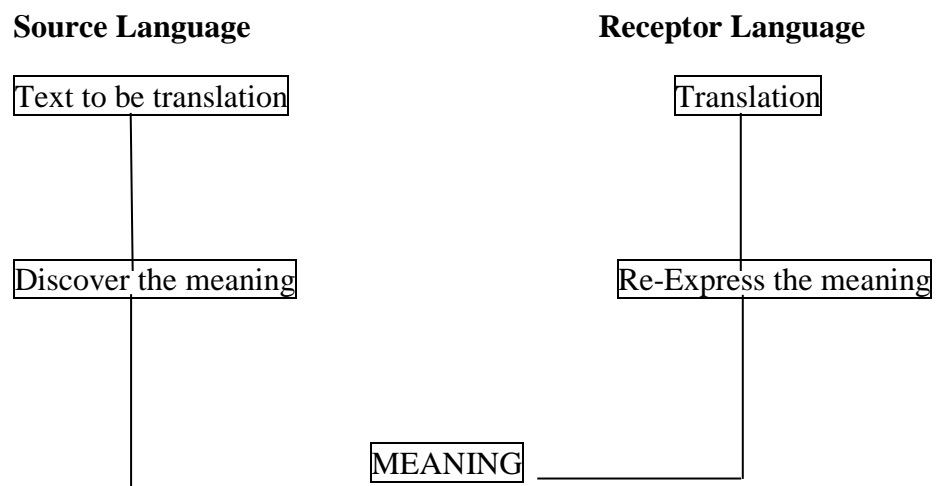
4. Difficulties Faced In Translation

In carrying out the translation process is not easy, a researcher will definitely find a point of difficulty in translating a language. Every language has its own grammatical system and lexical system which is very specific. Each language has its own grammatical structure and lexical composition which is different from the grammatical structure and lexical composition of other languages. Every language is a very complex system and has its own characteristics. The difference in this system does not only exist in languages that are not related, but also occurs in languages which

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[32] Ibid 14

are related or have the same meaning.[33] Next, the researcher will present a theory about the difficulties faced in the translation process according to experts, including:

Difficulties in translating Indonesian into English can be classified into agglutinative type languages, but Indonesian is close to analytical language as well as English along with the fact that the grammatical relationship between the two languages is expressed with the help of task words which include: (syntactic words) word order, (word-order) and suprasegmental units (stress, tone, intonation). However, the two languages differ in their lexical composition system, grammatical system and stylistic means.[34]

The differences between the Source Language system and the Target Language system can create language difficulties in the translation process. In fact, information in the source language text which contains language norms, such as: (1) lexical means, (2) grammatical means, (3) stylistic means or expressive nuances should be fully conveyed into the target language text in the translation process.[35]

Below is an explanation of the parts of the facilities that must be considered in facing difficulties when the translation process is in

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[33] Cahyadi. *"Kesulitan-kesulitan Dalam Penerjemahan"* Tersedia pada http://E-Learning.mht . (Diakses pada tanggal 02 Mei 2021).

[34] Jeremy, Keraf Munday. IntoducingTranslation Studies. *" Theories and Applications".* London and New York: Routledge, 2001.

[35] Miftahulhudauin. *"Kajian Teori Terjemahan".* Tersedia pada: http://drmiftahulhudauin.multiply.com. (Diakses pada tanggal 2 Mei 2021).

progress. So that translation can be translated easily and precisely with the target language. These facilities include:

a. Lextical Facilities

Explained that lexical is related to lexeme, related to words and related to lexicons, and not to grammar. The lexeme is a meaningful unit that forms a word, while the lexicon is a language component that contains all information about the meaning and usage of words in the language.[36]

Based on this opinion, the lexical ingredients consist of:

1) Various Meanings

The difference between the source language system and the target language system is also shown by differences in structure both at the level of words, phrases, clauses, and sentences. The lexical composition unit of language (word) usually contains various meanings or what is commonly referred to as (polysemous word) and the system of meaning of words in one language is usually not completely the same as the equivalent word meaning system in other languages. For example, the English word Home / House, which means in Indonesian is Rumah, which is adjusted to only one of its meanings, namely, building or residence. Likewise, the word house in Indonesian has no relationship at all with the

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[36] Harimurti, Kridalaksana. *"Kamus Linguistik".* Jakarta: Gramedia, 2008.

word home / house, for example, like a restaurant, Indonesian does not have an attachment to a restaurant.

2) Differentiation / Non-differentiation

What is meant by non-differentiation is that one word from a particular language, which contains a broader (non-differential) meaning, may be translated into another language with several words (two or more), each of which contains a narrower (differential meaning). For example, in English there is the word Rice, which can be translated into Indonesian by two or more words: Padi, Beras and Nasi, each of which has a narrower meaning than the English word Rice.

3) Semantic Field

The semantic field is the most complicated field because the problem of meaning is quite broad and tends to be subjective. The problem of the meaning of a word or sentence is usually closely related to the socio-culture of the language user itself. The difference between the socio-culture of one ethnic group and the socio-culture of other ethnic groups results in different ways of expressing the meaning of a word or sentence in a particular language. So that this will cause very complicated problems for a translator, especially if he is not familiar with the source culture and target language.

b. Gramatical Means

Grammatical is related to the grammar of a language or in accordance with the grammatical rules of a language. In accordance with this opinion, the grammatical means consist of:[37]

1) Singular and Plural Forms

What makes language difficult in translation is the difference in the grammatical system of the two languages. Both in Indonesian and in English, nouns have a singular (singularism) and a plural (pluralism). Unlike English, the noun forms of pluralism in Indonesian do not have any distinctive features that distinguish them from singularism noun forms. In general, the plural and noun forms in Indonesian are expressed by a system of repeating all basic noun forms, namely by means of the dual Javanese system. The plural indicator in English is marked by a change in a word order, if in Indonesian there is a repetition, it is different from English, namely by adding an affix at the end of the word without changing the real meaning, with several affix words including adding to the sentence or word suffix with "s", "ed", "es".

2) Aspect Category

Verbs in Indonesian do not have a morphological form that can be used as an indicator of perspective and impersive aspects. Aspect is a category of verbs which express the progress of an

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[37] Harimurti, Kridalaksana. *"Kamus Linguistik"*. Jakarta: Gramedia, 2008.

action, in other words finished (persf.) Or not / not finished (impersf.). Aspects in Indonesian and English can be marked with a timestamp. However, neither in Indonesian nor in English, there is no steady or relevant indicator between the perspective and impersive aspects, so that the aspects in Indonesian and English are mainly determined by a context; the presence of time clues, the presence of prepositions, adverbs, can be used as aspect indicators, which can distinguish the perspective from the impersive one. One of the characteristics that can distinguish the occurrence of an action which is stated by the verb in Indonesian as the Source Language does not have to be conveyed by formal disclosure in the Target Language text, if no indication is found regarding the taking place of the action or the meaning of the word.

3) Genus Category

The difficulties of a language in the translation process related to differences in the grammatical system of the two languages can be categorized into genus categories. Various languages have genus categories. Various languages have categories in their grammatical system. Translation around the genus category from Indonesian into English is not that difficult, however the translation from English into Indonesian creates difficulties due to differences in the equivalent of words or articles. So, the differences in the grammatical system of the Source

Language and the Target Language as a whole can be a source of difficulty in translation, especially in the grammatical categories in one different language or the meaning is not clear enough to be expressed in another language.

c. Stylistic Means

The stylistic complexity is also one of the factors causing the difficulty in translating. Literary texts such as poetry, prose and drama are expressed in a different style from scientific texts such as papers or reports because the culture of the source language and culture of the target language is different from one another, so the language styles used by the two languages are of course different so that it will be difficult for the translator. Every language has a functional system related to its style, language or style. However, signs that are considered to be differentiators characterized by one functional system or another in various languages are often incompatible. Although the translation does not deviate from the point of view of grammatical and lexical norms, it can be distorted because it violates the stylistic norms in the Target Language.[38]

That the existence of words that contain the same meaning, which is inherent in translation, must not contradict the stylistic norms of the target language. Although there are similarities in the lexical meanings of the words of the Source Language and Target Language,

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[38] Rochayah, Machali. *"Pedoman Bagi Penerjemah"*. Bandung: Mizan Pustaka, 2009.

the two words may not always be used in one meaning in translation, this happens along with the stylistic differences between the words of the two languages. In translation it is important to follow the rules, not only related to lexical and grammatical norms, but also stylistic norms of the Source Language and Target Language. Systems of functional style, which are the same or nearly simultaneously in different languages, are often characterized by different signs. Simply transferring the Source Language into the Target Language structure without thinking about its synonyms will not result in a strong or accurate translation.[39]

From the above explanation, the researcher can conclude that language difficulties in the translation process may also be caused by the presence of grammatical and phonetic deviations that are often found in literary works. Because most translators use the free translation method so the meaning they get does not match the source language. It is up to a translator's wishes, how they translate the Source Language text which contains these two symptoms into the Target Language text, without reducing the nuances of grammatical and phonetic aberrations carried out by the character actors and in these literary works, causing difficulties in look for the equivalent meaning of a word or sentence.

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[39] Salihen, Moentaha. Bahasa dan Terjemahan, *"Language and Translation"* The New Millennium Publication. Jakarta: Kesaint Blanc, 200

The difficulties above are difficulties in finding an equivalent meaning or formal equivalent and efforts to prevent stylistic obstacles from arising in the translation process. The real difficulty in the translation process is the difficulty of finding an equivalent word or meaning in another word or sentence, whose realization or meaning does not depend on the dictionary or context.

5. **Types of Difficulties in Translation**

Many factors are very important in the translation process and no explanation of translation can be claimed to be comprehensive if these factors are not considered systematically. Translation is a very complex process, which involves both linguistic and nonlinguistic factors.[40] This research was conducted to show how these factors are the main source of difficulties in the translation process.

a. Linguistic Factors

Linguistic factors have a direct and important influence on the translation process. Any linguistic, lexical, syntactic and textual factor, can interfere with translation. It can be concluded that the interlingua differences are the main source of difficulties in the translation process. There are other problems, however, namely, the large size of effort as indicated by the number of rules and dictionary entries required by a realistic system, and the fact that there are many constructions whose grammar is poorly understood, in the sense that it

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[40] J.C. Catford, " *A Linguistics Theory Of Translation"*. (Oxford: Oxford University Press 1974), 21-25.

is not clear what rules should be used to describe meaning in the process. translation.[41]

b. Non – linguistic Factors

Non-linguistic factors involve knowledge from ideology, culture, history, politico-social, chemistry, science, engineering, biology, medicine, agriculture, and economics. Translating jobs is one way of bridging the cultural gap between the two worlds and enabling communication between different language communities.[42]

There are problems in linguistics and non-linguistics in the translation process. This problem arises because of a difference between language and culture. British people who pay attention to linguistic genres such as "he and she". However, both linguistic genres in Indonesian have the same meaning, namely "dia". There are four general categories of most dominant students difficulties in translating, namely:

1) Difficulty understanding the meaning of a word that is not found in the dictionary.

2) It is difficult to translate idiomatic phrases and collide with culture.

3) Difficulty translating long and complicated sentences.

4) It is difficult to adjust the text from the source language to the target language.

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[41] Choliludin. " *The Technique of Making Idiomatic Translation*". (Jakarta: Visipro 2007), 26-29.
[42] Ibid 26-29

Problems in translation can be divided into two problems, namely: language problems and cultural problems. Language problems involve grammar, different vocabulary, and the meaning of each word. Cultural issues concern different forms of situation. Culture is a major problem found in many people.[43]

6. **Types of Correct in Translation**

The way to translate text in the best way must always be applied in order to produce the best quality translated documents. How to translate a document or file properly and correctly.[44]

a. Planning

To make sure that there is nothing wrong in the translation, then do some planning in this regard. This process includes a process of identification and recognition or understanding of the scope of the text material or document to be translated (including the use of the term).

b. Analyze

After the planning process has been completed, the next way is to analyze matters related to the text or document to be translated. The analysis process that we apply includes things as below:

1) Analyze information related to data sources.

2) Choose the best strategy to produce the best quality translation.

3) Examine the source and future results of the translation in terms of: type, purpose, target audience, function, and scope of translation.

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[43] Opan. "*Bagaimana Menerjemahkan Bahasa Inggris*". (Wonosobo 2008).
[44] Pro Translation. "*All About English Translation*". (Universitas Negeri Solo 2014), 12.

c. Translating

In this process, apply the best strategy in transferring messages from source to target language properly, this is the easiest way that must be remembered in the translation process. This, of course, is done very carefully, so that the message from the source language (BSu) can be well received by the target language (BSa).

1) Revise

After the translation process is complete, then go through the revision process. The revision process in this case includes reviewing the translation results and making revisions to words or sentences that seem wrong or whose translation looks wrong.

B. The Concept of Argumentation Text

1. The Definition of Argumentation Text

Argumentation means opinion, so that the text of the argument is generally given in the form of the author's opinion. Even though the argumentation text is in the form of an opinion, it is usually accompanied by an explanation of the idea, idea, or opinion that is true through logical reasons. In writing arguments, the readings given can be in the form of explanations, proofs, reasons, objective reviews which are usually followed by examples, analogies, and cause and effect.

An argumentation text in a general sense is a reading that includes the development of a paragraph with the content of the reading aimed at convincing or persuading the reader to have the same thoughts as the

author. The writing of argumentation text can be in the form of ideas, ideas, opinions accompanied by analogies, for example, explanations of strong arguments that make the reader influenced by the content in the reading.[45]

Argumentation is a text that provides strong arguments or reasons as well as reasons for rejecting. In addition, argumentation is the process of forming reasons, justifying beliefs, and drawing conclusions with the aim of influencing the thoughts and actions of others.

The main idea of the argumentation paragraph is in the form of the author's opinion, idea, or idea. Then the main idea was expanded to include an opinion review accompanied by logical reasons. As argument reinforcement, usually argumentative text is also equipped with actual facts or research results. By including the reasons, facts, or evidence, it is hoped that it can convince the reader more.

The argumentation text is a typical essay in the humanities subject which requires that the author make a claim on a controversial issue and support that claim with evidence to convince the reader. [46]

From the explanation above, the researcher concludes that the argumentation text is a text that is intended to persuade someone to believe and think the same as what the writer thinks.

2. The Structure of Argumentation Text

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[45] Asul Wiyanto*." Terampil Menulis Paragraf".* (Jakarta: Grasindo, 2006).
[46] N.V. Wood," *Perspective on Argument".* (New Jersey: Prentice Hall 2001).

The argumentation paragraph or argumentation text has 3 main structures that must be present in the text-making process. The three structures are the introduction, the body of the argument, and the conclusion. Having 3 main structures does not mean that in one reading there are only 3 paragraphs, but in one reading of the argumentation text, it is possible to have more than 3 paragraphs, some paragraphs can represent an introduction, some further paragraphs can represent the body of the argument, and some other paragraphs represent conclusions. The following is an explanation of the structure in the argumentation text are:[47]

a. Introduction, the argumentation text must contain an argument that will be presented or show the basis of an argument that will be conveyed by the author, this section needs to be made very attractive in order to captivate the attention of the reader.

b. The body of the argument, the content presented focuses on efforts to prove the opinions or ideas that have been written in the introduction. Writing can be in the form of logical reasons, facts, or data that support the opinion to be conveyed. The writing should be submitted should be analyzed, compiled, and put forward by conducting observations, experiments, compiling facts, and logical thinking. So that, later the correct conclusion can be reached.

c. Conclusion or summary. The purpose of this section is to show the reader that the ideas presented are in accordance with the truth. The

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[47] Erkan Karabacak, " *The Analysis of Toulmin elements in Chinese EFL University Argumentative Writing System".* (Jakarta: Erlangga, 2010).

writing in the conclusion section is conveyed through a reasoning process that can be accepted as something logical. Covers the entire content of the reading or argumentation text given from all sections.

3. **The Characteristics of Argumentation Text**

Each reading has its own special characteristics. Likewise with the argumentation text. The text of the argumentation is characterized by reading that contains a lot of ideas, ideas, or opinions from the author. The reading provided is also accompanied by logical reasons, evidence, and data. The purpose of using logical reasons, evidence, and data is used to lead readers to believe the writings written by the author.

There are several features of the argumentation text that can be used to recognize a reading, including the type of argumentation text. There are at least four characteristics that can be used to identify the reading that is included in the type of argumentation text. The following are the four characteristics of the argumentation text.[48]

The characteristics of the argumentation text are following:

a. Contains ideas, ideas, views, or opinions of the author.

b. Accompanied by logical reasons, data and facts.

c. Delivered in an analysis and analogy.

d. End with a conclusion.

4. **The Types of Argumentation Text**

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[48] Ibid P. 447

Argumentative paragraphs are divided into the following types:[49]

a. Argumentative paragraph details

A detailed argumentative paragraph is a paragraph containing the opinion and reasons of the author accompanied by several details.

b. Argumentative paragraph examples

An example argument paragraph is a paragraph containing the opinion and reasons of the author accompanied by several examples as evidence that the author's opinion is correct and cannot be refuted by the reader.

c. Argumentative causal paragraphs

A causative argumentative paragraph is a paragraph that is developed by first conveying the causes and ending with a statement as a result of that cause.

5. **The Component of Argumentation Text**

In an argumentative text there are several components, which include: [50]

a. Data, the backing for the claim.

b. Warrant, the link between the claim and the grounds.

c. Backing, support for the warrant.

d. Modality, the degree of certainly employed in offering the argument.

e. Rebuttal, exceptions to the initial claim.

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[49] Ibid P.456

[50] Yuliana Setyaningsih,*"Pola Argumen Paragraf Argumentatif Pada Artikel".* (D.I. Yogyakarta: Universitas Sanata Dharma, 2014), 139.

Logical Classification

In determining more accurate data results, the researchers use logical classification methods to calculate the accuracy and errors that occur when students carry out the translation process, especially at the level of equivalent words. In the below researchers will explain about classification of logical.

Logical classification is one of the components that make up soft computing, where the role of membership function as a determinant of the existence of elements in a set is very important. The set of membership values is located at intervals of 0 to 3.[51]

From the explanation above, the researcher can conclude that logical classification is one of the most important components to get accurate results in detail and clearly, involving members in it, and the value obtained by members is calculated at interval values of 0 to 3. Reference material to get the accuracy value in the translation of the text done by students.

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[51] S. Kusumadewi dan H. Purnomo. *"Aplikasi Logika Fuzzy Untuk Pendukung Keputusan".* (Yogyakarta: Graha Ilmu, 2010). 100.

CHAPTER III

RESEARCH METHODOLOGY

A. Characteristics and Types of The Research

Approach of the study used descriptive qualitative method because the data were in form of words or written language. Descriptive qualitative method is appropriate for this study.[52] says that the writer was led in exploring and capturing the social situation to be analyzed thoroughly, broadly, and intensively by the formulation of descriptive problems. On the other hand[53] defines "Qualitative research as an umbrella concept covering several forms of inquiry that helps us understand and explain clarify the nature of social phenomena with as little disruption of the natural setting as possible". What Sugiyono and Merriam say are true, as descriptive qualitative approach is needed to analyze and explore a written language form? It can help people to gain the meaning from social phenomena in this term such as idioms which always spread and develop through time to time.

Qualitative research is a general term that embraces various interpretive techniques that attempt to represent, decode, translate, and otherwise pertain to the meaning, rather than the frequency, of the phenomena that occur in the natural social world.[54]

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[52] Sugiyono. *"Cara Mudah Menyusun: Skripsi, Tesis, dan Disertasi".* (Yogyakarta: Alfabeta Bandung, 2014),283.

[53] Sharan B. Meriam, *"Qualitative Research Aguaid to Design and Implementation".* (San Fransisco: Jossey-Bass, 2009), 13.

[54] Sharan B. Meriam, *"Qualitative Research".* (San Fransisco: Jossey-Bass, 2009). 14.

Therefore, in this research, the researcher will use qualitative descriptive research to examine Students Difficulties In Translating Argumentative Text From English To Indonesian.

B. Data Resources

In this research, there are two items of the data sources used by the writer to make her analysis easier. They are primary and secondary sources.

1. Primary Sources

    Primary sources are original materials on which research is based. They are direct evidence concerning a topic under consideration. The writer presents some information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary sources of this research is difficulties in translating argumentation text of students at Iain Metro.

2. Secondary Sources

    Secondary sources offers interpretation or analysis based on primary sources. The writer may explain primary sources and often uses them to support a spesific thesis or argument or to persuade the reader to accept a certain point of view. The secondary sources in this research is from observation, documentation and interview, that are related to the research.

C. Data Colleting Technique

Because as the principle in the research is doing measure, so it must need an instrument that use in measuring. the instrument used by the researcher was translation test and questionnaire. The explanation about the instrument that was used in this research as follows :

1. Documentation

Documentation here is one of the tools used by researchers in collecting data, documentation that will be used by researchers in the form of videos and photos, videos here are videos during interviews with students and photos when researchers conduct observation and interviews.

2. Observasi

The observation carried out by the researchers was to find out the extent of the students difficulties in translating argumentative text, in carrying out observations the researchers needed a worksheet in which the contents of the sheet were questions which would later be filled in by students, in order to make it easier for researchers to analyze what precentage of the difficulty level was students faced.

3. Interview *(Open –ended Interview)*

Then the researchers used interview techniques, the researchers chose *open interviews*, in carrying out the interview process the researchers needs 10 students to carry out interviews, interviews used to know the factor of the difficulties in translating argumentative text from English to Indonesian. several reasons that are considered by researchers

to choose open interview is an open interview that allows students to use unique ways of defining something. Researcher may not only focus on interview guidelines but more focuses on statements or answer from students so that the information expressed by students is more understandable and also allows researchers to dig deeper into what delivered by students.

D. Data Analysis Technique

Data analysis technique is the process of collecting data systematically to facilitate researchers in obtaining conclusions. Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they can be easily understood and the findings can be shared with others.[55] The qualitative data analysis is inductive in nature, that is, the analysis is based on the data obtained.

The analysis consists of three activities that occur simultaneously, including: data reduction, data presentation, drawing conclusions or verification.[56] Regarding the fourth flows in more detail are as follows:

1. Data Collection

Data Collection is the first step the writer takes to gather all the data needed to complete the research.

2. Data Reduction

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[55] Sugiyono, " *Cara Mudah Menyusun: Skripsi, Tesis, dan Disertasi".* (Yogyakarta: Alfabeta Bandung, 2014), P.334

[56] Miles and Huberman, Data Analysis Qualitative, (Jakarta: Universitas Indonesia Press, 1992),16.

Data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming raw data that emerge from written records in the field. Data reduction takes place continuously during a qualitative research-oriented project. Anticipation of data reduction is evident when the research decides (often without being fully aware of) the conceptual framework of the research area, research problems, and which data collection approach it chooses. During data collection, the next stage of reduction occurred (summarizing, coding, browsing themes, creating clusters, creating partitions, creating memos). This data reduction / transformation continues after the field research, until the final report is complete.

Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, removes unnecessary, and organizes data in such a way that final conclusions can be drawn and verified. With data reduction, the researcher does not need to interpret it as quantification. Qualitative data can be simplified and transformed in a variety of ways, namely: through rigorous selection, through summaries or brief descriptions, categorizing them into a broader pattern, and so on. Sometimes it is possible to transform data into numbers or ratings, but this is not always wise.

3. Presentation of Data

Limits a presentation as an organized set of information that gives the possibility of drawing conclusions and taking action. They believe that

better representations are a major means of valid qualitative analysis.
which includes: various types of matrices, graphs, networks and charts. All
of them are designed to combine organized information in a coherent and
easily accessible form. Thus an analyzer can see what is going on, and
determine whether to draw the correct conclusions or to continue to carry
out the analysis according to the suggestions narrated by the presentation
as something that might be useful.

4. Drawing Conclusions and Verfication

      Drawing conclusions and verification is only part of one activity
from an intact configuration. Conclusions were also verified throughout
the study. The verification may be as short as a rethink that crosses the
mind of the analyzer (researcher) as he writes, a review of field notes, or it
may become exhaustive and laborious with peer review and brainstorming
to develop an intersubjective agreement or as well as extensive attempts to
place a copy of a finding in another data set. In short, the meanings that
emerge from other data must be tested for their validity, robustness and
suitability, that is, their validity. The final conclusion does not only occur
during the data collection process, but needs to be verified so that it can be
truly accounted for. Schematically, the data analysis process uses the
interactive data analysis model Miles and Huberman can be seen in the
following Figure:

```
┌──────────────────┐                    ┌──────────────────┐
│  Data Collection │ ─────────────────▶ │ Presentation of  │
│                  │                    │      Data        │
└──────────────────┘                    └──────────────────┘
         │                                       ▲
         │            ↖    ↘                      │
         ▼                                        ▼
┌──────────────────┐                    ┌──────────────────┐
│  Data Reduction  │ ─────────────────▶ │   Conclusion:    │
│                  │                    │ Drawing /        │
│                  │                    │  Verification    │
└──────────────────┘                    └──────────────────┘
```
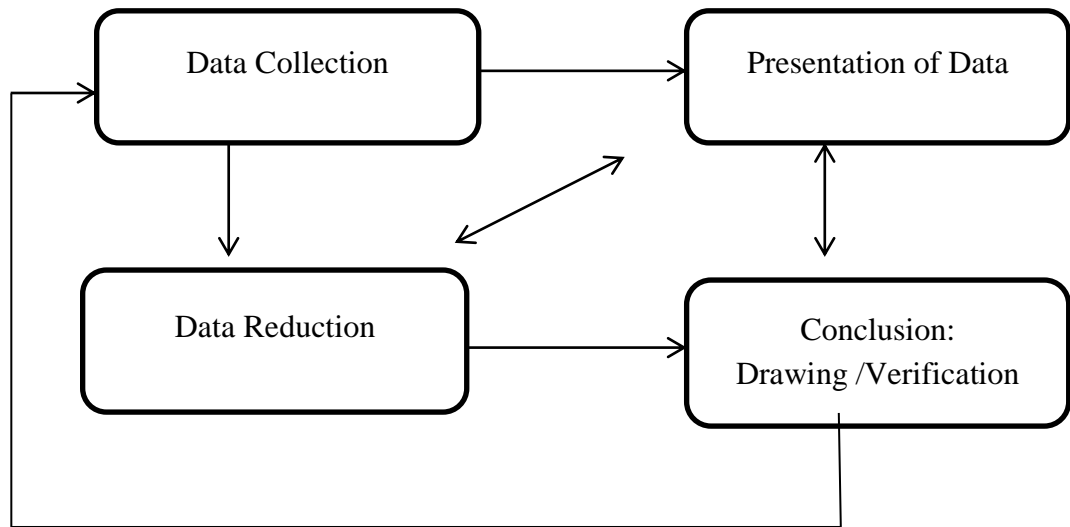
Figure II: Interactive Data Analysis Model Miles and Huberman

In conducting a research, the researcher needs a process or some steps. In this research, the researcher uses fifth steps in the process of research, as follows:

5. Identifying Research Problems

This activity is the main activity step that researchers carry out in research. That Researchers identify a problem on one topic, especially in educational problems, especially in the translation section that need to be resolved. Research problems will be identified in such a way as to get answers to the problems at hand and that is a specific problem to be studied more deeply by researchers, develop justifications for studying the existing problems, use existing theories, and select audiences who will read the report.

6. Determining Research

   Objectives In a study, it would be nice to determine the topic to be researched so it makes it easier to learn it. Restating the problem that is focused on one point will make it easier for researchers to convey the intent of the statement of a goal. This statement conveys all the aims or objectives of the research. And therefore, it is also one of the most important statements in the research process.

7. Collecting Data

   Data is needed in research. This data as evidence helps provide answers for questions in research. Data can be obtained by collect and search. Collecting data means identifying and selecting individuals to study, get permission to study them, and gather information by asking questions or observing their behavior or daily activities.

8. Analyze Data

   After the required data has been collected, the researcher must understand information that has been obtained in the study. The data are summarized and analyzed by taking a more specific part of the data. Then the data interpreted using language that is easy to understand.

9. Drawing Conclusion

   After conducting the research, the researcher will make a written report about searching for data in simple, easy-to-understand language. Then the authors share it with audiences (such as lecturers, teachers, parents, students) who can use the information.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Setting

1. Profile of State Institute for Islamic Studies of Metro

a. The Brief History of IAIN Metro

State Islamic Institute of Metro was located in Metro city, Lampung province. It was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of favorite universities, IAIN Metro has vision and missions. Its vision was become an Innovative Islamic College of Education in socio- ecotechno- preneurship synergy based on Islamic values and Indonesian.

Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, Growing socio - ecotechno- preneurship of academicians in the implementation of three pillars of university, Implement a professional and cultivated institutional management system based on information technology.

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The

establishment of IAIN could not be separable with the history of IAIN Raden Intan Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least had three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minwaster of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas waslam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN).

Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of

STAIN Jurai Siwo Metro. The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the admin was trative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generations in the grand reunion event on Saturday, July 28, 2010 last.

The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses. The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71 dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amandement, all the assets, employees, rights and obligations of each STAIN are transferred to the IAIN's assets, employees, rights and obligations respectively. Similarly, all STAIN college students become IAIN students.

The change of status to IAIN would also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as wellas the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.[57]

b. **Organization Structure of IAIN Metro**

The organization structure of IAIN Metro in academic year 2020/2021 as follows:
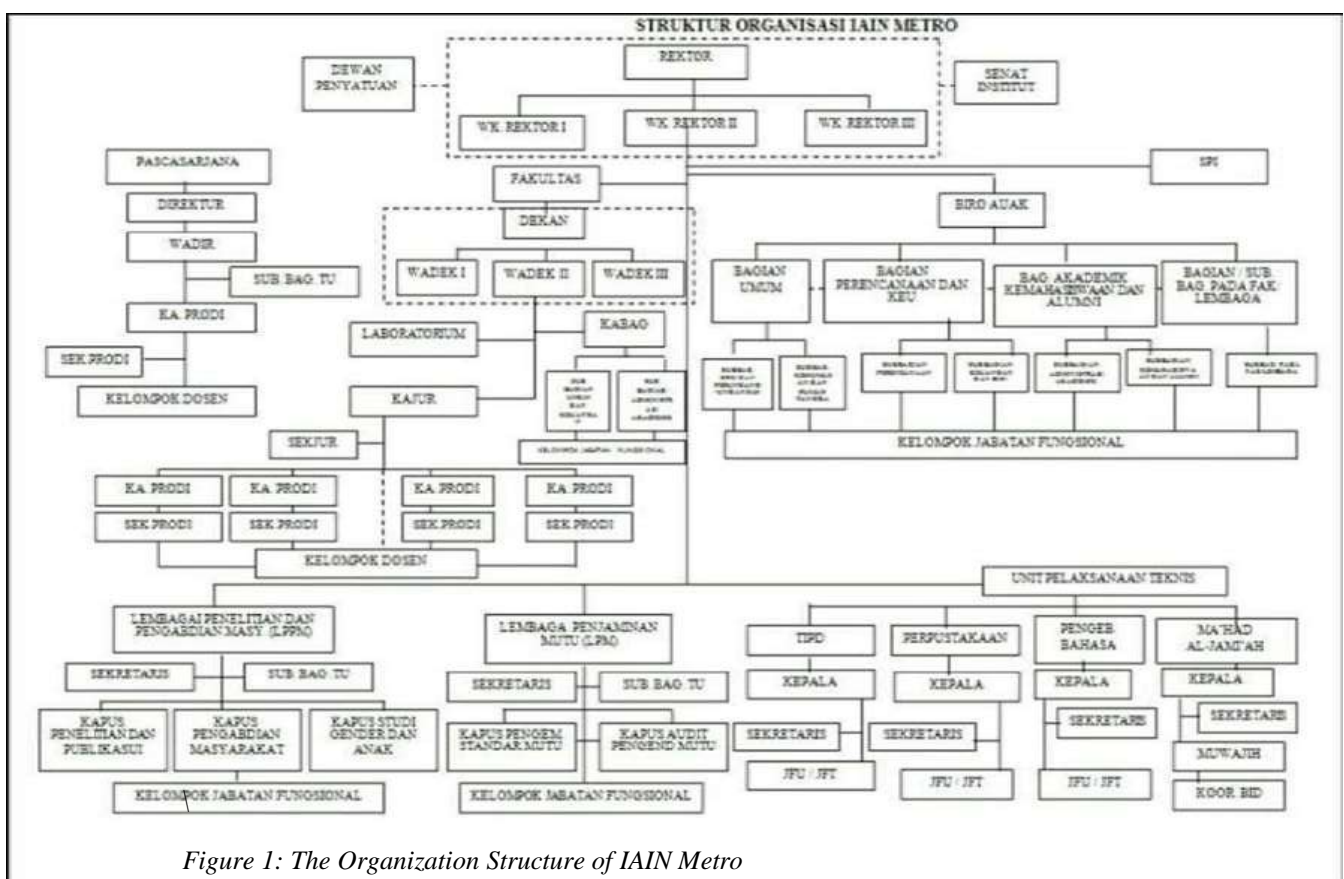
Figure 1: The Organization Structure of IAIN Metro

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[57] http://metrouniv.ac.id, Sejarah IAIN Metro, accessed on June 13th, 2021

c. **The Facilities of IAIN Metro**

There are facilities at IAIN Metro in supporting the lecturers

and students in conducting the learning process, as follows:

Table 2.1
The Facilities of IAIN Metro

No.	Facilities	Total of Room	Large (M2)
1.	Lectures's room	1	556
2.	Computer laboratory unit & BMT	1	1000
3.	Library unit	1	1000
4.	Language laboratory unit	1	180
5.	Micro-Teaching laboratory	1	106,8
6.	Islamic development unit	1	30
7.	Classroom	16	1248
8.	Mosque	1	1000
9.	Futsal field	1	510
10.	Basketball field	1	-
11.	Wall climbing field	1	92
12.	Volley field	1	-
13.	Tennis field	1	650
14.	Auditorium	1	-
15.	Students activities unit	1	-
16.	Students committee office	1	-

Source: Documentation of State Islamic Institute (IAIN) Metro

d. **The Location Sketch of IAIN Metro**

IAIN Metro has two campus buildings that are located in

different are. The first is at Jl. Ki Hajar Dewantara atreet 15 A,

EastMetro, Metro City and the second is at Jl. Ki Hajar Dewantara

street, Banjar Rejo, Batanghari, East Lampung. These following

figures are the location sketch of first and second campus buildings:
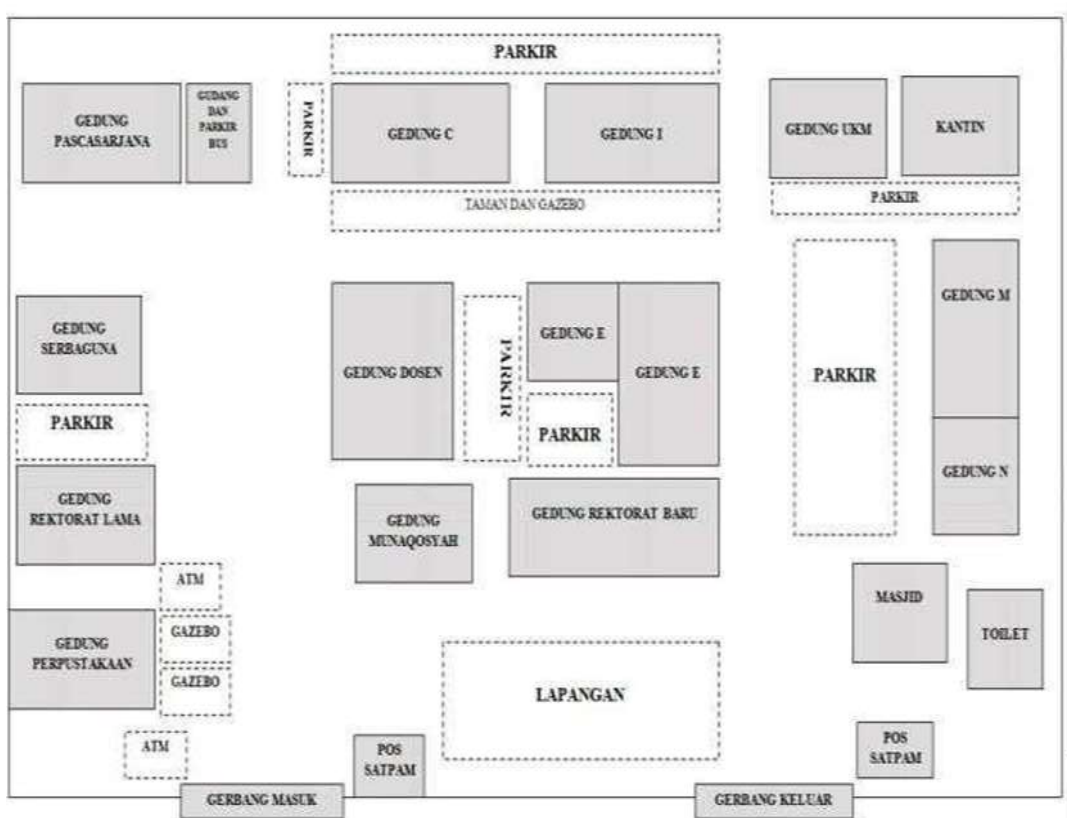
Figure 2: Location Sketch of IAIN Metro Campus 1
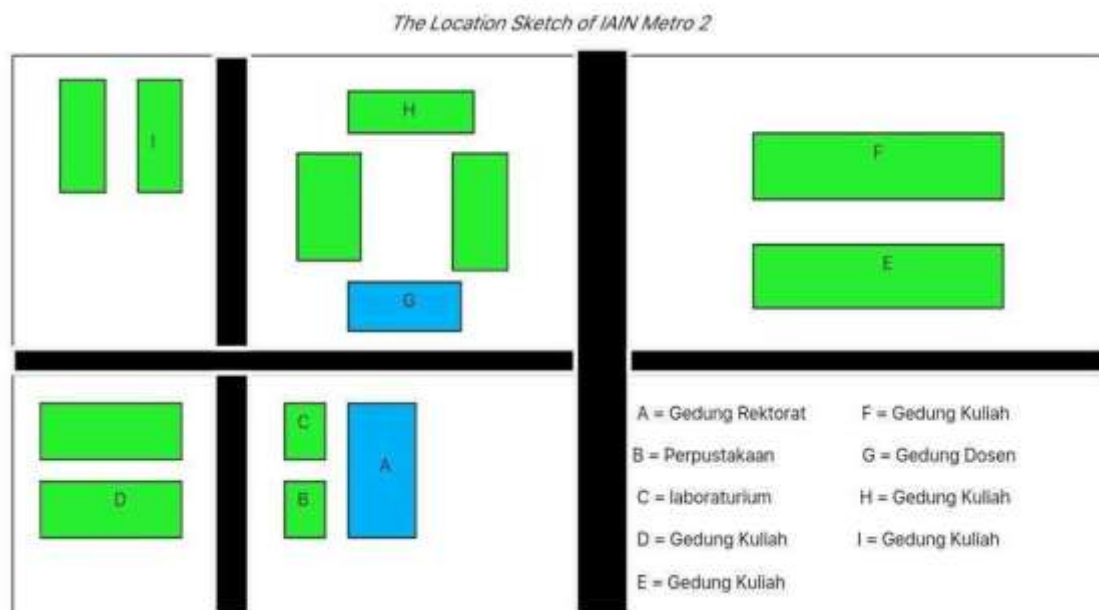
Figure 3: Location Sketch of IAIN Metro Campus 2

e. **The Condition of Lecturer of TBI**

The condition of lectures of TBI in IAIN Metro in academic

year 2017/2018 based on the educational background as follows:

Table 2.2
Total of Lecturers Educational Background of TBI

No.	Educational Background	Total
1.	S1	-
2.	S2	30
3.	S3	2
Total		32

Source: Documentation of IAIN Metro in academic year
2017/2018 taken from The General Bureau.

f. **Description of Research Result**

Description of the result of this research refers to the level of

difficulty in translation experienced by third semester students at

IAIN Metro, including students' difficulties in translating the

meaning of a text.

Before carrying out the research, the researcher used several

data collection tools to analyze and to get more accurate results, the

results of which will be explained in the following section.

g. **The Analysis of the Data Collected through Questionnaire**

The questionnaire used to know the students difficulties in

translating argumentation text. The questionnaire was distributed to

the third semester students of IAIN Metro as the sample. This

questionnaire consisted of 20 items in linguistic factor and non-

linguistic factor and have distributed of 10 students of third semester

class. The following presentation described the clear explanation

about the items of the questionnaire:

The Table 3.1

Table Number of Students Diffculties In Linguistic Factor

No	Item Quetioner	Often	Sometime	Seldom	Never
		Option (%)			
		Frequency			
1.	I have difficulty in adjusting sentence patterns that have been translated from English into Indonesian sentence patterns.	30% (3 Students)	40% (4 Students)	10% 1 Students)	20% (2 Students)
2.	I'm having trouble finding the meaning of a word that isn't in the dictionary.	30% (3 Students)	30% (3 Students)	20% (2 Students)	20% (2 Students)
3.	I find words that have multiple meanings making it difficult for me to determine which meaning is correct.	40% (4 Students)	50% (5 Students)	0% (0 Students)	10% (1 Students)
4.	I have difficulty translating very long English sentences.	20% (2 Students)	50% (5 Students)	10% 1 (Students)	20% (2 Students)
5.	I have difficulty in arranging words in English so that it produces sentences that are confusing and difficult for readers to understand.	40% (4 Students)	60% (6 Students)	0% (0 Students)	0% (0 Students)
6.	I found the pattern of English sentences convoluted so that it was difficult for me to translate	40% (4	30% (3	30% (3	0% (0

		Student s)	Students)	Student s)	Stude nts)
	them into Indonesian.				
7.	I found the difference between the structure of Indonesian and the structure of English, making it difficult for me to translate it.	40% (4 Student s)	30% (3 Students)	20% (2 Student s)	10% (1 Stude nts)
8.	I have difficulty interpreting whole sentences even though I know the meaning of the words.	20% (2 Student s)	70% (7 Students)	10% (1 Student s)	0% (0 Stude nts)
9.	I have difficulty understanding the meaning of the source language so that it is difficult for me to translate it into the target language.	20% (2 Student s)	60% (6 Students)	0% (0 Student s)	20% (2 Stude nts)
10.	I have difficulty in finding a meaning or the true meaning of a sentence.	30% (3 Student s)	70% (7 Students)	0% (0 Student s)	0% (0 Stude nts)

From the results listed in the table above, the researcher will explain the results that have been obtained. At number 5, most students choose option sometime (60%) which indicates that students are still difficult in assembling words into English. At number 8, most students choose the option sometime (70%) which means students are still difficult to interpret the whole sentence even though they know the meaning of the words. Number 9 students prefer the option sometime too (60%) it indicates that students are still difficult

to understand the meaning of the source language. Lastly number 10 students choose the option sometime again (70%) the meaning that students are still difficult to find a meaning or the real meaning of the sentence.

So the conclusion from the explanation above is, students still have many difficulties in assembling words into English and also interpreting or translating a sentence in the source language, and it is still difficult to find a correct meaning in a sentence.

The Table 3.2
Table Number of Students' Difficulties in Non- Linguistic Factor

No	Item Quitioner	Option (%) Frequency			
		Often	Sometime	Seldom	Never
1.	I have difficulty in translating words related to ideological values.	30% (3 Students)	60% (6 Students)	10% (1 Students)	0% (0 Students)
2.	I have difficulty in translating words related to cultural values.	20% (2 Students)	80% (8 Students)	0% (0 Students)	0% (0 Students)
3.	I have difficulty in translating words related to historical values.	30% (3 Students)	30% (3 Students)	40% (4 Students)	0% (0 Students)
4.	I have difficulty in translating words related to socio-political values.	30% (3	70% (7	0% (0	0% (0

		Students)	Students)	Students)	Students)
5.	I have difficulty translating words related to chemical values.	70% (7 Students)	20% (2 Students)	10% (1 Students)	0% (0 Students)
6.	I have difficulty translating words related to technical values.	60% (6 Students)	30% (3 Students)	10% (1 Students)	0% (0 Students)
7.	I have difficulty in translating words related to biological values.	20% (2 Students)	60% (6 Students)	10% (1 Students)	10% (1 Students)
8.	I have difficulty in translating words related to physics values.	30% (3 Students)	40% (4 Students)	30% (3 Students)	0% (0 Students)
9.	I have difficulty in translating words related to Medical values.	50% (5 Students)	20% (2 Students)	0% (0 Students)	30% (3 Students)
10.	I have difficulty in translating words related to Agricultural values.	20% (2 Students)	70% (7 Students)	10% (1 Students)	0% (0 Students)

The explanation in the table above is. In number 1, many students choose the option sometime (60%) which means that students have difficulty in translating words related to ideological values. Then number 2, students choose the option sometime too

(80%) it indicates that students have a lot of difficulty in translating sentence related to culture. In number 4, students choose option sometime (70%) where students had difficulty in translating words related to socio-political. At number 5, students prefer the option often (70%) indicating that students tend to have difficulty translating sentences related to chemical values. Number 6, many students choose the option often (60%) which means that students have difficulty translating words related to technical values. At number 7, students choose the option sometime (60%) students have difficulty in translating sentences related to biological values. In number 9, many students choose the option often (50%) which means that students have difficulty in translating sentences related to medicine values. And the last number 10, students choose the option sometime (70%) there are still many students who have difficulty in translating words related to agriculture.

The conclusion from the explanation above is that students have more difficulties in translating words or sentences related to the sections of culture, medicine, agriculture, chemistry, biology, socio-politics, technical, and the last is ideology. Translation difficulties on non-linguistic factors tend to be more than linguistic factors.

In general, from the result of this research, the researcher found that there were problems or difficulties in linguistic and non linguistic factor in translating argumentation text. Based on the table

above, between linguistic factor and non linguistic factor, it shows that non-linguistic factors was the biggest difficulties that encountered by the students. It could be seen by the highest percentage from the two factors.

In brief, the researcher described the result into two parts, the result of linguistic and non linguistic factor. The first one is in linguistic factors, where the low percentage in linguistic factors. The students was difficult in translating long sentences. The second one is in non-linguistic factors where the percentage of students difficulties in non-linguistic factors was highest then linguistic factor. Some of students difficult in translating word that related to cultural value, political-social value, etc. The researcher conluded that students difficulties in non-linguistic factors was more prominent than the linguistic factors.

h. **The Analysis of the Data Collected from Interview**

After carrying out data collection in stage 1 by carrying out observations as well filling out a quetioner, the researcher then carried out data collection, the next step was by interviewing third semester students at IAIN Metro. Interviews were conducted using the (Daring/Online) method via the zoom application.

Interview used to know the factor of the students difficulties in translating Argumentative text from English to Indonesian. About 10 students, the researcher choose 10 students for interviewed. By

asking question "Are you having difficulty in translation?" And the researcher choose answers from 10 students and their answers and difficulties were almost the same.

The results of the interviews, the researchers describe in the section below.

Rizka Mutiara Annisa as the students said :

> Yes *I have difficulties, and the factors is not understanding the meaning of the text.*

Erdila Suryani answer,as the students said:

> Yes*! The main factor is sometimes I'm lazy to translate or look for the meaning.*

Shella Juitasari, as the students said:

> Yes*! And the factor is lack of vocab.*

Rosidah as the srudents said:

> *Yes I have, the factor is lack of vocabulary.*

Intan Kusuma W, as the students said:

> *Yes, I have difficulties, and the factor into my difficulties is, I am lazy to memorize new vocabulary.*

Destri Rahma Puri, as the students said:

> *Yes I* have*, the main factor is the lack of memorizing new vocabulary and not understanding the content of the existing text.*

Ayu Puspitasari, as the students said:

> *Yes I* have*, there are two factors, the first I don't understand and the second I can't find the equivalent word.*

Asih Anggraini, as the students said:

> *Yes! The factor is not understanding the text that is being worked on.*

Reni Amelia, as the students said:

> *Yes I have sist, Iam weak in vocabulary and do not understand the content of the text.*

Hellen Sekar P, as the students said:

> *Yes, I have difficulties in translating. And the factor is that I do not understand the content of the text and do not understand the vocabulary.*

As the result of interview to the students, the researcher concluded that most of students face a lot of problems when the students study English, and translating activity become one of the difficulties that the students face. When the researcher asked the students that "Are you having difficulty in translation?" The dominant answer was less of the vocabulary and do not understand the meaning of the actual sentence therefore students have difficulty translating the text.

i. **Summary of Translation Results Errors Made by All Students.**

In the next activity the researcher gave an argumentative text to students,to find out the extent of the difficulty faced by students, and the implementation in working on the text was distributed using digital document files that were sent to WhatsApp for each individual/students.

In the below is the results of the translation carried out made

by all students

The Translations of The Argumentative Text of Rizka Mutiara A

In the first pharagraph *" Nowadays environmental damage has occurred everywhere".* The student translated, " Dewasa ini merupakan kerusakan lingkungan yang telah terjadi dimana-mana". The actual meaning of the word *" Nowadays"* is *"Saat ini"* but students interpret it as *"Dewasa ini".* And the next is *" This is caused by irresponsible human actions that arbitrarily benefit without protecting and caring for their environment".* The students translated "Hal ini disebabkan oleh tindakan manusia yang tidak bertanggung jawab yang secara suka-suka mengambil keuntungan tanpa menjaga dan merawat lingkungannya". The meaning of the word *"arbitrarily"* is *"Sewenang-wenang",* but the students translated it as the word *"Suka-suka".* In the next sentence *"They don't care what happens to their surroundings",* the students translated "Mereka tidak memperhatikan apa yang terjadi di sekitar mereka", the actual meaning of the word *"They don't care"* is *"Mereka tidak peduli"* but the student translated it as the word *"Mereka tidak memperhatikan".*

The Translations of The Argumentative Text of Reni Amelia

In the sentence *"Nowadays environmental damage has occurred everywhere".* The student translated, " Dewasa ini merupakan kerusakan lingkungan yang telah terjadi dimana-mana". The actual meaning of the

word *" Nowadays"* is *"Saat ini"* but students interpret it as *"Dewasa ini"*. Next sentence is *"This is caused by irresponsible human actions that arbitrarily benefit without protecting and caring for their environment"*. The student translated "Hal ini disebabkan oleh sikap manusia yang tidak mau bertanggung jawab yang secara brutal mengambil keuntungan tanpa menjaga dan merawat lingkungannya". The actual meaning of the word *"Irresponsible human actions"* is *"tindakan manusia yang tidak bertanggung jawab"*. But the student interpret it as *"sikap manusia yang tidak mau bertanggung jawab"*. And the actual meaning of the word *"Arbitrarily"* is *"Sewenang-wenang"*. But the students interpret it as *"brutal"*. In the second paragraph *"The flood that occurred was not one of the rivers itself"*, the students translated "Banjir yang timbul bukan merupakan salah satu sungai itu sendiri", the actual meaning of the word is *"The flood that occurred"* is *"Banjir yang terjadi"*, but the student translated *"Banjir yang timbul"*, and the next sentence is *"not one of the rivers itself"* the actual meaning of the word *"bukanlah kesalahan dari sungai itu sendiri"*, but the student translated *"bukan merupakan salah satu sungai itu sendiri"*.

The Translations of The Argumentative Text of Rosidah

In sentence *"They like to throw garbage carelessly so that they pile up in the river and cause the river to cover"*. The students translated *"Mereka suka membuang sampah sembarangan sehingga menumpuk di sungai dan menyebabkan sungai tertutup"*. The actual meaning in the

sentence is *"Mereka suka membuang sampah sembarangan sehingga membuat sampah menumpuk dan menyebabkan aliran sungai tersumbat"*. Next sentence *"Shallow rivers and loss of water absorption is what causes flooding"*. Students translated "Aliran sungai dangkal dan hilangnya kerugian resapan air inilah yang menyebabkan terjadinya banjir". But the actual meaning of the sentence is *"Aliran sungai menjadi dangkal dan kehilangan peresap air hal inilah yang menyebabkan terjadinya banjir"*.

The Translations of The Argumentative Text of Asih Anggraini

In the first pharagraph *" Nowadays environmental damage has occurred everywhere"*. The student translated, " Dewasa ini merupakan kerusakan lingkungan yang telah terjadi dimana-mana". The actual meaning of the word *" Nowadays"* is *"Saat ini"* but students interpret it as *"Dewasa ini"*. And the next is *" This is caused by irresponsible human actions that arbitrarily benefit without protecting and caring for their environment"*. The students translated "Hal ini disebabkan oleh tindakan manusia yang tidak bertanggung jawab yang secara suka-suka mengambil keuntungan tanpa menjaga dan merawat lingkungannya". The meaning of the word *"arbitrarily"* is *"Sewenang-wenang"*, but the students translated it as the word *"Suka-suka"*. In the next sentence *"They don't care what happens to their surroundings"*, the students translated "Mereka tidak memperhatikan apa yang terjadi di sekitar mereka", the actual meaning of the word *"They don't care"* is *"Mereka*

tidak peduli" but the student translated it as the word *"Mereka tidak memperhatikan"*. In the last paragraph *"It's not a disaster that has occurred, but we all realize that nature is no longer human's friend"*. The student translated *"Bukan bencana yang terjadi, tapi kita semua menyadari bahwa alam bukan lagi sahabat manusia"*. The actual meaning of the sentence is *"Bukan karena bencana yang terjadi belum kita sadari, tetapi kita semua sudah tahu bahwa alam bukanlah lagi sahabat manusia"*.

The Translations of The Argumentative Text of Ayu Puspitasari

In the sentence *"Many humans cut down trees for their own personal gain"*. Students translated *"Banyak manusia memotong pohon hanya untuk keuntungan pribadi mereka"*. But the actual meaning of the sentence is *"Banyak manusia yang menebang pohon untung kepentingan pribadi mereka"*. next sentence is *"As a result, landslides occurred carrying thousands of cubic meters of soil that buried their homes"*. Student translated *"Akibatnya, terjadi longsor yang membawa banyak ribuan meter kubik tanah yang menghancurkan rumah mereka"*. The actual meaning in the sentence is *"Akibatnya, tanah longsor terjadi membawa ribuan meter kubik tanah yang mengubur rumah mereka"*.

The Translations of The Argumentative Text of Destri Rahma P

In sentence *"They like to throw garbage carelessly so that they pile up in the river and cause the river to cover"*. The students translated

"Mereka suka membuang sampah sembarangan sehingga menumpuk di sungai dan menyebabkan sungai tertutup". The actual meaning in the sentence is *"Mereka suka membuang sampah sembarangan sehingga membuat sampah menumpuk dan menyebabkan aliran sungai tersumbat"*. Next sentence *"Shallow rivers and loss of water absorption is what causes flooding"*. Students translated "Aliran sungai dangkal dan hilangnya kerugian resapan air inilah yang menyebabkan terjadinya banjir". But the actual meaning of the sentence is *"Aliran sungai menjadi dangkal dan kehilangan peresap air hal inilah yang menyebabkan terjadinya banjir"*.

The Translations of The Argumentative Text of Erdila Suryani

In the sentence *" Nowadays environmental damage has occurred everywhere"*. The student translated, " Dewasa ini merupakan kerusakan lingkungan yang telah terjadi dimana-mana". The actual meaning of the word *" Nowadays"* is *"Saat ini"* but students interpret it as *"Dewasa ini"*. Next sentence is *"This is caused by irresponsible human actions that arbitrarily benefit without protecting and caring for their environment"*. The student translated "Hal ini disebabkan oleh sikap manusia yang tidak mau bertanggung jawab yang secara brutal mengambil keuntungan tanpa menjaga dan merawat lingkungannya". The actual meaning of the word *"Irresponsible human actions"* is *"tindakan manusia yang tidak bertanggung jawab"*. But the student interpret it as *"sikap manusia yang tidak mau bertanggung jawab"*. And

the actual meaning of the word *"Arbitrarily"* is *"Sewenang-wenang"*. But the students interpret it as *"brutal"*. In the second paragraph *"The flood that occurred was not one of the rivers itself"*, the students translated "Banjir yang timbul bukan merupakan salah satu sungai itu sendiri", the actual meaning of the word is *"The flood that occurred"* is *"Banjir yang terjadi",* but the student translated *"Banjir yang timbul",* and the next sentence is *"not one of the rivers itself"* the actual meaning of the word *"bukanlah kesalahan dari sungai itu sendiri",* but the student translated *"bukan merupakan salah satu sungai itu sendiri".*

The Translations of The Argumentative Text of Hellen Sekar P

In the sentence *"Many humans cut down trees for their own personal gain".* Students translated *"Banyak manusia memotong pohon hanya untuk keuntungan pribadi mereka".* But the actual meaning of the sentence is *"Banyak manusia yang menebang pohon untung kepentingan pribadi mereka".* next sentence is *"As a result, landslides occurred carrying thousands of cubic meters of soil that buried their homes".* Student translated *"Akibatnya, terjadi longsor yang membawa banyak ribuan meter kubik tanah yang menghancurkan rumah mereka".* The actual meaning in the sentence is *"Akibatnya, tanah longsor terjadi membawa ribuan meter kubik tanah yang mengubur rumah mereka".* And the next sentence is *"They are corrupted by our own actions".* Student translated *"Mereka telah dirusak dan dimusnahkan oleh tindakan kita sendiri".* The actual meaning of the sentence is *"Mereka*

dirusak oleh tindakan kita sendiri".

The Translations of The Argumentative Text of Intan Kusuma W

In sentence *"They like to throw garbage carelessly so that they pile up in the river and cause the river to cover".* The students translated *"Mereka suka membuang sampah sembarangan sehingga menumpuk di sungai dan menyebabkan sungai tidak tercover".* The actual meaning in the sentence is *"Mereka suka membuang sampah sembarangan sehingga membuat sampah menumpuk dan menyebabkan aliran sungai tersumbat".* Next on the sentence *"Not only that, they also built many buildings around the river which was supposed to be a water collection area".* The student translated *"Tidak hanya itu, mereka juga membangun banyak sekali bangunan di sekitar sungai tersebut yang seharusnya menjadi area pengumpulan air".* The actual meaning of the sentence is *"Tidak hanya itu saja, mereka juga membangun banyak bangunan di sekitar sungai yang seharusnya menjadi tempat penampungan air".*

The Translations of The Argumentative Text of Shella Juitasari

On the sentence *"although they do know the impact of their actions, they seem to turn a blind eye to what's happening right now".* Students translated *"meskipun mereka tahu dampak dari tindakan mereka, mereka tampaknya menutup mata terhadap apa yang terjadi saat ini".* But the actual meaning of the sentence is *"meskipun mereka benar-benar sadar dan tahu akan dampak dari tindakan mereka, namun*

tampaknya mereka menutup mata terhadap apa yang terjadi sekarang". Next sentence is *"This happens because the earth has lost its strength to hold water, so the water that comes when it rains immediately falls, destroying the accompanying earth".* The student translated *"Hal ini terjadi karena bumi sudah kehilangan kekuatannya untuk menahan air, sehingga air yang datang saat hujan lebat langsung turun, dan menghancurkan bumi yang menyertainya".* The actual meaning of the sentence is *"Ini terjadi karena bumi telah kehilangan kekuatannya untuk menahan air, sehingga air yang datang saat hujan turun segera jatuh dan mengalir, menghancurkan bumi yang mendampinginya selama ini".* And the last sentence is *"So, from now on, reunite with nature and preserve it".* Student translated *"Jadi, sekarang, kita bersatu kembali dengan alam dan lestarikan".* The actual meaning of the sentence is *"Jadi, mulai dari sekarang, bersatu kembali dengan alam dan mulai kembali untuk melestarikannya".*

In the below is a summary table of the researchers guide to get the results of the text that is done by students starting from the source language to target language and the language that is justified.

Table 3.3
The Summary of Argumentative Texts

No	Source Language	Target Language	Correct
1.	Nowadays environmental damage has occurred everywhere, almost all areas of the world such as forest, oceans, rivers, and	Kerusakan lingkungan saat ini telah terjadi dimana-mana, hampir diseluruh wilayah yang ada di dunia seperti hutan, lautan, sungai, dan danau telah	Saat ini kerusakan lingkungan telah terjadi dimana-mana, hampir semua wilayah di penjuru dunia seperti hutan, lautan, sungai, dan danau

	lakes have lost their sustainability.	kehilangan kelestariannya.	telah kehilangan keberlanjutannya.
2.	This is caused by irresponsible human actions that arbitrarily without protecting and caring for their environment.	Hal ini disebabkan oleh tindakan manusia yang tidak bertanggung jawab yang sewenang-wenang mengambil keuntungan tanpa menjaga dan merawat lingkungannya.	Hal seperti ini disebabkan oleh tindakan manusia yang tidak mau bertanggung jawab yang secara sewenang-wenang mengambil keuntungan tanpa menjaga dan merawat lingkungan mereka.
3.	They don't care what happens to their surroundings, although they do know the impact of their actions, they seem to turn a blind eye to what's happening right now.	Mereka tidak peduli apa yang terjadi di sekitar mereka, meskipun mereka tahu dampak dari tindakan mereka, mereka tampaknya menutup mata terhadap apa yang terjadi saat ini.	Mereka tidak perduli dengan apa yang terjadi pada lingkungan di sekitar mereka, Meskipun mereka benar-benar tahu dampak dari tindakan mereka, mereka tampaknya menutup mata terhadap apa yang terjadi sekarang.
4.	This selfish human greed has made nature angry with us. Nature no longer loves us because of the many disasters that lead us. We can see rivers begin to flood people and drown all their possessions.	Keserakahan manusia yang egois ini telah membuat alam marah kepada kita. Alam tidak lagi mencintai kita karena banyaknya bencana yang menimpa kita. Kita bisa melihat sungai mulai membanjiri orang dan menenggelamkan semua harta benda mereka.	Keegoisan manusia yang serakah ini telah membuat alam marah kepada kita. Alam tidak lagi mencintai kita karena banyak bencana yang menimpa kita. Kita bisa melihat sungai mulai membanjiri manusia dan menenggelamkan semua harta milik mereka.
5.	The flood that occurred was not one of the rivers itself, but the humans living around the river that caused everything. They like to throw garbage carelessly so	Banjir yang terjadi bukan salah dari sungai itu sendiri, tetapi manusia yang tinggal di sekitar sungai yang menyebabkan segalanya. Mereka	Banjir yang terjadi bukanlah sepenuhnya kesalahan dari sungai itu sendiri, tetapi manusia yang tinggal di sekitar sungailah yang menyebabkan segalanya terjadi.

	that they pile up in the river and cause the river to cover.	suka membuang sampah sembarangan sehingga menumpuk di sungai dan menyebabkan sungai tertutup.	Mereka suka melempar sampah dengan sembarangan sehingga menumpuk di sungai dan menyebabkan sungai jadi tersumbat.
6.	Not only that, they also built many buildings arround the river which was supposed to be a water collection area. Shallow rivers and loss of water absorption is what causes flooding.	Tidak hanya itu, mereka juga membangun banyak bangunan di sekitar sungai yang seharusnya menjadi tempat penampungan air. Aliran sungai yang dangkal dan hilangnya resapan air inilah yang menyebabkan terjadinya banjir.	Bukan hanya itu, mereka juga membangun banyak bangunan di sekitar sungai yang seharusnya lahan itu menjadi area penampungan air. Sungai yang menjadi dangkal dan kehilangan penyerapan air, inilah yang menyebabkan terjadinya banjir.
7	Not only in rivers, damage also occurs in the forest. Many humans cut down trees for their own personal again. They blindly destroy existing trees without thinking about the harm this action can cause.	Tidak hanya di sungai, kerusakan juga terjadi di hutan. Banyak manusia menebang pohon untuk keuntungan pribadi mereka. Mereka membabi buta menghancurkan pohon yang ada tanpa memikirkan kerugian yang dapat ditimbulkan oleh tindakan ini	Tidak hanya di sungai, kerusakan juga terjadi di hutan. Banyak manusia yang menebang pohon untuk kepentingan pribadi mereka. Mereka secara membabi buta menghancurkan pohon yang ada tanpa memikirkan bahaya yang dapat ditimbulkan oleh tindakan ini.
8.	As a result, lendslides occurred carrying thousand of cubic meters of soil that buried their homes. This happens because the earth has lost its strength to hold water, so the water that comes	Akibatnya, terjadi longsor yang membawa ribuan meter kubik tanah yang mengubur rumah mereka. Hal ini terjadi karena bumi sudah kehilangan kekuatannya untuk menahan air, sehingga	Akibatnya, tanah longsor terjadi, dengan membawa ribuan meter kubik tanah yang mengubur rumah mereka. ini terjadi karena bumi telah kehilangan kekuatannya untuk menahan air, sehingga

	when it rains immadiately falls, destroying the accompanying earth.	air yang datang saat hujan langsung turun, menghancurkan bumi yang menyertainya.	air yang datang saat hujan turun tidak mampu untuk ditopang olehnya, dan langsung menghancurkan bumi yang menyertainya.
9.	It's not disaster that has occurred, but we all realize that nature is no longer human's friend. They are corupted by our own actions. So, from now on, reunite with nature and preserve it.	Bukan bencana yang terjadi, tapi kita semua menyadari bahwa alam bukan lagi sahabat manusia. Alam dirusak oleh tindakan kita sendiri. Jadi, mulai sekarang, bersatu kembali dengan alam dan lestarikan.	Bukan karena bencana yang terjadi belum di sadari oleh kita semua, bahwa sekarang alam bukan lagi sahabat manusia. Alam dirusak oleh tindakan kita sendiri. Jadi, mulai sekarang, bersatu kembali dengan alam dan melestarikannya.

The results of data collection what has been summarized above, the researcher can conclude that there are still many students who do translation using google translate, almost all students work on the text using the internet or google translate, because they do not understand what the meaning of the text is and the lack of vocabulary that they know in the text, besides that many students are lazy to open the dictionary, so that it requires them to complete the text using the internet, and the results of internet translations are clearly very different in meaning from the results of the translations they do with dictionary, resulting in a slightly ambiguous meaning of the word and that makes students increasingly find it difficult to translate a text.

After carrying out the process of translating a text, the researcher gets the results of the text that is done by students, the below are the results or scores obtained by students in translating a text.

Table 3.4
The Students Percentage in Translating Argumentative Text

No	Frequency	Precentage
1.	4 students	40%
2.	6 students	60%
Total	10 Students	100%

B. Discussions

Based on the data analysis, the score of the students in translating argumentative text was still less, about 10 students, they can not reach the maximal score. Just a few students got the standard score from the translation test. Furthermore, from the score, the researcher conclude that the students have difficulties on it.

In the translation process there are still many students who have difficulties, the main thing that becomes their point of difficulty is, (1) the lack of understanding and memorizing new vocabulary, (2) besides that students also do not really understand good and correct translation techniques. The lack of understanding of new vocabulary certainly makes it difficult for students to complete the translation task. In translation difficulties, of course, there are factors that influence, and these factors are, (1) students do not understand the intent and purpose of the text, (2) besides that students do not understand the meaning or content of the text that is being worked on, (3) students also use the internet more often to translate instead of using a dictionary, because for them translating using the internet is

very fast and helps them, while for them a dictionary is something that makes it difficult for them to choose meaning because in a dictionary there are many meanings in one word, that's what causes students to be lazy to open dictionary and prefer the internet to complete the task of translating.

After observing the result of the data analysis in students difficulties in translating argumentative text classified into 2 factors: linguistic factor and non linguistic factor.

In linguistic factors, The students difficulte adjusting sentence patterns that have been translated from English into Indonesian sentence patterns with 4 of 10 students (40%) in option 2 (sometime), the students difficulte finding words that are not in the dictionary with 6 of 10 students (60%) in option 1 and 2 (often and sometime), the students found words that had double meaning that made it difficult for me to determine which meaning was right with 5 of 10 students (50%) in option 2 (sometime), the students difficulte in arranging words in Indonesian so as to produce ambiguous sentences that are difficult for the reader to understand with 6 of 10 students (60%) in option 2 (sometime), the students found a complicated English sentence pattern that made it difficult for them to translate it into Indonesian with 4 of 10 students (40%) in option 1 (often), the students difficult interpreting the whole sentence even though I know the meaning of the sentence with 7 of 10 students (70%) in option 2 (sometime), the students difficult understanding the meaning of the source language so it makes it difficult for them to translate it into the target language with 6 of 10 students (60%) in option 2

(sometime).

In non-linguistic factors, The students have difficulty translating words related to ideological values with 6 of 10 students (50%) in option 2 (sometime), the students have difficulty translating words related to cultural values with 8 of 10 students (80%) in option 2 (sometime), the students have difficulty translating words related to chemistry values with 7 of 10 students (70%) in option 1 (often), the students have difficulty in translating related to technique values with 6 of 10 students (60%) in option 1 (often), the students have difficulty translating words related to biology values with 6 of 10 students (60%) in option 2 (sometime), the students have difficulty translating words related to medical values with 5 of 10 students (50%) in option 1 (often), the students have difficulty translating words related to social-politic values with 7 of 10 students (70%)in option 2 (sometime).

The researcher found that the students encountered more difficulties in the non-linguistice factors. Based on the percentage, they were approved by the data analysis showed that the students had the low percentage of students difficulties was in linguistic factor with percentage 54,0%, the next students difficulties was in highest percentage in non- linguistic factor with percentage 60,0%.

From the explanation above, the researcher has several solutions to minimize so that students have no difficulty when translating a text, namely, students should memorize and learn new vocabulary more often, because in each text there will be several types of new and new vocabulary they

encounter, In addition, to minimize difficulties in translating the text, students should first understand the content or meaning and purpose of the text they are working on, so that they are not confused and have difficulty translating the text, of course, before translating students must study the existing techniques. in translation, thus helping them to reduce errors in translating a text, and students also have to be more active in looking for new vocabulary in the dictionary, because the meaning in the dictionary with the meaning generated from the internet is very different.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and doing data analysis, the researcher derived conclusion in this three following points :

1. The score of the students in translating argumentation text was still less, about 10 students, they cannot reach the maximal score. The mean score of the students score was 6,3 and it was still less to reach the maximal score. Furthermore, from the score, the researcher concluded that the students had difficulties on translating the text.

2. It was found that the third semester class of IAIN Metro had difficulties in translating argumentation text that were more influenced by the non-linguistic factors. The students have difficulties in translating related to cultural values, political values, technical values, etc. was the most prominent factors that caused the students have difficulties in translating the text with the highest percentage was 60,0%.

3. Although the non-linguistic factors were the most prominent factors that appeared the third semester class of IAIN Metro in translating argumentation text the linguistic factors also contributed in minor way to the difficulties in the translation that the students encountered especially dealing with difficulties in translating the text with the percentage was 54,0%.

B. Suggestion

Based on the result of the research, the researcher provides some suggestions, as follows:

1. For the students

    It is suggested that the students to understand the types of translation text. In addition, the students are suggested to apply the methode in doing translation process.

2. For the lecturer

    It is recommended that the lecturer of translation 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. Blue Print of Observation Sheet

No	Aspect	Observation Result
1.	What types of difficulties are most faced by third semester students at IAIN Metro?	- Lack of understanding of the meaning of the translated text. - Lack of vocabulary. - Lack of understanding of the correct translation material.
2.	What are the appropriate efforts to do in minimizing the difficulties in the translation process faced by third semester students at IAIN Metro?	- Explaining the translation material with a good and correct method. - Provide a little stimulation to students when they are about to start teaching and learning activities of translation.

2. Blue Print of Quetioner Sheet

a. Students Activity

Guide in filling out the answer sheet:

1) Read carefully the content and meaning of the question.

2) Put a check mark (√) in the column to be selected.

3) Collect if all the columns are filled in properly and correctly.

Have a great time doing it!!!!
Quetioner Sheet Third Semester Students at IAIN Metro (Linguistics Factor)

No	Item Quetioner	Alternatif Answer			
		Often	Sometime	Seldom	Never
1.	I have difficulty in adjusting sentence patterns that have been translated from English into Indonesian sentence patterns.	(3 Students)	(4 Students)	1 Students)	(2 Students)
2.	I'm having trouble finding the meaning of a word that isn't in	(3 Students)	(3 Students)	(2 Students	(2 Student

No.	Statement				
	the dictionary.			)	s)
3.	I find words that have multiple meanings making it difficult for me to determine which meaning is correct.	(4 Students)	(5 Students)	(0 Students)	(1 Students)
4.	I have difficulty translating very long English sentences.	(2 Students)	(5 Students)	1 (Students)	(2 Students)
5.	I have difficulty in arranging words in English so that it produces sentences that are confusing and difficult for readers to understand.	(4 Students)	(6 Students)	(0 Students)	(0 Students)
6.	I found the pattern of English sentences convoluted so that it was difficult for me to translate them into Indonesian.	(4 Students)	(3 Students)	(3 Students)	(0 Students)
7.	I found the difference between the structure of Indonesian and the structure of English, making it difficult for me to translate it.	(4 Students)	(3 Students)	(2 Students)	(1 Students)
8.	I have difficulty interpreting whole sentences even though I know the meaning of the words.	(2 Students)	(7 Students)	(1 Students)	(0 Students)
9.	I have difficulty understanding the meaning of the source language so that it is difficult for me to translate it into the target language.	(2 Students)	(6 Students)	(0 Students)	(2 Students)
10.	I have difficulty in finding a				

meaning or the true meaning of a sentence.	(3 Students)	(7 Students)	(0 Students)	(0 Students)

b. **Students Activity**

Guide in filling out the answer sheet:

1) Read carefully the content and meaning of the question.

2) Put a check mark (√) in the column to be selected.

3) Collect if all the columns are filled in properly and correctly.

Have a great time doing it!!!!
Quetioner Sheet Third Semester Students at IAIN Metro
(Non-Linguistics Factor)

No	Item Quitioner	Alternatif Answer			
		Often	Sometime	Seldom	Never
1.	I have difficulty in translating words related to ideological values.	(3 Students)	(6 Students)	(1 Students)	(0 Students)
2.	I have difficulty in translating words related to cultural values.	(2 Students)	(8 Students)	(0 Students)	(0 Students)
3.	I have difficulty in translating words related to historical values.	(3 Students)	(3 Students)	(4 Students)	(0 Students)
4.	I have difficulty in translating words related to socio-political values.	(3 Students)	(7 Students)	(0 Students)	(0 Students)
5.	I have difficulty translating words related				

	to chemical values.	(7 Students)	(2 Students)	(1 Students)	(0 Students)
6.	I have difficulty translating words related to technical values.	(6 Students)	(3 Students)	(1 Students)	(0 Students)
7.	I have difficulty in translating words related to biological values.	(2 Students)	(6 Students)	(1 Students)	(1 Students)
8.	I have difficulty in translating words related to physics values.	(3 Students)	(4 Students)	(3 Students)	(0 Students)
9.	I have difficulty in translating words related to Medical values.	(5 Students)	(2 Students)	(0 Students)	(3 Students)
10.	I have difficulty in translating words related to Agricultural values.	(2 Students)	(7 Students)	(1 Students)	(0 Students)

3. Blue Print of Interviews Sheet

Interview Sheet Third Semester Students At IAIN Metro

Nama : Rizka Mutiara Annisa   Jurusan : TBI

NPM : 2001050027   Semester/Class : 3/A

No	Question	Answers
1	What do you think about translation?	Translation is a process of transferring meaning from the source language to the target language.
2	What do you think is the easiest text to translate?	Text that is easy to translate in my opinion is an argument
3	Why did you choose this text?	Because the argument text only tells the reader to believe what has been written.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes I have difficulties, and the factor is not understanding the meaning of the text.
5	How do you overcome these difficulties?	The way I solve it is to look for text references that are almost the same as the text, to make it easier for me to translate it.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	Yes sist!
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	It's better to use the ceramah method, sist
8	Give reasons why you chose this method?	Because the lecture method makes it easier for us as students to understand what is being explained.

Nama   : Shella Juitasari   Jurusan   : TBI

NPM   : 2001051035   Semester/Class : 3/A

No	Question	Answers
1	What do you think about translation?	Translation is the process of transferring a meaning.
2	What do you think is the easiest text to translate?	Description text.
3	Why did you choose this text?	Because descriptive text only asks us to describe what we see, feel, hear, etc
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes! And the factor is lack of vocab.
5	How do you overcome these difficulties?	For now I'm implementing vocab memorization.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	Of course!
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	Ceramah method.
8	Give reasons why you chose this method?	Yes, so that it is easier for me to understand the material presented.

Nama   : Erdila Suryani   Jurusan   : TBI

NPM   : 2001050012   Semester/Class : 3/A

No	Question	Answers
1	What do you think about translation?	Translation is something that is done to get a meaning without having to change the previous meaning.
2	What do you think is the easiest text to translate?	Argumentative.
3	Why did you choose this text?	Because for me the text is easy, just voice our opinion or argument.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes! The main factor is sometimes I'm lazy to translate or look for the meaning.
5	How do you overcome these difficulties?	Forced myself to study harder.
6	In your opinion, in explaining material	Yes!

	about translation, should a teacher use a good method?	
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	Telling.
8	Give reasons why you chose this method?	The reason is so that students in the class can more easily understand the material.

Nama : Rosidah   Jurusan : TBI

NPM : 2001052014   Semester/Class : 3/A

No	Question	Answers
1	What do you think about translation?	Translation is the process of transferring a text from the source language to the target language.
2	What do you think is the easiest text to translate?	Argumentative text.
3	Why did you choose this text?	I chose that text, because I think it's the easiest text from the others, this text only asks the reader to believe what the author wrote.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes I have, the factor is lack of vocabulary.
5	How do you overcome these difficulties?	I have to understand first the content of the text that I will translate.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	Yes sist!
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	Ceramah method.
8	Give reasons why you chose this method?	The ceramah I mean here is that the lecturer when explaining the material does not always have to use English, it must also be interspersed with Indonesian to make it easier for us to understand what is being conveyed.

Nama   : Intan Kusuma Wardhani   Jurusan   : TBI

NPM   : 2001052001   Semester/Class : 3/A

No	Question	Answers
1	What do you think about translation?	Translation is a process of meaning transfer carried out by someone in order to get meaning without changing the previous meaning.
2	What do you think is the easiest text to translate?	I mean descriptive Text.
3	Why did you choose this text?	Because the text is the easiest, it just describes what we see and read.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes, I have difficulties, and what factors into my difficulties is, I am lazy to memorize new vocabulary.
5	How do you overcome these difficulties?	I don't know yet, because I haven't been able to beat laziness, but I'm trying to be more enthusiastic about learning.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	I think yes.
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	Story telling
8	Give reasons why you chose this method?	The reason is so that it is easy to understand the material explained.

Nama   : Destri Rahma Puri   Jurusan   : TBI

NPM   : 2001050008   Semester/Class : 3/A

No	Question	Answers
1	What do you think about translation?	Translation is a process of transferring a language meaning from the mother tongue to the target language.
2	What do you think is the easiest text to translate?	I mean argumentative text.
3	Why did you choose this text?	Because argumentative is easier than others, you just need to

		believe what the author wrote.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes I have. The main factor is the lack of memorizing new vocabulary and not understanding the content of the existing text.
5	How do you overcome these difficulties?	Looks like I have to memorize more vocabulary in order to reduce my difficulty in translating.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	Yes of course sista.
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	Maybe telling.
8	Give reasons why you chose this method?	Because I think that method can make it easier for us to understand the lesson being delivered.

Nama   : Ayu Puspitasari   Jurusan   : TBI

NPM   : 2001050005   Semester/Class : 3/A

No	Question	Answers
1	What do you think about translation?	Translation is the process of transferring a meaning.
2	What do you think is the easiest text to translate?	Argumentative text.
3	Why did you choose this text?	Argument text is a text that is easy to learn.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes I have, There are two factors, the first I don't understand and the second I can't find the equivalent word.
5	How do you overcome these difficulties?	The way to overcome this is by me understanding the contents of the text more before I do the translation.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	Yes!
7	What method do you think is appropriate and suitable to be used as reference material in explaining	I think that ceramah method.

	translation lessons?	
8	Give reasons why you chose this method?	The reason is to make it easier to understand and to make it clear.

Nama   : Asih Anggraini   Jurusan   : TBI

NPM   : 2001050002   Semester/Class : 3/A

No	Question	Answers
1	What do you think about translation?	Translation is a process of transferring meaning from the source language to the target language.
2	What do you think is the easiest text to translate?	I think that argumentative text sist.
3	Why did you choose this text?	Because argument text only asks readers to believe what they write.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes! The factor is not understanding the text that is being worked on.
5	How do you overcome these difficulties?	To minimize this difficulty, I looked for the text reference.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	Yes! really need it.
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	For me, I prefer the ceramah method.
8	Give reasons why you chose this method?	Because the lecture method really helped me in understanding what the lecturer was explaining.

Nama   : Reni Amelia   Jurusan   : TBI

NPM   : 2001051032   Semester/Class : 3/A

No	Question	Answers
1	What do you think about translation?	Translation is the process of transferring meaning from the mother tongue to the target language.
2	What do you think is the easiest text to translate?	I choose argumentative text.

3	Why did you choose this text?	Why I chose the text, because for me the text is very easy to understand, we are only required to believe what we read.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes I have sist. I am weak in vocabulary and do not understand the content of the text.
5	How do you overcome these difficulties?	To overcome difficulties I usually look for new vocabulary in the text with a dictionary or google.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	Really need sist.
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	I think it's better to use the lecture method.
8	Give reasons why you chose this method?	Because the explanation is easier to understand if use that method.

Nama　　　 : Hellen Sekar Pralesti　　　　Jurusan　　　 : TBI

NPM　　　 : 2001052005　　　　　　　Semester/Class : 3/A

No	Question	Answers
1	What do you think about translation?	Translation is the process of transferring the meaning of a text from the source language to the target language.
2	What do you think is the easiest text to translate?	I mean that Argumentative Text.
3	Why did you choose this text?	I chose the text because for me the text is easier than other texts.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes, I have difficulties in translating, and the factor is that I do not understand the content of the text and do not understand the vocabulary.
5	How do you overcome these difficulties?	The way to overcome this is to memorize more new vocabulary.
6	In your opinion, in explaining material about translation, should a teacher use a	I think it is necessary to use the method when teaching in class.

7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	I prefer the storytelling method.
8	Give reasons why you chose this method?	Because so that students can better understand what is being conveyed.

(Row above table: "good method?")

4. **Blue Print of Text that will be tested for third semester students at IAIN Metro**

Damage That Occurs To The Surrounding Environment

Nowadays environmental damage has occurred everywhere, almost all areas of the world such as forests, oceans, rivers and lakes have lost their sustainability. This is caused by irresponsible human actions that arbitrarily benefit without protecting and caring for their environment. They don't care what happens to their surroundings, although they do know the impact of their actions, they seem to turn a blind eye to what's happening right now.

This selfish human greed has made nature angry with us. Nature no longer loves us because of the many disasters that lead us. We can see rivers begin to flood people and drown all their possessions. The flood that occurred was not one of the rivers itself, but the humans living around the river that caused everything. They like to throw garbage carelessly so that they pile up in the river and cause the river to cover. Not only that, they also built many buildings around the river which was supposed to be a water collection area. Shallow rivers and loss of water absorption is what causes flooding.

Not only in rivers, damage also occurs in the forest. Many humans cut down trees for their own personal gain. They blindly destroy existing trees without thinking about the harm this action can cause. As a result, landslides occurred carrying thousands of cubic meters of soil that buried their homes. This happens because the earth has lost its strength to hold water, so the water that comes when it rains immediately falls, destroying the accompanying earth.

It's not a disaster that has occurred, but we all realize that nature is no longer human's friend. They are corrupted by our own actions. So, from now on, reunite with nature and preserve it.

Kerusakan Yang Terjadi Pada Lingkungan Sekitar

Saat ini kerusakan lingkungan telah terjadi di mana-mana, hampir semua wilayah di dunia seperti hutan, lautan, sungai dan danau telah kehilangan keberlanjutannya. Hal ini disebabkan oleh tindakan manusia yang tidak bertanggung jawab yang secara sewenang-wenang menguntungkan tanpa menjaga dan merawat lingkungan mereka. Mereka tidak peduli dengan apa yang terjadi pada lingkungan mereka, meskipun mereka benar-benar tahu dampak tindakan mereka, mereka tampaknya menutup mata terhadap apa yang terjadi sekarang.

Keegoisan manusia serakah ini telah membuat alam marah kepada kita. Alam tidak lagi mencintai kita karena banyak bencana yang menuntun kita. Kita bisa melihat sungai mulai membanjiri manusia dan menenggelamkan semua harta milik mereka. Banjir yang terjadi bukan salah satu dari sungai itu sendiri, tetapi manusia yang tinggal di sekitar sungai yang menyebabkan segalanya. Mereka suka melempar samapah dengan sembarangan sehingga mereka menumpuk di sungai dan menyebabkan sungai menutupi. Tidak hanya itu, mereka juga membangun banyak bangunan di sekitar sunagi yang seharusnya menjadi area pengumpulan air. Sungai yang dangkal dan hilangnya penyerapan air inilah yang menyebabkan banjir.

Tidak hanya di sungai, kerusakan juga terjadi di hutan. Banyak manusia menebang pohon untuk kepentingan pribadi mereka. Mereka secara membabi buta menghancurkan pohon yang ada tanpa memikirkan bahaya yang dapat ditimbulkan oleh tindakan ini. Akibatnya, tanah longsor terjadi membawa ribuan meter kubik tanah yang mengubur rumah mereka. Ini terjadi karena bumi telah kehilangan kekuatan untuk menahan air, sehingga air yang datang saat hujan segera jatuh, menghancurkan bumi yang menyertainya.

Bukan bencana yang terjadi belum disadari bahwa kita semua bahwa alam bukan lagi sahabat manusia. Mereka dirusak oleh tindakan kita sendiri. Jadi, mulai sekarang, bersatu kembali dengan alam dan melestarikannya.

The Number of Students Score in Translating Argumentative Text

Name Students	Object (Score)			Total
	Accuracy			
	3	2	1	
Asih Anggraini	√			3
Ayu Puspitasari		√		2
Destri Rahma Puri		√		2
Erdila Suryani	√			3
Helen Sekar P	√			3
Intan Kusuma W		√		2
Reni Amelia		√		2
Rizka Mutiara A	√			3
Rosidah		√		2
Shella Juitasari		√		2

PERMOHONAN SURAT IZIN PRASURVEY

Kepada Yth.,
Dekan Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di-

    Metro

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama	:	DINI KURNIA PUTRI
NPM	:	1701070011
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris (PBI)
Semester	:	6 (Enam)
Total SKS Sementara	:	**114** SKS
IPK Sementara	:	**3,45** *(Tiga Koma Empat Lima)*
Alamat Tempat Tinggal	:	Gilih Karang Jati HP. 085267116998

Dengan ini mengajukan permohonan Surat Izin Prasurvey dalam rangka menyelesaikan Tugas Akhir/Skripsi. Judul dan Tempat prasurvey sebagai berikut:

Judul Tugas Akhir/Skripsi	:	THE ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM INDONESIAN TO ENGLISH AT THE ELEVENTH GRADE STUDENTS OF SMAN 1 MELINTING
Tempat Prasurvey	:	SMAN 1 MELINTING

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:

1. Asli Transkrip Nilai Sementara (bukti telah lulus minimal 110 SKS dan lulus matakuliah Metode Penelitian)
2. Foto Copy pengajuan judul skripsi yang telah disetujui oleh Pembimbing Akademik dan Ketua Jurusan/Prodi.

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb.

Metro, 20 Juni 2020
Pendaftar,

DINI KURNIA PUTRI
NPM 1701070011

88203002992

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; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-2067/In.28.1/J/TL.00/07/2020
Lampiran : -
Perihal   : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMAN 1 MELINTING
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**DINI KURNIA PUTRI**
NPM	:	1701070011
Semester	:	6 (Enam)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM INDONESIAN TO ENGLISH AT THE ELEVENTH GRADE STUDENTS OF SMAN 1 MELINTING

untuk melakukan *pra-survey* di SMAN 1 MELINTING.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Juli 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 MELINTING
Jalan Pangeran Paksi Desa Wana Kec. Melinting Kab. Lampung Timur Kode Pos. 34199
NPSN : 10805993 NSS: 301120419012 e-mail : smanmelinting@yahoo.co.id

Nomor   : 420/ 045 /11.SMAN/04/VI/2020   Melinting, 18 Juli 2020

Lamp   : -

Perihal   : Izin Penelitian

Kepada Yth   :

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro

Di Metro

Dengan hormat,

Menindaklanjuti surat permohonan pra-survei penelitian mahasiswa atas nama

Nama   : DINI KURNIA PUTRI

NPM   : 1701070011

Prodi   : Tadris Bahasa Inggris

Maka dengan ini kami menyatakan bahwa kami memberi izin penelitian mahasiswa tersebut.

Demikian surat ini disampaikan atas perhatiannya kami ucapkan terima kasih.

Kepala Sekolah

YUNANTO PUTRO, S.Pd, M.M.Pd
NIP. 19690226 199802 1 0013.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2968/In.28.1/J/TL.00/07/2021
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Kuryani (Pembimbing 1)
Syahreni Siregar (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**DINI KURNIA PUTRI**
NPM	:	1701070011
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN OF THE THIRD SEMESTER STUDENTS AT IAIN METRO

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 pembjmbing 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, 25 Juli 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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PERMOHONAN BALASAN SURAT IZIN RESEARCH

Kepada Yth.,
KETUA JURUSAN TBI FTIK IAIN METRO
di-
     Tempat

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama	: DINI KURNIA PUTRI
NPM	: 1701070011
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris (PBI)
Semester	: 9 (Sembilan)
Total SKS Sementara	: **141** SKS
IPK Sementara	: **3,52** *(Tiga Koma Lima Dua)*
Alamat Tempat Tinggal	:GILIH KARANG JATI, LAMPUNG TENGAH HP. 085267116998

Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi. Judul dan Tempat prasurvey sebagai berikut:

Judul Tugas Akhir/Skripsi : AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN OF THE THIRD SEMESTER STUDENTS AT IAIN'METRO

Tempat Prasurvey : IAIN METRO

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Oktober 2021
Pendaftar,

DINI KURNIA PUTRI
NPM. 1701070011

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nomor : B-3467/In.28/D.1/TL.00/08/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PRODI TBI IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3468/In.28/D.1/TL.01/08/2021, tanggal 31 Agustus 2021 atas nama saudara:

Nama : **DINI KURNIA PUTRI**
NPM : 1701070011
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PRODI TBI IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN OF THE THIRD SEMESTER STUDENTS AT IAIN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 31 Agustus 2021
Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

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; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-3468/In.28/D.1/TL.01/08/2021

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

Nama	:	**DINI KURNIA PUTRI**
NPM	:	1701070011
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di PRODI TBI IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN OF THE THIRD SEMESTER STUDENTS AT IAIN METRO".

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 : 31 Agustus 2021

Mengetahui,
Pejabat Setempat

Andianto M.Pd.

Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN
Nomor: B-4226/In.28.1/J/TL.00/10/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama   : Andianto, M.Pd
NIP   : 19871102 201503 1 004
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : Dini Kurnia Putri
NPM   : 1701070011
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi   : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"An Analysis of Students Difficulties In Translating Argumentative Text From English To Indonesian of The Third Semester Students At IAIN Metro"* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 26 Oktober 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail:
iainmetro@metrouniv.ac.id

APPROVAL PAGE

Name : Dini Kurnia Putri

Students Number : 1701070011

Department : English Education

Faculty : Tarbiyah and Teacher Training Faculty

Title : THE ANALYSIS OF STUDENTS DIFFICULTIES IN
TRANSLATING ARGUMENTATIVE TEXT FROM
INDONESIAN TO ENGLISH AT THE ELEVENTH
GRADE STUDENTS OF SMAN 1 MELINTING

APPROVED BY:

To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of
Islamic Studies (IAIN) of Metro.

	Metro, June 2021
Sponsor	Co-sponsor

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail:
iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor   :
Lampiran   :
Perihal   **: Mohon di seminarkan Proposal**
                    Dini Kurnia Putri

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

       Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Proposal yang disusun oleh:

Nama   : Dini Kurnia Putri
NPM   : 1701070011
Jurusan   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM INDONESIAN TO ENGLISH AT THE ELEVENTH GRADE STUDENTS OF SMAN 1 MELINTING
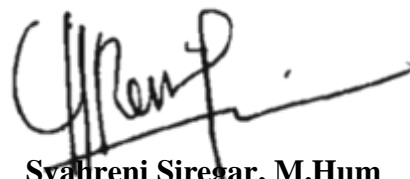
       Sudah kami dapat setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

                                         Metro,   Juni 2021
Pembimbing I   Pembimbing II

Drs. Kuryani, M.Pd   **Syahreni Siregar, M.Hum**
NIP. 19620215 199503 1 001   NIP. 19760814 200912 2 004

Mengetahui,
Ketua Jurusan Tadris Bahasa Inggris

Andianto, M.Pd.
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail:
iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the seminar**
                Dini Kurnia Putri

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

Name   : Dini Kurnia Putri
Students Number   : 1701070011
Department   : English Education
Faculty   : Tarbiyah and Teacher Training
Title   : THE ANALYSIS OF STUDENTS DIFFICULTIES IN
                     TRANSLATING ARGUMENTATIVE TEXT FROM
                     INDONESIAN TO ENGLISH AT THE ELEVENTH
                     GRADE STUDENTS OF SMAN 1 MELINTING

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the seminar. Thank you very much.
Wassalamu'alaikum Wr. Wb

                                            Metro,   June 2021
Sponsor   Co-sponsor

Drs. Kuryani, M.Pd   **Syahreni Siregar, M.Hum**
NIP. 19620215 199503 1 001   NIP. 19760814 200912 2 004

Head of English Education Departmen

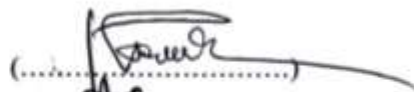**Andianto, M.Pd.**
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled: AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN OF THE THIRD SEMESTER STUDENTS AT IAIN METRO Written by: Dini Kurnia Putri, Student Number 1701070011, English Education Department, had been examined (Seminar Proposal) in Tarbiyah and Teacher Training Faculty on Tuesday, June 22nd 2021 at 09.00 – 10.00 p.m.

BOARD OF EXAMINERS:

Chairperson   : Drs, Kuryani M.Pd.   (....................)

Examiner I   : Dr. Widhiya Ninsiana, M.Hum.   (....................)

Examiner II   : Syahreni Siregar, M.Hum   (....................)

Secretary   : Leny Setyana, M.Pd.   (....................)

The Head of English Education Department

Andianto, M.Pd.
NIP. 19871110 220150 3 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-992/In.28/S/U.1/OT.01/10/2021

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

Nama	: Dini Kurnia Putri
NPM	: 1701070011
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070011

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 seperlunya.

Metro, 08 Oktober 2021
Kepala Perpustakaan

Dr. Asad, S. Ag., S. Hum., M.H.
NIP 19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Dini Kurnia Putri

NPM   : 1701070011

Jurusan   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, Senin, 01 November 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail:
iainmetro@metrouniv.ac.id

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

Nama   : Dini Kurnia Putri   Jurusan   : TBI

NPM   : 1701070011   Semester : IX/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	**II**		
1	Jum'at/16 04 2021	✓		Ikuti penulisan pada buku pedoman skripsi	
2	Sabtu/ 24 04 2021	✓		ACC BAB 1, lanjut bab	
3	Senin/ 03 05 2021	✓		Tambahkan teori tentang kesulitan menerjemahkan dari bahasa indoke inggris menurut para ahli	
4	Rabu/ 05 05 2021	✓		ACC BAB II, lanjut bab	
5	Rabu/ 19 05 2021	✓		Gunakan teori analisis data huberman dan Miles	
6	Kamis/ 27 05 2021	✓		ACC BAB III, SEMINAR.	

Mengetahui,
Ketua Jurusan TBI   Dosen Pembimbing I

Andianto, M.Pd   **Drs. Kuryani, M.Pd**
NIP. 19871102 201503 1 004   NIP. 1962 0215199503 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dini Kurnia Putri   Jurusan : TBI
NPM : 1701070011   Semester : VIII/2021

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 29/03/200		✓	Background of study di tambah dan jelaskan Penelitan dimasa Pandemi. Prior reseach ditambah. translate ditambah Penjelasannya. Perbaiki bab iii	
2.	Senin, 05/04/2021		✓	Perbaiki pengetikan referens Acc Bab i, ii, iii	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II,

Syahreni Siregar, M.Hum.
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:
www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dini Kurnia Putri

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070011

Semester : IX / 2021

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 27/07 202.	✓		Bimbingan APD	
2.	Kamis, 29/07 202.	✓		- pilih salah satu sheet documentation - Observation sebaiknya berisi hasil dari pengamatan. - Quetioner lebih baik di ambil untuk mengetahui kesulitan mahasiswa.	
3.	Kamis, 05/08 2021	✓		ACC APD	

Mengetahui,
Ketua Jurusan TBI

Dosen Pembimbing I,

Andianto, M.Pd
NIP 198711022015031004

Drs. Kuryani M. Pd
NIP. 19620215199503 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dini KurniaPutri
NPM : 1701070011

Jurusan: TBI
Semester: IX/2021

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
1.	Senin, 26/07/2021		√	Bimbingan APD	
2.	Selasa, 27/07/2021		√	ACC APD	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail:
iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Dini Kurnia Putri   Jurusan : TBI

NPM   : 1701070011   Semester : IX/2021

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Selasa/ 26 10 2021	✓		Bimbingan Bab 4,5	
2	Rabu/ 27 10 2021	✓		Revisi Jelaskan apa saja kesulitannya Faktor penyebab kesulitan Solusinya agar tidak kesulitan ACC MUNAQOSYAH	

Mengetahui,
Ketua Jurusan TBI   Dosen Pembimbing I

Andianto, M.Pd   **Drs. Kuryani, M.Pd**
NIP. 19871102 201503 1 004   NIP. 1962 0215199503 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dini Kurnia Putri
NPM : 1701070011

Jurusan : Tadris Bahasa Inggris (TBI)
Semester : IX / 2021

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	04 /oktober/2021		✓	Bimbingan Skripsi Bab I - V	
2.	13/oktober/2021		✓	Revisi 1. Abstract yang English belum ada. 2. Perbaiki footnote, sudah tidak pakai op.cit lagi. 3. Bab 4 Lengkapi lagi datanya sesuai dg penelitiannya. 4. sertakan Appedix.	
3.	senin, 18/10/2021		✓	Bimbingan Skripsi Bab I - V	
4.	selasa, 19/10/2021		✓	Perbaiki Pengetikan abstrqt (Revisi)	
5.	senin, 25/10/2021		✓	Bimbingan Skripsi Bab I - V Acc Bab I - V	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004
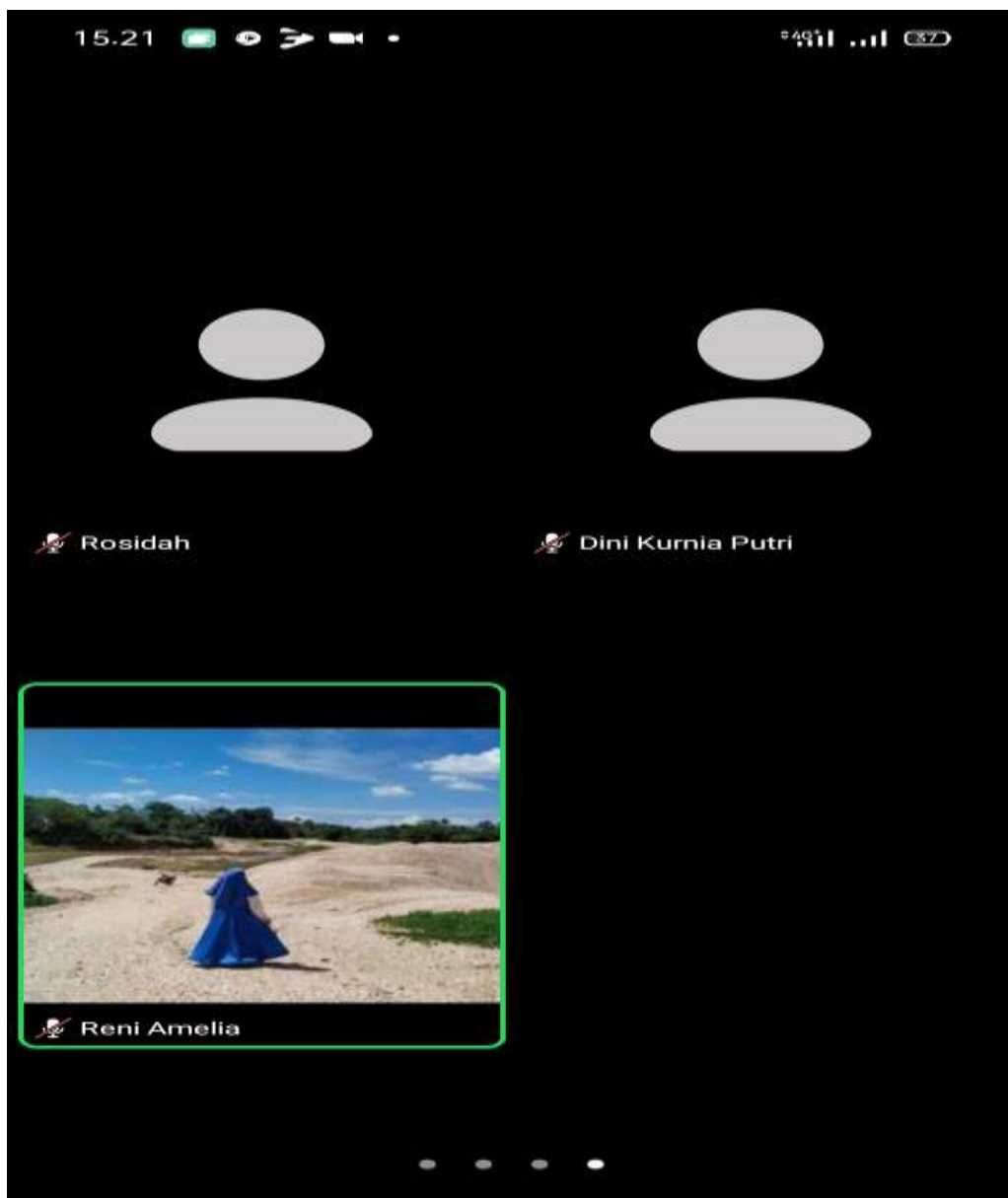
Dosen Pembimbing II,

Syahreni Siregar M. Hum
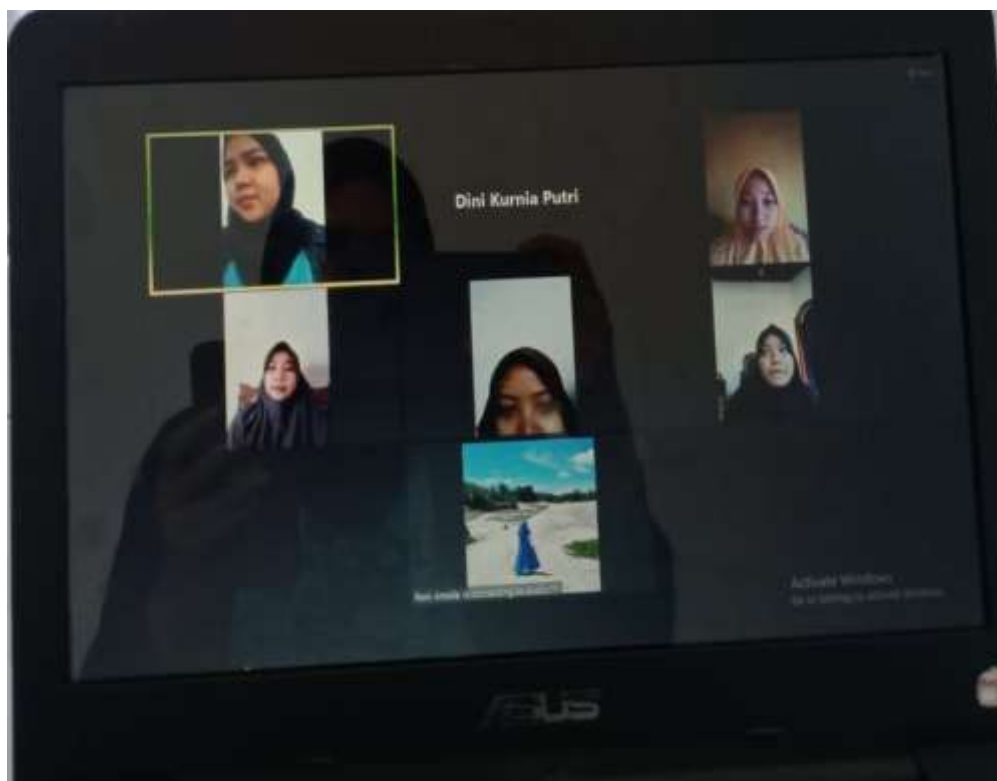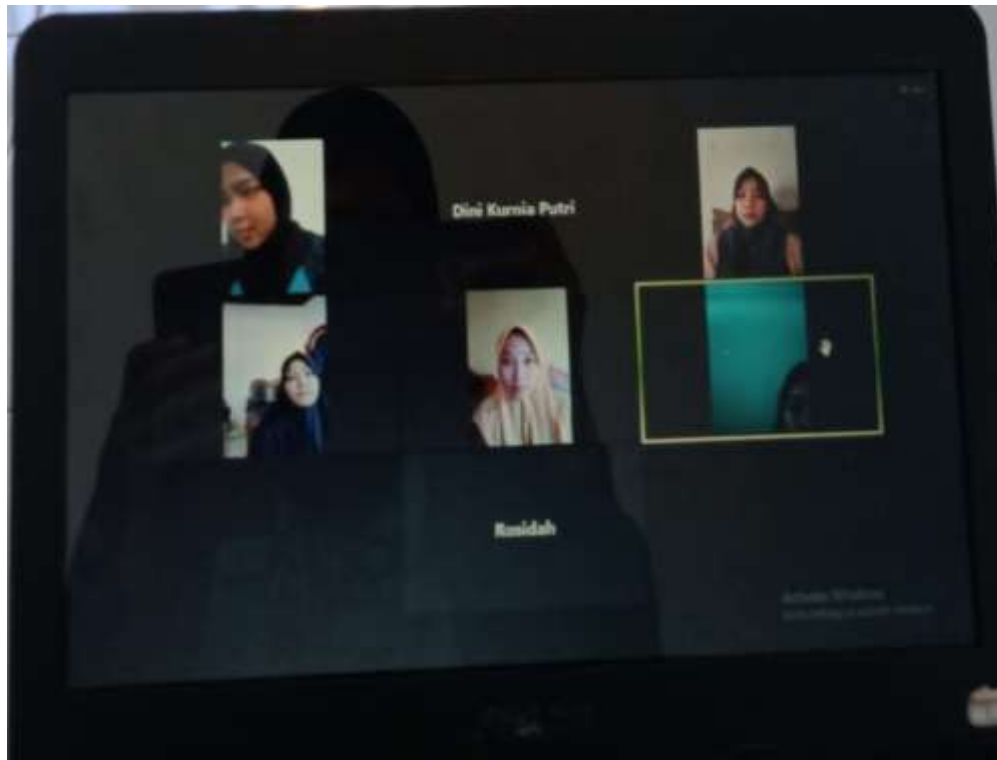NIP. 19760814200912 2 004

5. **Blue Print Of Documentation**

Documentation With Students During Interviews

AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING

ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN OF THE

THIRD SEMESTER STUDENTS AT IAIN METRO

By:

DINI KURNIA PUTRI

Student Number: 1701070011

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H/ 2021 M

AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN OF THE THIRD SEMESTER STUDENTS AT IAIN METRO

by Dini Kurnia Putri 1701070011

AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN OF THE THIRD SEMESTER STUDENTS AT IAIN METRO

ORIGINALITY REPORT

19% SIMILARITY INDEX	16% INTERNET SOURCES	2% PUBLICATIONS	4% STUDENT PAPERS

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6	ejournal.upbatam.ac.id Internet Source	1%
7	Submitted to Universitas Merdeka Malang Student Paper	1%
8	putrimarinur.blogspot.com Internet Source	1%

BIOGRAPHY

Dini Kurnia Putri was born in Galih Karang Jati Village, Selagai Lingga Subdistrict, Central Lampung Regency, on December 25, 1999, is the eldest of two children, the son of Mr. Udin Sukamto and Mrs. Sutarni. Kindergarten education was taken at Al-Anam Gembor Kindergarten, Tangerang in 2005, graduated in 2006, then continued the study of Elementary School Education taken at SDN Satu Atap Satu Selagai Lingga in 2006 graduated in 2011, then continued his studies back to junior high school at SMPN Satu Atap Satu Selagai Lingga in 2011 graduated in 2014, then continued his high school studies at SMAN 1 Anak Ratu Aji in 2014, graduated in 2017. Then the researcher continued his education at IAIN Metro college in the 2017/2018 academic year , by choosing the Department of English Tadris Education at the Faculty of Tarbiyah and Teacher Training.