

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING  
REPORT TEXT FROM THE ENGLISH TO INDONESIAN AMONG THE  
TENTH GRADE AT THE SMA N 1 RAMAN UTARA**

**By:**  
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**TARBIYAH AND TEACHER TRAINING FACULTY**

**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1443 H/2022 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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**APPROVAL PAGE**

Title : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN  
TRANSLATING REPORT TEXT FROM THE ENGLISH TO  
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***Assalamualaikum Wr. Wb.***

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REPORT TEXT FROM THE ENGLISH TO INDONESIAN AMONG  
THE TENTH GRADE AT THE SMA N 1 RAMAN UTARA**

Sudah kami setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

***Wassalamu'alaikum Wr. Wb***

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*Assalamu'alaikum, Wr. Wb*

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Name : Indah Kurniasari  
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Department : English Education  
Title : **AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING  
REPORT TEXT FROM THE ENGLISH TO INDONESIAN AMONG  
THE TENTH GRADE AT THE SMA N 1 RAMAN UTARA**


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**

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An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING REPORT TEXT FROM THE ENGLISH TO INDONESIAN AMONG THE TENTH GRADE AT THE SMA N 1 RAMAN UTARA. Written by: Indah Kurniasari, Student Number 1701070106, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, January 28, 2022 at 14:00 – 16.00 p.m

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**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING  
REPORT TEXT FROM THE ENGLISH TO INDONESIA AMONG THE  
TENTH GRADE AT THE SMA N 1 RAMAN UTARA**

**ABSTRACT**

**By:**

**INDAH KURNIASARI**

The purpose of this research is to show the difficulty analysis students in translating report texts from the English to Indonesian Indonesia observed and analyzed in class X SMA Negeri 1 Raman Utara 2020/2021.

This research method is qualitative research. Researchers used descriptive research methods, namely using descriptions and explanations of research data. Subjects in this study amounted to 15 students. To collect data the researchers used 3 techniques, namely observation, documentation, and interviews. To know and describe students' difficulties, the researcher use analysis and conclusions from the results of student translations. The instrument of this research is text report, as a key instrument using the result sheet student translation and questionnaire table.

This research result shows that 93.3% or 14 of 15 students was difficulty in adjusting sentence patterns that have been translated from English into Indonesian sentence patterns as the difficulties in linguistic factor. This case was caused by the lack of the vocabulary and the knowledge and understanding about translation was still less. And 86.6% or 13 of 15 students was difficult in translating words related to chemical values and historical values as the difficulties in non-linguistic factor. Furthermore, 8 of 15 students use the stage of translation process. It can be concluded that students difficult in translating English report text to Indonesia caused by linguistic factor and non-linguistic factor.

***Keywords: Students' Difficulties, Students Process in Translating, Report Text***

**ANALISIS KESULITAN SISWA DALAM MENERJEMAHKAN TEKS  
LAPORAN DARI BAHASA INGGRIS KE BAHASA INDONESIA DI  
KELAS X SMA N 1 RAMAN UTARA**

**ABSTRAK**

**Oleh:**

**INDAH KURNIASARI**

Tujuan dari penelitian ini adalah untuk menunjukkan analisis kesulitan siswa dalam menerjemahkan teks laporan dari bahasa Inggris ke bahasa Indonesia yang diamati dan dianalisis di kelas X SMA Negeri 1 Raman Utara 2020/2021.

Metode penelitian ini adalah penelitian kualitatif. Peneliti menggunakan metode penelitian deskriptif, yaitu menggunakan deskripsi dan penjelasan data penelitian. Subjek dalam penelitian ini berjumlah 15 siswa. Untuk mengumpulkan data peneliti menggunakan 3 teknik yaitu observasi, dokumentasi, dan wawancara. Untuk mengetahui dan mendeskripsikan kesulitan siswa, peneliti menggunakan analisis dan kesimpulan dari hasil terjemahan siswa. Instrumen penelitian ini adalah teks Report, sebagai instrumen kunci menggunakan lembar hasil terjemahan siswa dan tabel angket.

Hasil penelitian ini menunjukkan bahwa 93,3% atau 14 dari 15 siswa mengalami kesulitan dalam menyesuaikan pola kalimat yang telah diterjemahkan dari bahasa Inggris ke dalam pola kalimat bahasa Indonesia sebagai faktor kesulitan dalam faktor kebahasaan. Hal ini disebabkan oleh kurangnya perbendaharaan kata serta pengetahuan dan pemahaman tentang penerjemahan yang masih kurang. Dan 86,6% atau 13 dari 15 siswa mengalami kesulitan dalam menerjemahkan kata-kata yang berkaitan dengan nilai kimia dan nilai sejarah seperti kesulitan dalam faktor non-linguistik. Selanjutnya, 8 dari 15 siswa menggunakan tahapan proses penerjemahan. Dapat disimpulkan bahwa kesulitan siswa dalam menerjemahkan report text bahasa Inggris ke bahasa Indonesia disebabkan oleh faktor linguistik dan non-linguistik.

***Kata Kunci: Kesulitan Siswa, Proses Siswa dalam Menerjemahkan, Teks Laporan***



## STATEMENT OF RESEARCH ORIGINALITY

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Metro, January 2022

The writer



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

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**MOTTO**

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا - ٥

*"For Indeed, with hardship(will be) ease."*

*(Q.S Al Insyirah: 6)*

*"The only way to do great work is to love what you do."*

*(Steve Jobs)*

## **DEDICATION PAGE**

This undergraduate thesis is dedicated to:

1. Allah SWT, The Most Gracious and The Most Merciful who always gives all needs.
2. My beloved Prophet Muhammad SAW who brings the darkness to lightness.
3. My beloved parents (Sukron and Sutilah) who always pray and support in their endless love. Thanks for understanding me.
4. My brother (Imam Nurdiansah), Thank for your support.
5. My sponsor (Dr. Dedi Irwansyah, M. Hum) thank you for the guiding.
6. All of my friends in English Education Study Program.
7. My almamater IAIN Metro.

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First of all, thanks to Allah, the Most Gracious and the Most Merciful, because of His amazing blessings, the researcher can complete this undergraduate thesis. The blessings and gifts are the only reason researcher have not given up today. Then, peace and greetings are always with our beloved prophet Muhammad SAW, a person who has taught us how to live in harmony, may peace always accompany him. “An Analysis of Students’ Difficulties in Translating Report Text from the English to Indonesian Among The Tenth Grade at The SMA N 1 Raman Utara” is the title of this thesis. This research cannot be achieved without the motivation, help and support of many people.

Secondly, on this good occasion, the researcher wants to pay a deep respect, and wants to thank you for:

1. Dr. Hj. Siti Nurjanah, M.Ag., as the Rector of the State Institute for Islamic Studies (IAIN).
2. Dr. Zuhairi, M.Pd., as the Dean of the Tarbiyah and Teacher Training Faculty.
3. Mr. Andianto, M.Pd., as the Head of the English Department.
4. Mr. Dr. Dedi Irwansyah, M. Humas thesis supervisor, who has motivated researchers to complete this research as soon as possible, and took the time available to guide and provide suggestions, criticisms and good corrections for researchers, to complete this thesis.
5. All my lecturers who have provided knowledge and information to me.



6. All staff of the Faculty of Tarbiyah and Teacher Training who assist researchers in administrative arrangements.
7. SMA N 1 Raman Utara, which gave me the opportunity to conduct this research.
8. All of my beloved friends, who has encouraged me and accompanied me.

Finally, the researcher hopes that this undergraduate thesis may be able to provide useful knowledge and information to the readers.

Metro, January 2022

The Researcher,

A handwritten signature in black ink, appearing to read 'Indah Kurniasari', with a small mark at the end of the signature.

**Indah Kurniasari**

**1701070106**

## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>TITLE PAGE .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>NOTIFICATION LATTER .....</b>	<b>v</b>
<b>RATIFICATION PAGE.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>ix</b>
<b>MOTTOS .....</b>	<b>xi</b>
<b>DEDICATION PAGE.....</b>	<b>xii</b>
<b>ACKNOWLEDGMENT.....</b>	<b>xiii</b>
<b>TABLE OF CONTENT.....</b>	<b>xv</b>
<b>LIST OF TABLE.....</b>	<b>xvii</b>
<b>LIST OF FIGURE.....</b>	<b>xviii</b>
<b>LIST OF APPENDIX .....</b>	<b>xix</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Baground of Study .....	1
B. Research Question.....	6
C. Objective and Benefit of Study .....	6
D. Prior Research .....	7
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>10</b>
A. The Concept of Translation.....	10
1. Definition of Translation.....	10
2. Method of Translation.....	11
3. Meaning and Analysis Translation.....	15

4. Process of Translation .....	17
5. Types of Difficulties in Translation .....	19
B. Report Text.....	20
1. The Definition of Report Text.....	20
2. The Generic Structure of Report Text.....	21
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>23</b>
A. The Characteristic and Type of Research .....	23
B. Data Resource .....	24
C. Data Collecting Technique.....	25
D. Data Analysis Technique .....	27
E. Research Approach .....	29
<b>CHAPTER IV RESEARCH RESULT AND DISCUSSION .....</b>	<b>32</b>
A. Result of the Research.....	32
B. General Description of Research Data.....	34
1. The Students Difficulties in Translating English Report Text .....	34
2. The Reason of Students Difficulties in Translating English Report Text .....	51
3. Data Description How the Students Translating English Report Text .....	52
C. Discussion .....	69
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>71</b>
A. Conclusion .....	71
B. Suggestion .....	72
<b>BIBLIOGRAPHY</b>	
<b>APPENDIX</b>	
<b>CURRICULUM VITAE</b>	

## LIST OF TABLE

Table 1 The Data of Pre-survey Result Translation Skill .....	5
Table 2 Method of Translation.....	12
Table 3 Students Difficulties in Translating English Report Text.....	48
Table 4 The Result of Students Translation Process.....	67
Table 5 The Condition of the Teacher and Official .....	81

## LIST OF FIGURE

Figure 1 Analysis Components of Miles and Huberman Model.....	28
Figure 2 Condition of the Teacher and Official .....	32
Figure 3 Gender of Teachers and Official .....	33
Figure 4 The Student's Quantity .....	33
Figure 5 Organization Structure.....	84
Figure 6 Location Sketch .....	85



## LIST OF APPENDIX

Appendix 1 Blue Print of Observation.....	76
Appendix 2 Blue Print of Interview .....	76
Appendix 3 Blueprint of Documentation.....	80
Appendix 4 Condition of the Teacher and Official.....	81
Appendix 5 Organization Structure .....	84
Appendix 6 Location Sketch .....	85
Appendix 7 Documentation of Research .....	86
Appendix 8 Students in Tranlating Report Text .....	88
Appendix 9 The Result Question Sheet .....	94
Appendix 10 Interview sheet .....	97
Appendix 11 Surat Izin Pra Survey.....	99
Appendix 12 Surat Balasan Izin Pra Survey .....	100
Appendix 13 Surat Bimbingn Skripsi .....	101
Appendix 14 Surat Tugas.....	102
Appendix 15 Surat Izin Research.....	103
Appendix 16 Surat Balasan Izin Research .....	104
Appendix 17 Surat Keterangan Bebas Pustaka .....	105
Appendix 18 Surat Keterangan Bebas Jurusan .....	106
Appendix 19 Surat Konsultasi Bimbingan .....	107
Appendix 20 Curriculum Vitae.....	114

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is an important thing to do communication. Language is the main source of communication. Without the existence of language, of course the community will find it difficult to communicate with other people. Especially in this era of globalization where communication is absolutely essential needed to exchange ideas and get various kinds of information from other people. Moreover, there are various languages in the world. One of the languages has an important role, namely English.

English is an international language used to communicate all over the world. As a result, mastery of English becomes the needs of all those who wish to access current information and knowledge developments in all fields. Easy to understand, because almost all the latest publications published in English. Books, magazines, journals, website pages, and many others written mostly in English. For that, most people must learn English. Some people have trouble reading English, especially for other people in a country that considers English as a foreign language such as Indonesia. Information in English is one of the problems that causes Indonesian society unable to understand the meaning of the information contained in English. Right here countries, the number of people who are able to understand English even if only in the written form is still very low. To be good in using English to speak

or studying, students need to master the four language skills which are reading, writing, listening and speaking.

English as foreign language during this country and English must be studied by the students in class that become subject of this research. English teachers often find some students who find it difficult to learn English. a number of students consider that English is tough to be learned, the students difficult to know the meaning of the word, less of the comprehension with the material, and difficult to translate some text in English book becomes problem that the students face, and if the students cannot translate each word, sentence, or paragraph during a text, they cannot understand and comprehend the meaning of the text.

In addition translation activities continue to be a more important practice, especially in Indonesia and in the era of globalization, translation activities have a large presence benefit which is in the development of science or international exchange culture. Translation not only converts one language to another, but also delivers correct information to convey the content properly. In this case foreign literature a lot of influence on Indonesian literature because it is very closely related each other scientifically.

Translation skills include in writing skill because a translation is already written. Many of students still have low awareness about how important of translation, they only learn four language skills namely listening, speaking, reading, and writing that generally learns within the school. Translation has an important role in human life, because it has make communication between people with different languages that can done right. It is hard to imagine how

intercultural dialogue will be this is done to increase understanding and cooperation between nations. Learning translation is not only important for education, but also important for lifestyle. For Indonesians, English is studied primarily for involvement and improvement or relations with other countries. The function of English may be a medium that students can improve their abilities in science, technology, art, and culture in order that they are going to not feel neglected in their society.

Translation can be considered as the process of translating the meaning of a text to another language according to the writer's intent. Translating often considered easy. It happened because of someone understand the source language, which is a major component translation, does not always guarantee that they can translate it correctly and accurate.

In the process of translation, students experience many difficulties translate some text in their book. What else do they learn in English lessons there are several types of text, such as narrative text, descriptive text, exposition text, and report text. Some of the difficulties faced by students are students find it difficult to understand the meaning of the text, students find it difficult translating new vocabulary. To understand the text, students must be able to translate every sentence or paragraph of text. Report text became one of the texts that the researcher focused on.

Report text is a type of text that discusses the details of an object in general. Details in this text are scientific details that include the description of objects, both physical and non-physical, from scientific facts about the object.

Provide information to readers about things that are not known in a clear and detailed manner in accordance with the existing facts.

Report means text that describes things in general. This is a little different from descriptive text which describes certain things. To inform the facts of the things that are explained, the writer usually uses the simple present tense. Except, everything is extinct, simple past tense is used in the report. The report text contains the class or sub classes of topics described, and then followed by telling the form, part, behavior, etc. in detail. Reports provide information about a subject. This is the result of observations and analysis. In writing report cards, students must write something that is worth reporting by researching and analyzing something.

After the researcher conducted a pre-survey on March 10 2021, it turned out that there was many students who make mistakes in translating the text, such as students do not understand about the purpose of the text that students have difficulty in a vocabulary and specific language. The researcher is interested in doing research on student translation. So, the researcher uses the report text as an instrument in this study. Before recognizing the treatment that can solve the problem, and choosing whether the treatment that the teacher wants to use, the most important thing that the teacher must know is the difficulties faced by students in translating report text and knowing what causes the problem. The pre-survey results are ilustrared in the table bellow:



**Table 1**  
**The Data of Pre-Survey Result**  
**Translation Skill of the Tenth Graders**

No.	Score	Frequency	Percentage	Category
1	82-100	2	13,3%	Excellent
2	72-80	3	20%	Good
3	62-70	4	40%	Fair
4	52-60	6	26,6%	Poor
Total		15	100%	

Based on the information data above, it is prove that the most students have low in translation skills scores. There are a total of 6 students in the poor category (26.6 percent), 4 students in the fair category (40 percent), 3 students in the good category (20 percent) and 2 students in the excellent category (13.3 percent). As a result, it can concluded that the tenth grade students of SMA N 1 Raman Utara have a low in translation skills.

Based on the previous explanation, this research is very important to do to find out the difficulties of students in translating the report text. The innovation that the researcher did in this study was research that was slightly different from other research. Through the analysis of student difficulties, the researcher wanted to know what difficulties were faced by students. In line with this, the researcher was inspired to conduct a study entitled“ *An Analysis*

*of Students Difficulties in Translating Report Text from the English to Indonesian Among the Tenth Grade at The SMA N 1 Raman Utara”.*

## **B. Research Questions**

The research questions of this research are :

1. What are the students difficulties in translating report text from English to Indonesia?
2. Why the students have difficulty in translating report text from English to Indonesia?
3. How do the students translate report text from English to Indonesia?

## **C. The Objectives and Benefits of the study**

1. The Objectives of the study

The Objectives of this research are :

- a. To find out the students difficulties in translating report text from English to Indonesia.
- b. To identify the reason make students difficult in translating report text from English to Indonesia.
- c. To know how the students translate report text from English to Indonesia.

2. Benefits of the Study

After doing this research and finding the results, the researcher hopes that it will be useful:

a. For the Students

The researcher expect this research as input for students at in order to motivate learning translation, it is hoped that it can make a useful contribution in translating meaning so that students have a good quality for translating report text.

b. For the Teachers

The results of this research expected to be useful information for English teachers who was directly involved the teaching and learning process so as to develop the teachers ability to anticipate those problems in their teaching, the teacher also would get effective way and efficient in teaching translation especially in report text.

c. For the other Researcher

The result of this research is hope that this research can be useful as a reference guide for other researchers in the students ability to translate report text from English to indonesia and contribute to society.

#### **D. Prior Research**

This research will be conducted based on the consideration of some prior research. The first prior research was done by Hastuti et al. Who did a research in IAIN Bukit Tinggi. The research method is descriptive quantitative. The objective of research is to find out the causes of students problems in translating the narrative text. Meanwhile, the results showed that there were two factors causing problems in translating narrative texts from

English to Indonesian they are linguistic factors and non-linguistic factors. In the linguistic factor, it was found that students had difficulty understanding the meaning of the language so that it was difficult for them to translate it into the target language. This is evidenced by the highest percentage of difficulty, namely 55% for linguistic factors and 52% for non-linguistic factors.<sup>1</sup>

The second prior research was conducted by Andriani and Anggraini, the research conducted in UPI YPTK Padang. The research method is descriptive research. The objective of research this research are to know students ability in translating text and common errors made by students in translating text from English to Indonesia at English education students of UPI YPTK Padang. While the research results showed that students ability in translating sentences in the text from Indonesia to English was categorized good. It was proved by most of students can translate sentences from Indonesia to English. The sentences consist of passive and active sentences, noun phrase, simple present, past and future sentences. Nevertheless, some students were still doubt in changing active to passive or changing from passive to active and how translate them.<sup>2</sup>

The third prior research conducted by Yessy and Sinambela. The research conducted in SMK N 11 Medan.<sup>3</sup> The research method is descriptive qualitative. The objective of research include the study summarized as to find

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<sup>1</sup> Yenita Hastuti et al, "*Students' Difficulties in Translating Narrative Text From English Into Indonesia At Iain Bukittinggi*," *Journal of English Language Teaching* 6, No. 2 (2020):135

<sup>2</sup> Desi Andriani, Dian Anggraini, "*An Analysis of Students' Ability in Translating Text*," *ELT- Lectura* 7, No. 2 (2020):155

<sup>3</sup> Gusti Yessy, Erika Sinambela, "*An Analysis of Students' Ability In Translating The Analytical Exposition Text In Eleventh Grade Of SMK N 11 Medan*," *The Episteme Journal of English Literature and Linguistics* 4, No. 2 (2018):1

out what kinds of translation used by students in translating analytical exposition text, and to find out students ability of eleventh grade students in translating analytical exposition text. While the result of their research show that the students are able to translate the analytical exposition text. From 30 samples there were 25 students (83%) able to translate the analytical text and there were 5 students (17%) unable to translate analytical exposition text.

## CHAPTER II

### LITERATURE REVIEW

#### A. The concept of Translation

##### 1. Definition of Translation

Translation is a process of transferring thoughts or ideas from one source language into another language, such as translation from English to Indonesian. In translating the translator must know what the translation means.

According to Catford “translation is concerned with a certain type of relation between languages and is consequently a branch of comparative linguistics.<sup>4</sup>”

According to Venuti, translation is a process in which the chain of markers that compose the source language text is replaced by a chain of markers in the target language given by the translator based on the strength of the interpretation.<sup>5</sup>

According to Nida and Taber, translation consists of reproducing a language of the closest natural equivalent receptors of the source language message, first in terms of meaning and second in terms of style.<sup>6</sup>

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<sup>4</sup> Catford, J.C, *A Linguistic Theory of Translation*, (London: Longman, 1965), 20.

<sup>5</sup> Lawrence venuti, *The Translator's Invisibility: A History of Translation*, (London and New York: Routledge, 2004), 17.

<sup>6</sup>Nida, Eugene A. and Taber, Charles R, *The Theory and Practice of Translation*, (Leiden: E.J.Brill, 1982), 12.

According to Newmark translation is changing the meaning of the text into another language according to the author's intention of the text. Common sense tells us that translating it should be simple, because one has to say something as well in one language as in another.<sup>7</sup>

Translation according to Busnett, translation is not just a transfer of text from one language to another, but is now seen as a process of negotiation between texts and between cultures, a process in which all types of transactions occur mediated by the translators image.<sup>8</sup>

In this case, the writer concludes that translation is a process for transfer messages, information, and culture in the source language into target language. Translation is not easy to do because it is the difference between the two languages includes the presence of cultural differences, so translators must master their field of translation. Main points in the process translation is that the translator must not change the meaning of the message applied text.

## **2. Method of Translation**

Method is a way or a form of procedure for achieve something. This means that the translation method is a method or a procedure for translating something. Newmark divides the translation method into two perspectives. It is the control and target language of the source language service. Each control will consist of four method.

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<sup>7</sup> Newmark, Peter, *A Textbook of Translation*, (New York: Prentice Hall,1988), 5.

<sup>8</sup> Susan Bussnett, *Translation Studies*, (London and New York: Routledge, 2002), 6

Newmark puts all of its methods into a V diagram which is flattened below:

**Table 2 Method of Translation**

<b>SL Emphasis</b>	<b>TL Emphasis</b>
Word-for-word Translation	Adaptation
Literal Translation	Free Translation
Faithful Translation	Idiomatic Translation
Semantic Translation	Communicative Translation

Translation method is a way or procedure to translate something. According to Newmark, he mention eight methods of translation they are:

a. Word-for-word Translation

This translation also called translation between lines or interlinear translation. Translate the method is very dependent on the word level, so word order is very well groomed. In carrying out its duties, the translator only looks for synonyms from source language (SL) into the target language (TL). Words of translation the sentence is identical to the word order in the source language sentence (SL). Every word is translated one-on-one based on common sense or out of context, while words related to the culture translated literally. This method is generally used at stages pre-translation where the translator is difficult to translate the text to implement language or source



language and is usually used in phase analysis or the initial stage of transfer.

b. Literal Translation

Literal translation or also known as straight translation (Linear Translation) is among the word-for-word translation and free translation. In the translation process, the translator looks for grammatical constructs source language (SL) which is equivalent to or close to the target language (TL). Literally translation regardless of context. This translation was originally done as a translation word for word, but the translator then adjusts his words accordingly the grammar of the target language. Some of the major problems are associated with literal and free strategy, of and content.

c. Faithful Translation

This translation refers to the intent and purpose of source text (ST), so that sometimes the translation is still stiff. By using this translation method, the translator maintains the formal aspect (especially in legal texts or legal documents), aspects of form (in poetry), form metaphor (in the translation of literary texts), the form of the term (in the text informatics), thus dismantling the view of loyalty in the form of the target text the translation is not generally known. This translation is often mentioned "Translate".

d. Semantic Translation

Semantic translation is more flexible than faithful translation. The faithful translation is more rigid and does not compromise on the

principle of the target language (TL) or more derived from language resources, whereas semantic translation is more flexible in target language. Unlike the faithful translation, semantic translation should consider the aesthetics of the source text as the means meaning to a reasonable extent.

e. Adaptation

Adaptation is the freest translation method or the freest form of translation and closest to the target language (TL). The term adaptation it is acceptable here, as long as no sacrifice or declination of the theme, character or plot exists source text (ST). Indeed, adaptation methods are widely used to translate poetry and drama. In the case of a cultural shift from the source text (ST) to the target text (TT). It means that source text (ST) rewritten and invincible with target text (TT).

f. Free Translation

Free translation is a translation method that refers more to the source content text form. This method usually takes the form paraphrase longer than original shape, intended to fill in or clarify the message received by target language user. The translation is too long and wordy, even the translation does not seem like a translation.<sup>9</sup>

g. Idiomatic Translation

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<sup>9</sup>Ninsiana Widhiya, "Problem Solving of Non-Equivalence Problems In English Into Indonesian Text", pedagogy: journal of English Language Teaching 4, No. 2 (2016) : 86-87

Idiomatic translation is reproducing a text message with target language phrases that are more natural and familiar than the source text. Idiomatic translations are more likely to distort the nuances of meaning by preferring colloquial translation of idioms.

#### h. Communicative Translation

Communicative translation tries to translating contextual meaning in the source language (SL), both linguistic aspects and aspects of its content, so that it can be accepted and applied by readership.<sup>10</sup>

### 3. Meaning Analysis in Translation

In *Towards Translation Science*, Nida discusses linguistic meaning in chapter four, and referential the meaning and meaning of emotions in chapter five. Then, in the theory and practice of translation, he explains grammatical analysis, referential meaning and connotative meaning respectively. In their view these meanings can be summarized as three types of which are:

#### a. Grammatical Meaning

The grammatical meaning refers to “the close relationship between the parts that make up the grammar construction”. This can be interpreted as a relationship between words, phrases and sentences. The meaning of the entire phrase or sentence is not

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<sup>10</sup> Gusti Yessy, Erika Sinambela, “*An Analysis of Students’ Ability In Translating The Analytical Exposition Text,*” *The Episteme Journal of English Literature and Linguistics* 4, no 2 (2018) :5-7

determined by a simple combination of integrated meanings of words; part of the total meaning comes from the structure of a particular phrase or sentence.

For example, in phrases like old man, gray house, beautiful feathers and tall trees, that is the first components in each case that qualify the second. Moreover, structures in traditional grammar are like "subject + predicate" and "verb + object" actually indicate some kind of grammatical meaning. This may explain why a combination of words in a language that has meaning and cannot be changed freely. For example, when we analyze the combinative relationship of words in the sentence "Parents stare at us", we are not connected with old, old man, man staring, and not reverse male position like man staring.

#### b. Referential Meaning

Referential meaning generally as "dictionary meaning". Then, he interpreted referential meaning as the meaning of "symbolic words as those which refer to objects, events, abstracts, relationships". Referential meaning has been generalized as meanings of words that refer to a specific objective entity or concept. Referential meaning is actually in our view, "conceptual meaning" which contains logical, cognitive or denotative content which is the first basic meaning. Seven kinds of meanings (namely, conceptual meaning, connotative meaning, social meaning, affective meaning, reflected meaning, collocative meaning and thematic meaning). It is

true that referential or conceptual meanings can be found in dictionaries.

c. Connotative Meaning

The connotative or emotive meaning associated with the associative or "emotional reaction to the words" of the participant in a communicative action. This includes emotional values such as "vulgar", "slang" and "wordy". Although the analysis of emotive meaning is not at all as easy as referential analysis. Nida said that the only way in which the meaning of emotions can be answered is through context culture or language. In describing the meaning of emotive based on our cultural context as well the behavioral response of foreign speakers to the use of certain words when analyzing we learn language or we try to diagnose our emotional attitude towards the words in our native language.<sup>11</sup>

#### 4. Process of Translation

The translation process is to give action where the translator devotes his knowledge, skills, abilities and habits to transfer messages from the source language (SL) to the target language (TL). The translation process is cognitive because it is abstract and visible, only the translator himself knows. The translation process is a series of steps have to use a translator to get the final result.

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<sup>11</sup> HE Yan, "The meaning of "meaning": Reflection on linguistic school's theoretical description of meaning in translation," US-China: Education Review 5, .No.3 (2008):35.-37

The translation process consists of three steps by Nida and Taber, as follows:

a. Analysis of Source Language Text

Every translation activity begins with analyzing the source language text, because the translator always satisfies the source language at first time. For messages from the source language, a translator must read it, and the translator will understand the content of the text. That source language analysis covers many aspects such as sentences, clauses, phrases, and words. Another goal is to help translators change complex sentences into simple sentences.

b. The Transference of Message

After the translator can understand the meaning and structure source language text, they can capture message content. Next the step is to transfer content, meaning and message from the source language into the target language. At this step, the translator must find the meaning of the source language words.

c. Restructurisation

Restructuring is a process of transforming the source language messages become a proper stylist form in the target language, then at this step the translator must pay attention to the language style and to improve that style of language according to

the type of text, and they also have to consider who translation made.<sup>12</sup>

## 5. Types of Difficulties in Translation

According to Nida and Taber, there are two factors, namely linguistic factors and non-linguistic factors that affect students difficulties in translating. The following is a description of the students difficulties in translating the text of each factor:

### a. Linguistic Factors

Linguistic factors have a direct and crucial influence on this process translated. Linguistic, lexical, syntactic and textual factors respectively, can interfere with translation. It can be safely assumed that it is interlingual differences are a major source of translation difficulty. Other problems, including size of effort, as indicated by the number of rules and dictionary entries required by the system is realistic, and the fact that there are a lot of bad grammatical constructs implemented, in the sense that it is not clear how they will be represented, or what rules should be used to describe meaning in the translation process.

### b. Non – linguistic Factors

Non-linguistic factors involve knowledge in ideology, culture, history, political-social, chemistry, science, technical biology, medicine, agriculture, and economic<sup>s</sup>. Work to bridge

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<sup>12</sup> Ibid., 8

cultural communication between the two worlds and make it possible between different language communities.<sup>13</sup>

## **B. Report Text**

### **1. The Definition of Report Text**

Report text is a type of text to classify and describe situation, by referring to various natural, man-made, and social phenomena in its environment. Report text is very important to study because it is related to the context of everyday life, for example: news in televisions or newspapers, scientific reportage in books, etc.<sup>14</sup>

The social function of the report text is to describe situation, by referring to various natural, man-made and social phenomena in our environment. The things that can be described can be about animals, objects, places, natural phenomena, art and culture. It can be said that reading the report text can increase knowledge about the object or objects described.<sup>15</sup>

According to Gerot and Wignell, the report text is a text that can be written using descriptive techniques. It describes an object to the reader.

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<sup>13</sup> Ibid., 137-138

<sup>14</sup> Ivony Septia Ningsih, Rusdi Noor Rosa, "Research Based Writing As A Technique In Writing A Report Text To Senior High School," *Journal of English Language Teaching*, No. 2 (2013):21

<sup>15</sup> Nanik Retnowati, "Improving Students' Skill On Writing Report Text Using References," *English Journal* 20, No. 2. 2017):43



The length of a text depends on the specific details of the object it is describing.<sup>16</sup>

Based on the explanation above, it can be concluded that report text is a type of text that contains information about describing something in reality, from sources such as; natural, man-made, and social phenomena in our environment. In writing the report text, the writer must describe the subject in correct information as observed.

## 2. The Generic Structure of Report Text

A text report with several elements, namely: Generic structure and significant grammatical features. Generic Structure of Report Text<sup>17</sup> :

- a. General classification: tells what phenomena have been discussed
- b. Description: tells what the phenomenon is discussed in terms of: part (and its function) quality habit or behavior, if alive: use, if not natural.

Significant lexicogrammatical features

- a. Focus on generic participants
- b. Use of relational process to state what is and that which it is. These relational processes have largely been written about abstractly and even metaphorically, however, rather than in terms of specific exchanges at the local level of the interaction, such as: be, feel,

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<sup>16</sup> Friska Pestaria, Bloner Sinurat, Selviana Napitupulu, "Students' Difficulties in Writing Report Text at Grade IX of SMP Negeri 5 Tanjungbalai," IOSR Journal Of Humanities And Social Science 19, No 1 (2014):29

<sup>17</sup> Ibid., 29

become, remain, turn into, grow into, seem, appear, look, measure, function as, mean, make, include, form, express, consider, have/has, need, consists of.

- c. Use of simple present tense
- d. No temporal sequence.

Example of Report Text according Gerot and Wignell

### **Whales**

Whales are sea living mammals. They therefore breathe air but cannot survive on land. Some species are very large indeed and the blue whale, which can exceeds 30 m in length, is the largest animal to have lived on earth. Superficially, the whale looks rather like a fish, but there are important differences in its external structure; Its tail consists of a pair of broad, flat, horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its large, broad head. The skin is smooth and shiny and beneath, it lays a layer of fat (blubber). This is up to 30 cm in thickness and serves to conserve heat and body fluids.

## CHAPTER III

### RESEARCH METHOD

#### A. The Characteristic and the Type of Research

In conducting research, a research design is needed. The research design is an overall plan for linking conceptual research problems with those of concern (and attainable) empirical research. In other words, research design articulates what data is needed, what methods will be used to collect it and analyze this data, and how all of this will answer the research question.

In general, there are three types of qualitative research, quantitative research and classroom action research. Research that is based on analyzing data for descriptions and themes uses text analysis and interprets the larger meaning of the findings called qualitative research.<sup>18</sup> However, in this study the researcher will use qualitative research related to the title above.

According to Creswell, qualitative research is needed explore this phenomenon from a distance education perspective student. It can be said that research reveals the phenomenon of educational perspective.<sup>19</sup>

Qualitative research is research that aims to describe, study, and explain the phenomenon. An understanding of phenomena can be achieved by describing and explored through narration. This means research a procedure that generates written or oral data from the participants and observed observations. This also includes that descriptive study gather current

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<sup>18</sup>Cresswell, John. W, *Educational Research Planning: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education Ltd, 2012), 16.

<sup>19</sup>Ibid,

information, identify problems, create comparison or evaluation and to learn from the experiences of others to build on decision.

The characteristics in this study emphasize descriptive qualitative research. The researcher took a use able survey describe the phenomenon and summarize. The purpose of using the survey is descriptive research gets a good measure of certainty. Descriptive qualitative Analysis involves describing the general characteristics that underlie the data. Descriptive qualitative research is useful because it can provide an important picture information about the average group members.<sup>20</sup>

Based on the explanation above, the researcher will conduct the research at SMAN 1 Raman Utara. In this study the researcher will analyzing student difficulties in translating the report text from English into Indonesian at SMA N Raman Utara in academic year 2020/2021.

## **B. Data Resource**

To collect information to investigate requires accurate data. In the research the researcher uses several research data. Therefore, the researcher offer data research data are as follows:

### **1. Primary Resource**

In the primary resource are the original material where the research is located based. The primary resource is the source data provided to the researcher directly like getting primary data from students in the class.

The researcher performs a test by giving them a worksheet with the text

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<sup>20</sup>Geoffrey Marczy, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, (USA: John Wiley & Sons, Inc, 2005), 16.

of the report. Then the researcher gets other data by interviewing a questionnaire to 15 students in the tenth grade of SMA N 1 Raman Utara.

## 2. Secondary Resource

In secondary resources, it offers interpretation or analysis based on the main resource. Secondary resources are data sources that provide data to researchers indirectly. Secondary data is data collected by others before. This means that the researcher can seek information from related books, articles, English dictionaries and journals research. It aims to enrich primary data.

### C. Data Collecting Technique

Data collection is taken from the data process into theory or interpretation. Creswell says that “in many qualitative studies, questions collect various forms of data and transmit sufficient time naturally help information”.<sup>21</sup>

Data collection is an accumulation of specific evidence that allows the researcher to analyze the results of all activities according to the design and research procedures. These data are needed in a research work to be used as raw material used in data production. It provides a definite and definite direction answer research questions. Whatever the question must provide a definite answer for the investigation. Data is very important for scientific research. In addition, data is needed to support various arguments in

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<sup>21</sup> John W. Creswell, *Research Design*, (California: Sage Publications, 2000), 84.

qualitative research.<sup>22</sup> The researcher also have a data engineering toolbox, including participant observation, and document analysis. In the process of data, the researcher collects the results of translating students to analyze student difficulties in translating the report text from English into Indonesian.

In this study, the researcher used three techniques for collecting data. There are observations, documentation and interview.

### 1. Observation

Observation is the process of collecting information directly relentlessly by observing people and places at the research site. As form the data collection, observation has advantages and disadvantages. The benefits include the opportunity to record information when it happens somewhere settings, to study actual behavior, and to study individuals who have difficulty voicing their ideas (eg, preschoolers). Some drawback of observation is that will be limited to the site and situations in which you can gain access, and on the site, you may have difficulty developing relationships with individuals. This can happen if the individual is unfamiliar with formal research (eg, non-university settings). The researcher will observe directly participants and took data on the tenth students of SMA N 1 Raman Utara. The researcher came to the class in english teaching learning process, then the researcher observed students ability in translating report text from english to indonesia.

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<sup>22</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*, (New Delhi: New Age International Publisher, 2006), 212.

## 2. Documentation

Documentation is an act of recording a document that is used as a written evidence in research. Documentation also gives time transcript file. Accordingly, the data from the test translate report text, as primary data, and secondary data required documented as a source of data in the documentation. In this study, the researcher gave a text in the form of a report text and then asked the students to translate it into indonesia. The results will be analyzed by the researcher to find out students difficulties in translating report text from English into Indonesian in the tenth grade at SMA N1 Raman Utara in the academic year 2020/2021.

## 3. Interview

Interviews can be highly structured, semi-structured or unstructured. Structured interview of the interviewer asking each respondent same question in the same way. Strictly structured question schedule used, very similar to a questionnaire. The question is even possible phrased in such a way that limited plans can be generated. To collect data, the researcher uses interviews to obtain some information, suggestions and opinions on primary data. Here the researcher will interview to the students and english teacher of SMA N 1 Raman Utara related to the research.

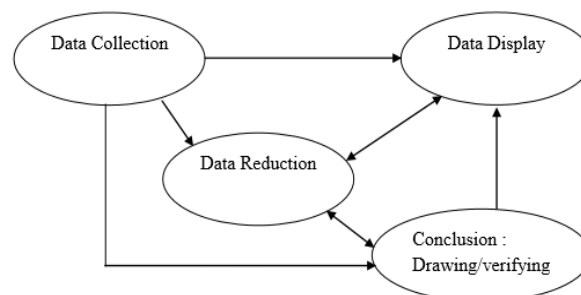
## **D. Data Analysis Technique**

The most important part in a research study is analyzing the data, because research results from all studies. Analysis of data means study

tabulation material to determine character facts or meaning. It involves complex factors that are made simple parts and putting the parts together in a new arrangement for purposes interpretation. Qualitative data is in the form of words (descriptions, observations, impressions, recordings, and the like). The Researcher must coaching and categorizing or encoding large amounts of data so they can understanding and interpreted. In qualitative research, data analysis includes two aspects, an aspect consisting of text analysis and involves the development of a description and theme.

Data analysis in qualitative research is used when the data is ongoing. The researcher would apply Miles and Huberman model to analyze the data.<sup>23</sup> Miles and Huberman explain that activity on qualitative data analysis was used interactively and continuously until it is finished, so that the data is saturated, analysis steps are carried out shown in the image below:

**Figure 1. Analysis Components of Miles and Huberman Model**




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<sup>23</sup>Michael Huberman M. and Miles, Data Management and Analysis Methods, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.



Miles and Huberman argue that there are four steps of analysis which can be used are data, data reduction, data presentation, and drawing conclusions and levers.<sup>24</sup>

1. Data collection is the stage when the researcher collects all available data used to complete research.
2. Data reduction, at this stage the writer makes a summary, selects important things, and focus on specific things.
3. To display data, the researcher usually uses pictures, graphics, or images chart. The display must be able to describe the contents of all data.
4. Lastly, the researcher verifies his research by creating data conclusions findings.

Therefore, it can be concluded that data analysis has several functions in analyzing research data which includes; to make the meaning of fulraw data, for obtain significant results, describe reports or make generalizations, and to calculate parameters.

### **E. Research Approach**

In this study the researcher applied a case study. Traditionally, case studies have used qualitative analysis methods. The researcher chooses this method because the writer wants to analyze the students difficulties in translating the report text from English to Indonesian in the tenth graders at SMA N 1 Raman Utara. Because the researcher will uses qualitative research,

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<sup>24</sup>Ibid,

namely researcher implement a step-by-step procedure in obtaining research results. Then, the general procedure researcher is as follows.<sup>25</sup>

1. Identifying a Research Problem

The researcher begins the study by identifying topics to study the problem usually or an existing problem in education that needs to be needed. Identify research problems determine problems to find out, develop the justification for studying it, and suggest its importance study for the short-listed who read the report.

2. Reviewing the Literature

The skills needed to review the literature develop over time and with practice. The researcher can learn how to find journal articles and books in academic libraries, access computerized databases, select and organize quality research on your topic, and summarize in review. Library resources can be too complex, so have a strategy for searching for literature and reviews is very important.

3. Specifying a Purpose for Research

If the research problem is a broad topic of concern, the researcher needs to be focused so that the researcher can learn it. Focused restatement of problem is a statement of purpose. This statement conveys a total research objectives or purposes. Therefore, this is the most important statement in your research study.

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<sup>25</sup>John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (New York: Pearson Education, 2002 ), 7.

#### 4. Collecting Data

Evidence helps provide answers to research questions and hypothesis.

To get this answer, the researcher took steps collect the data. Collecting data means identifying and selecting individuals to study, getting permission to study them, and gather information by asking people questions or peering them behavior.

#### 5. Analyzing and Interpreting the Data

During or immediately after data, the researcher needs to do understand the information provided by the individual in the study. The analysis consists of "taking the data apart" to determine an individual response and then "putting it together" to summarize it.

#### 6. Reporting and Evaluating Research

After conducting the research, the researcher developed the written report and report it to certain audiences (such as fellow teachers, administrators, parents, students) who can use the information.

## CHAPTER IV

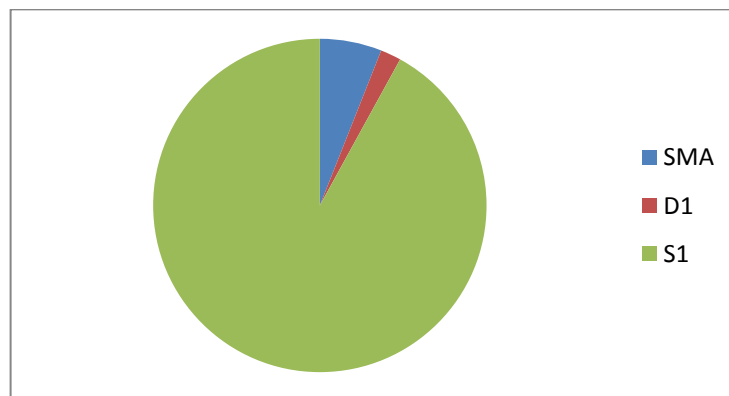
### RESEARCH RESULT AND DISCUSSION

#### A. Results of the Research

##### 1. Description of the Research Setting

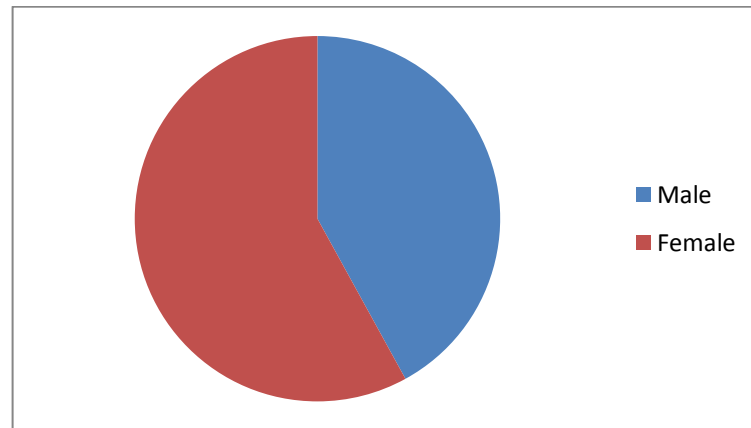
The descriptive location of the research has taken by the researcher by using the data collecting method. There are many descriptions about location of the researcher such as:

Condition of the Teacher and Official at State Junior High School 1 Raman Utara, the numbers of teacher and official employers in State Junior High School 1 Raman Utara in the academic year of 2020/2021 are that can be identified as follows:



**Figure 2. Condition of the Teacher and Official**

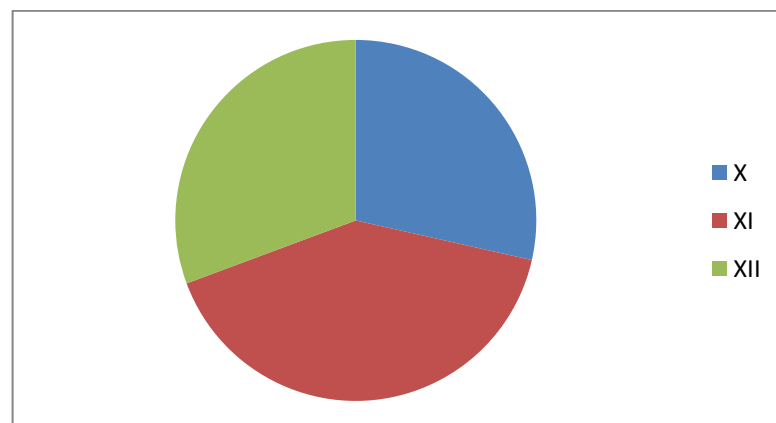
Based on figure 2 above, it can be seen that the condition of the teacher and official at State Junior High School 1 Raman Utara in the academic year of 2020/2021. The condition of teachers and official is SMA 3 teachers, D1 1 teachers and S1 46 teachers.



**Figure 3. The Gender of Teachers and Official**

Based on figure 3, it can be seen the gender of teachers and official at State Junior High School 1 Raman Utara in the academic year of 2020/2021. The gender of teachers and official is male 21 teachers and female 29 teachers.

The quantities of students at State Junior High School 1 Raman Utara that can be identified as follows:



**Figure 4. The Student's Quantity**

Based on the figure 4, it can be seen that the students quantity at State Junior High School 1 Raman Utara in the academic year of 2020/2021. The students quantity of class X is 93 students, class XI is 133 students and class XII is 100 students.

## **B. General Description of Research Data**

The results of this research are presented by focusing on the research questions of this research which consist of: *What are the students difficulties in translating report text from English to Indonesia? Why the students have difficulty in translating report text from English to Indonesia? And How do the students translate report text from English to Indonesia?*

The description of the result of this research includes, as follows:

### **1. The Students Difficulties in Translating English Report Text**

The researcher conducted the translation text based on documentation translating report text at tenth graders of SMA N 1 Raman Utara. The assessment indicators of this documentation were finding the difficulties translation in argumentative text from English to Indonesian. The result of the documentation on translation text as follow:

#### **The text that students translate/instrument**

##### **Panda**

Panda or also known as “Giant Panda” or “Panda Bear” is a species of bear originated from Central China. The most distinguishable things from them are the black and white patterns of the body and also the black fur encircling their eyes. They consume bamboo as their main diet but they also eat other grasses, wild tubers, birds, rodents, honey, eggs, fish, oranges and banana occasionally.

Panda have two legs and two hands. They have five fingers and a

thumb on their paws. The thumb is a modified bone that help them to hold bamboo while eating. The fur around their belly is white while the fur around their chest, hands, legs and ears are black. An adult panda can reach the size of 1,2 to 1,9 m long from nose to tail. The tail is about 10 to 15 cm long. The body height of an adult panda can reach 60 to 90 cm and their body weight can reach 160 kg. They can live up to 20 years in the wild and about 30 years in captivity. They are a solitary animal who has a defined territory. They communicate to each other by making sound and through scent marking.

### **The Meaning or Key Answer of Instrument**

#### **Panda**

Panda atau yang juga dikenal dengan “Panda Raksasa” atau “Beruang Panda” merupakan satu spesies beruang yang asalnya dari negara Cina tengah. Hal yang paling membedakan dari mereka ialah pola warna hitam dan juga putih pada tubuhnya serta bulu hitam yang melingkari matanya. Mereka memakan bambu sebagai makanan utama mereka tetapi mereka juga memakan rumput lainnya seperti, umbi-umbian liar, burung, hewan pengerat, madu, telur, ikan, jeruk dan juga pisang sesekali.

Panda mempunyai dua kaki dan dua tangan. Mereka mempunyai lima jari dan ibu jari di kakinya. Ibu jari ini merupakan tulang yang sudah dimodifikasi yang dapat membantu mereka untuk memegang bambu pada saat tengah makan. Bulu pada bagian perutnya berwarna putih sedangkan bulu di bagian dada, tangan, kaki serta telinga mereka warnanya hitam. Seekor panda dewasa dapat mencapai ukuran panjang 1,2 sampai 1,9 m dari hidung sampai ekor. Ekornya memiliki ukuran sekitar 10 sampai 15 cm. Tinggi badan dari seekor panda dewasa dapat mencapai 60 sampai 90 cm serta berat badannya dapat mencapai 160 kg. Mereka dapat hidup sampai 20 tahun di alam liar dan sekitar 30 tahun di dalam penangkaran. Mereka adalah hewan yang suka menyendiri yang mempunyai daerah kekuasaan yang jelas. Mereka berkomunikasi satu sama lain dengan cara membuat suara serta lewat penandaan bau.

### Translation Student 1, student 5 and student 14

#### Panda

Panda atau juga dikenal sebagai “Panda Raksasa” atau “Beruang Panda” adalah spesies beruang yang berasal dari Tengah Cina. Hal yang paling menonjol dari mereka adalah corak hitam dan juga putih pada tubuhnya dan juga bulu hitam yang melingkari matanya. Mereka mengkonsumsi bambu sebagai makanan utama mereka tetapi mereka juga makan rumput lain, umbi-umbian liar, burung, tikus, madu, telur, ikan, jeruk dan pisang sesekali.

Panda mempunyai dua kaki dan dua tangan. Mereka mempunyai lima jari dan ibu jari di kakinya. Jempol adalah tulang yang dimodifikasi yang membantu mereka memegang bambu saat makan. Bulu di sekitar perutnya berwarna putih sedangkan bulu di sekitar dada, tangan, kaki, dan telinganya berwarna hitam. Panda dewasa dapat mencapai ukuran 1,2 hingga 1,9 m dari hidung hingga ekor. Ekornya panjangnya sekitar 10 sampai 15 cm. Tinggi badan dari seekor panda dewasa bisa mencapai 60 hingga 90 cm dan berat tubuhnya dapat mencapai 160 kg. Mereka dapat hidup hingga 20 tahun di alam liar dan sekitar 30 tahun di dalam penangkaran. Mereka adalah hewan soliter yang memiliki wilayah yang ditentukan. Mereka berkomunikasi satu sama lain dengan membuat suara dan melalui penandaan aroma.

The Sentence 1 students translated “*adalah spesies beruang yang berasal dari Tengah Cina.*”, meanwhile the target language mean is “*merupakan satu spesies beruang yang asalnya dari negara Cina tengah*”. In the sentence 2 the students translate “*hal yang paling menonjol*” while the target language is “*hal yang paling membedakan*”, then the word of “*patterns*” translated as *corak* while the target language is “*pola*”. In the sentence 3 student translated the word of “*consume*” as “*mengonsumsi*” while the target language is “*memakan*”, Then student translate “*mereka juga makan rumput lain*” while the target language is “*mereka memakan rumput lainnya seperti*”, and student translated the word of “*rodents*” as “*tikus*” while the target language is “*hewan pengerat*”.



In the second paragraph in the sentence 6 students translate *"Jempol adalah tulang yang dimodifikasi yang membantu mereka memegang bambu saat makan"* while the target language is *"Ibu jari ini merupakan tulang yang sudah dimodifikasi yang dapat membantu mereka untuk memegang bambu pada saat tengah makan"*. In the sentence 7 student translated *"Bulu di sekitar perutnya berwarna putih sedangkan bulu di sekitar dada, tangan, kaki, dan telinganya berwarna hitam"* while the target language is *"Bulu pada bagian perutnya berwarna putih sedangkan bulu di bagian dada, tangan, kaki serta telinga mereka warnanya hitam"*. Then the sentence 8 student translated *"Panda dewasa dapat mencapai ukuran 1,2 hingga 1,9 m dari hidung hingga ekor"* while the target language is *"Seekor panda dewasa dapat mencapai ukuran panjang 1,2 sampai 1,9 m dari hidung sampai ekor"*.

The sentence 9 students translated *"Ekornya panjangnya sekitar 10 sampai 15 cm"* while the target language is *"Ekornya memiliki ukuran sekitar 10 sampai 15 cm"*. Then the sentence 12 students translated *"Mereka adalah hewan soliter yang memiliki wilayah yang ditentukan"* this sentence is ambiguous meaning" while the target language is *"Mereka adalah hewan yang suka menyendiri yang mempunyai daerah kekuasaan yang jelas"*. The last sentence students translated *"mereka berkomunikasi satu sama lain dengan membuat suara dan melalui penandaan aroma"* while the target language is *"Mereka berkomunikasi satu sama lain dengan cara membuat suara serta lewat penandaan bau"*.

### Translation Student 2, student 6, student 7 and student 12

#### Panda

Panda atau juga diketahui sebagai "Raskasasa panda" atau "panda beruang" adalah sebuah spesies beruang berasal dari Tengah Cina. Yang paling membedakan dari mereka adalah hitam dan putih pola dari tubuh dan seluruh bulu hitam melingkari mata mereka. Mereka memakan bambu sebagai makanan utama mereka tetapi mereka juga memakan rumput lainnya seperti, umbi-umbian liar, burung, hewan pengerat, madu, telur, ikan, jeruk dan juga pisang.

Panda mempunyai dua kaki dan dua tangan. Mereka mempunyai lima jari dan ibu jari di kaki mereka. Jempol adalah modifikasi tulang yang membantu mereka untuk memegang bambu saat makan. Bulu pada bagian perutnya berwarna putih sedangkan bulu di bagian dada, tangan, kaki serta telinga mereka warnanya hitam. Panda dewasa dapat mencapai ukuran panjang 1,2 sampai 1,9 m dari hidung sampai ekor. Ekor adalah tentang 10 ke 15 cm panjangnya. Tinggi badan dari seekor panda dewasa dapat mencapai 60 sampai 90 cm serta berat badannya dapat mencapai 160 kg. Mereka dapat hidup sampai 20 tahun di alam liar dan sekitar 30 tahun di dalam penangkaran. Mereka adalah hewan yang soliter yang mempunyai daerah kekuasaan yang jelas. Mereka berkomunikasi satu sama lain dengan cara membuat suara serta lewat penandaan bau.

The sentence 1 student translates "Panda atau juga diketahui sebagai "Rasksasa panda" atau "panda beruang" adalah sebuah spesies beruang berasal dari Tengah Cina" meanwhile the target language is "Panda atau yang juga dikenal dengan "Panda Raksasa" atau "Beruang Panda" merupakan satu spesies beruang yang asalnya dari negara Cina tengah". The sentence 2 student translates "yang paling membedakan dari mereka adalah hitam dan putih pola dari tubuh dan seluruh bulu hitam melingkari mata mereka". This sentence is not well arranged. So, the sentence hard to uderstand for the readers. The target language in the text meaning is "Hal yang paling membedakan dari mereka ialah pola warna hitam dan juga putih pada tubuhnya serta bulu hitam yang melingkari

*matanya*". In the sentence 3 student didn't translate word of "occasionally" the student just translated "*pisang*". The translation shall "*pisang sesekali*".

The paragraf 2 in the sentence 5 student translated" their paws" as "*kaki mereka*" while the target language is "*kakinya*". Then in the sentence 6 student translated the sentence as "*Jempol adalah modifikasi tulang yang membantu mereka untuk memegang bambu saat makan*", this sentence is hard to understand for reader, the meaning still ambiguous. While, the target language in the text is "*Ibu jari ini merupakan tulang yang sudah dimodifikasi yang dapat membantu mereka untuk memegang bambu pada saat tengah makan*". The sentence 8 student didn't translate word of "an adult" the student just translated "*panda*". The translation shall "*seekor panda*". In the sentence 9 student translated "*Ekor adalah tentang 10 ke 15 cm panjangnya*". This sentence did not arrange well. So, the sencece hard to uderstand for the reader. The target language in the text meaning is "*Ekornya memiliki ukuran sekitar 10 sampai 15 cm*". Then the sentence 12 the student translated the word of "solitary is "*soliter*". The meaning in the text meaning is "*suka menyendiri*".

### Translation Student 3, student 11, student 15

#### Panda

Panda atau yang juga dikenal dengan “Panda Raksasa” atau “Beruang Panda” merupakan satu spesies beruang yang asalnya dari negara Cina tengah. Yang paling menonjol dari mereka adalah pola hitam dan putih dari tubuh dan seluruh bulu hitam melingkari mata mereka. Mereka mengkonsumsi bambu sebagai makanan utama mereka tetapi mereka juga memakan rumput lainnya seperti, umbi-umbian liar, burung, hewan pengerat, madu, telur, ikan, jeruk dan juga pisang sesekali.

Panda mempunyai dua kaki dan dua tangan. Mereka mempunyai lima jari dan ibu jari di kakinya. Jempol adalah modifikasi tulang yang membantu mereka untuk memegang bambu saat makan. Bulu sekitar perut mereka berwarna putih sedangkan bulu sekitar dada, tangan dan telinganya adalah hitam. Panda dewasa dapat mencapai ukuran panjang 1,2 sampai 1,9 m dari hidung sampai ekor. Ekor adalah tentang 10 ke 15 cm panjangnya. Tinggi badan dari seekor panda dewasa dapat mencapai 60 sampai 90 cm serta berat badannya dapat mencapai 160 kg. Mereka dapat hidup sampai 20 tahun di alam liar dan sekitar 30 tahun di dalam penangkaran. Mereka adalah hewan soliter yang memiliki wilayah yang ditentukan. Mereka berkomunikasi satu sama lain dengan membuat suara dan melalui penandaan aroma.

The sentence sentence 2 student translated “*Yang paling menonjol dari mereka adalah pola hitam dan putih dari tubuh dan seluruh bulu hitam melingkari mata mereka*”. This translated have ambiguous meaning. The target language is “*Hal yang paling membedakan dari mereka ialah pola warna hitam dan juga putih pada tubuhnya serta bulu hitam yang melingkari matanya*”. In the sentence 3 the student translated the word of “consume is “*mengkonsumsi*” meanwhile the target language in the text meaning is “*memakan*”. Then the sentence 6 student translated “*Jempol adalah modifikasi tulang yang membantu mereka untuk memegang bambu saat makan*”. This sentence still have ambiguous meaning and hard to understand for reader while the target language is “*Ibu jari ini merupakan tulang yang sudah dimodifikasi yang dapat membantu mereka untuk memegang bambu pada saat tengah makan*”. The sentence 7 student translated “*Bulu sekitar perut mereka berwarna putih sedangkan bulu sekitar dada, tangan dan telinganya adalah hitam*” meanwhile the target language is

*“Bulu pada bagian perutnya berwarna putih sedangkan bulu di bagian dada, tangan, kaki serta telinga mereka warnanya hitam”.*

The sentence 8 student did not translate word of “an adult” the student just translated “panda”. The target language is “*seekor panda*”. Then the sentence 9 student translated “*Ekor adalah tentang 10 ke 15 cm panjangnya*”. This sentence is ambiguous. The target language is “*Ekornya memiliki ukuran sekitar 10 sampai 15 cm*”. In the sentence 12 student translated “*Mereka adalah hewan soliter yang memiliki wilayah yang ditentukan*”. While the target language is “*Mereka adalah hewan yang suka menyendiri yang mempunyai daerah kekuasaan yang jelas*”. Then the sentence 13 student translated “*Mereka berkomunikasi satu sama lain dengan membuat suara dan melalui penandaan aroma*”. The target language is “*Mereka berkomunikasi satu sama lain dengan cara membuat suara serta lewat penandaan bau*”.

### Translation Student 4, student 8, student 13

#### Panda

Panda atau juga dikenal sebagai "Panda Raksasa" atau "Beruang Panda" adalah spesies beruang yang berasal dari Tengah Cina. Yang paling membedakan dari mereka adalah hitam dan putih pola dari tubuh dan seluruh bulu hitam melingkari mata mereka. Mereka memakan bambu sebagai makanan utama mereka tetapi mereka juga memakan rumput lainnya seperti, umbi-umbian liar, burung, hewan pengerat, madu, telur, ikan, jeruk dan juga pisang.

Panda mempunyai dua kaki dan dua tangan Mereka mempunyai lima jari dan ibu jari di kakinya. Jempol adalah modifikasi tulang yang membantu mereka untuk memegang bambu saat makan. Bulu di sekitar perutnya berwarna putih sedangkan bulu di sekitar dada, tangan, kaki, dan telinganya berwarna hitam. Panda dewasa dapat mencapai ukuran 1,2 hingga 1,9 m dari hidung hingga ekor. Ekornya memiliki ukuran sekitar 10 sampai 15 cm. Tinggi badan dari seekor panda dewasa dapat mencapai 60 sampai 90 cm serta berat badannya dapat mencapai 160 kg. Mereka dapat hidup sampai 20 tahun di alam liar dan sekitar 30 tahun di dalam penangkaran. Mereka adalah hewan yang suka menyendiri yang mempunyai daerah kekuasaan yang jelas. Mereka adalah hewan yang soliter yang mempunyai daerah kekuasaan yang jelas. Mereka berkomunikasi satu sama lain dengan cara membuat suara serta lewat penandaan aroma.

The sentence 1 student translated "*Panda atau juga diketahui sebagai "Panda Raksasa" atau "Beruang Panda" adalah spesies beruang yang berasal dari Tengah Cina*". While the target language is "*Panda atau yang juga dikenal dengan "Panda Raksasa" atau "Beruang Panda" merupakan satu spesies beruang yang asalnya dari negara Cina tengah*". The sentence 2 student didn't translate word of "things". The student translated is "*yang paling membedakan*", while the target language is "*hal yang paling membedakan*". The sentence 3 student didn't translate word of "occasionally". The student translated is "*pisang*", while the target language is "*pisang sesekali*". Then in the sentence 6 student translated the sentence as "*Jempol adalah modifikasi tulang yang membantu mereka untuk memegang bambu saat makan*", this sentence is hard to

understand for reader, the meaning still ambiguous. While, the target language in the text is *"Ibu jari ini merupakan tulang yang sudah dimodifikasi yang dapat membantu mereka untuk memegang bambu pada saat tengah makan"*. The sentence 7 student translate *"Bulu di sekitar perutnya berwarna putih sedangkan bulu di sekitar dada, tangan, kaki, dan telinganya berwarna hitam"* while the target language is *"Bulu pada bagian perutnya berwarna putih sedangkan bulu di bagian dada, tangan, kaki serta telinga mereka warnanya hitam"*. In the sentence 8 student translated *"panda dewasa dapat mencapai ukuran 1,2 hingga 1,9 m dari hidung hingga ekor"* while the target language is *"seekor panda dewasa dapat mencapai ukuran panjang 1,2 sampai 1,9 m dari hidung sampai ekor"*. Then in the sentence 12 student translated *"Mereka adalah hewan yang soliter yang mempunyai daerah kekuasaan yang jelas"* while the target language is *"Mereka adalah hewan yang suka menyendiri yang mempunyai daerah kekuasaan yang jelas"*. The sentence 13 student translated word of "scent" as *"aroma"* while the target language is *"bau"*.

### Translation Student 9

#### Panda

Panda atau yang juga dikenal dengan “Panda Raksasa” atau “Beruang Panda” merupakan satu spesies beruang yang asalnya dari negara Cina tengah. Yang paling membedakan dari mereka ialah pola warna hitam dan juga putih pada tubuhnya serta bulu hitam yang melingkari matanya. Mereka memakan bambu sebagai makanan utama mereka tetapi mereka juga memakan rumput lainnya seperti, umbi-umbian liar, burung, hewan pengerat, madu, telur, ikan, jeruk dan juga pisang.

Panda mempunyai dua kaki dan dua tangan. Mereka mempunyai lima jari dan ibu jari di kakinya. Jempol adalah tulang yang dimodifikasi yang membantu mereka memegang bambu saat makan. Bulu di sekitar perutnya berwarna putih sedangkan bulu di sekitar dada, tangan, kaki, dan telinganya berwarna hitam. Panda dewasa dapat mencapai ukuran 1,2 hingga 1,9 m dari hidung hingga ekor. Ekornya panjangnya sekitar 10 sampai 15 cm. Tinggi badan dari seekor panda dewasa bisa mencapai 60 hingga 90 cm dan berat tubuhnya dapat mencapai 160 kg. Mereka dapat hidup hingga 20 tahun di alam liar dan sekitar 30 tahun di dalam penangkaran. Mereka adalah hewan soliter yang memiliki wilayah yang ditentukan. Mereka berkomunikasi satu sama lain dengan membuat suara dan melalui penandaan aroma.

The sentence 2 student did not translate word of “things”. The student translated is “*yang paling membedakan*”, while the target language is “*hal yang paling membedakan*”. The sentence 3 student did not translate word of “occasionally”. The student translated is “*pisang*”, while the target language is “*pisang sesekali*”.

In the second paragraph in the sentence 6 students translate “*Jempol adalah tulang yang dimodifikasi yang membantu mereka memegang bambu saat makan*” while the target language is “*Ibu jari ini merupakan tulang yang sudah dimodifikasi yang dapat membantu mereka untuk memegang bambu pada saat tengah makan*”. In the sentence 7 student translated “*Bulu di sekitar perutnya berwarna putih sedangkan bulu di sekitar dada, tangan, kaki, dan telinganya*



*berwarna hitam*” while the target language is *“Bulu pada bagian perutnya berwarna putih sedangkan bulu di bagian dada, tangan, kaki serta telinga mereka warnanya hitam”*. Then the sentence 8 student translated *“Panda dewasa dapat mencapai ukuran 1,2 hingga 1,9 m dari hidung hingga ekor”* while the target language is *“Seekor panda dewasa dapat mencapai ukuran panjang 1,2 sampai 1,9 m dari hidung sampai ekor”*. The sentence 9 students translated *“Ekornya panjangnya sekitar 10 sampai 15 cm”* while the target language is *“Ekornya memiliki ukuran sekitar 10 sampai 15 cm”*. Then the sentence 12 students translated *“Mereka adalah hewan soliter yang memiliki wilayah yang ditentukan”* this sentence is ambiguous meaning while the target language is *“Mereka adalah hewan yang suka menyendiri yang mempunyai daerah kekuasaan yang jelas”*. The last sentence students translated *“mereka berkomunikasi satu sama lain dengan membuat suara dan melalui penandaan aroma”* while the target language is *“Mereka berkomunikasi satu sama lain dengan cara membuat suara serta lewat penandaan bau”*.

## Translation Student 10

### Panda

Panda atau juga diketahui sebagai "Raskasasa panda" atau "panda beruang" adalah sebuah spesies beruang berasal dari Tengah Cina. Yang paling membedakan dari mereka adalah hitam dan putih pola dari tubuh dan seluruh bulu hitam melingkari mata mereka. Mereka memakan bambu sebagai makanan utama mereka tetapi mereka juga memakan rumput lainnya seperti, umbi-umbian liar, burung, hewan pengerat, madu, telur, ikan, jeruk dan juga pisang.

Panda mempunyai dua kaki dan dua tangan. Mereka mempunyai lima jari dan ibu jari di kaki mereka. Jempol adalah modifikasi tulang yang membantu mereka untuk memegang bambu saat makan. Bulu pada bagian perutnya berwarna putih sedangkan bulu di bagian dada, tangan, kaki serta telinga mereka warnanya hitam. Panda dewasa dapat mencapai ukuran panjang 1,2 sampai 1,9 m dari hidung sampai ekor. Ekor adalah tentang 10 ke 15 cm panjangnya. Tinggi badan dari seekor panda dewasa dapat mencapai 60 sampai 90 cm serta berat badannya dapat mencapai 160 kg. Mereka dapat hidup sampai 20 tahun di alam liar dan sekitar 30 tahun di dalam penangkaran. Mereka adalah hewan yang soliter yang mempunyai daerah kekuasaan yang jelas. Mereka berkomunikasi satu sama lain dengan cara membuat suara serta lewat penandaan bau.

The sentence 1 students translate *"Panda atau juga diketahui sebagai "Rasksasa panda" atau "panda beruang" adalah sebuah spesies beruang berasal dari Tengah Cina"* meanwhile the target language is *"Panda atau yang juga dikenal dengan "Panda Raksasa" atau "Beruang Panda" merupakan satu spesies beruang yang asalnya dari negara Cina tengah"*. The sentence 2 students translated *"yang paling membedakan dari mereka adalah hitam dan putih pola dari tubuh dan seluruh bulu hitam melingkari mata mereka"*. This sentence did not arrange well. So, the sencece hard to uderstand for the reader. The target language in the text meaning is *"Hal yang paling membedakan dari mereka ialah pola warna hitam dan juga putih pada tubuhnya serta bulu hitam yang melingkari*

*matanya*". In the sentence 3 student didn't translate word of "occasionally" the student just translated "*pisang*". The translation shall "*pisang sesekali*".

The paragraf 2 in the sentence 5 student translated "their paws" as "*kaki mereka*" while the target language is "*kakinya*". Then in the sentence 6 student translated the sentence as "*Jempol adalah modifikasi tulang yang membantu mereka untuk memegang bambu saat makan*", this sentence is hard to understand for reader, the meaning still ambiguous. While the target language in the text is "*Ibu jari ini merupakan tulang yang sudah dimodifikasi yang dapat membantu mereka untuk memegang bambu pada saat tengah makan*". The sentence 8 student did not translate word of "an adult" the student just translated "*panda*". The translation shall "*seekor panda*". In the sentence 9 student translated "*Ekor adalah tentang 10 ke 15 cm panjangnya*". This sentence is not well arranged. So, the sencece hard to uderstand for the readers. The target language in the text meaning is "*Ekornya memiliki ukuran sekitar 10 sampai 15 cm*". Then the sentence 12 the student translated the word of "solitary is "*soliter*". The meaning in the text meaning is "*suka menyendiri*".

After the researcher analyzed the students translation, the researcher found students mistakes in translating sentences.

**Table 3. The Students Difficulties in Translating English Report Text**

No.	Kinds of Students Difficulties	Percentage		
		Yes	Sometime	No
<b>Linguistic Factors</b>				
1.	Difficulty in adjusting sentence patterns that have been translated from English into Indonesian sentence patterns.	14 (93,3%)	1 (6,6%)	
2.	Difficulty in finding the meaning of words that are not listed in the dictionary.	10 (66,6%)	5 (33,3%)	
3.	Difficulty in determining the exact meaning of words that have multiple meanings.	11 (73,3%)	3 (20%)	1 (6,6%)
4.	Difficulty in translating phrases.	11 (73,3%)	2 (13,3%)	2 (13,3%)
5.	Difficulty in arranging words in Indonesian, resulting in messy sentences and difficult for readers to understand.	9 (60%)	5 (33,3%)	1 (6,6%)
6.	Difficulty in translating very long English sentences.	12 (80%)	3 (20%)	
7.	Difficulty in understanding the meaning of the source language which makes it difficult for me to translate it into the target language.	12 (80%)	1 (6,6%)	2 (13,3%)
<b>Non Linguistic Factors</b>				
8.	Difficulty in translating words related to cultural values.	2 (13,3%)	13 (86,6)	
9.	Difficulty in translating words related to ideological values.	12 (80%)	2 (13,3%)	1 (6,6%)
10.	Difficulty in translating words related to chemical values.	13 (86,6)	1 (6,6%)	2 (13,3%)
11.	Difficulty in translating words related to	13 (86,6)	2 (13,3%)	

	historical values.			
12.	Difficulty in translating words related to biological values.	4 (26,6%)	11 (73,3%)	
13.	Difficulty in translating words related to medical values.	4 (26,6%)	10 (66,6%)	1 (6,6%)
14.	Difficulty in translating words related to economic values.	3 (20%)	10 (66,6%)	2 (13,3%)

In general, from the result in this research, the researcher found that there were problems or difficulties in linguistic and non-linguistic factor in translating report text. Based on the table above, between linguistic factor and non linguistic factor, it shows that linguistic factors was the biggest difficulties that encountered by the students. It could be seen by the highest percentage from the two factors.

After observing the result of the data analysis in students difficulties in translating report text classified into 2 factors: linguistic factor and non linguistic factor. In linguistic factors, the students difficulty in adjusting sentence patterns that have been translated from English into Indonesian sentence patterns with 14 of 15 students (93.3%) in option 1 (yes), the students difficulty in finding the meaning of words that are not listed in the dictionary with 10 Of 15 students (66.6%) in option 1 (yes), the students have a hard time determining the exact meaning of words that have multiple meanings with 11 Of 15 students (73.3%) in option 1 (yes), the students difficulty in translating phrases with 11 of 15 students (73.3%) in option 1 (yes), the students difficulty in arranging words in Indonesian, resulting in messy sentences and difficult for readers to understand with 9 of 15

students (60%) in option 1 (yes), the students difficulty in translating very long English sentences with 12 of 15 students (80%) in option 1 (yes), the students difficulty in understanding the meaning of the source language so it makes it difficult for them to translate it into the target language with 12 of 15 students (80% in option 1 (yes).

In non-linguistic factors, the students have difficulty in translating words related to cultural values with 13 Of 15 students (86.6%) in option 2 (sometime), the students have difficulty in translating words related to ideological values with 12 of 15 students (80%) in option 1 (yes), the students have difficulty in translating words related to chemical values with 13 Of 15 students (86.6%) in option 1 (yes), the students have difficulty in translating words related to historical values with 13 of 15 students (86.6%) in option 1 (yes), the students have difficulty in translating words related to biological values with 11 of 15 students (73.3%) in option 2 (sometime), the students have difficulty in translating words related to medical values with 10 of 15 students (66.6%) in option 2 (sometime), the students have difficulty in translating words related to economic values with 10 of 15 students (66.6%)in option 2 (sometime).

The researcher found that the students encountered more difficulties in the linguistice factors. Based on the percentage, they were approved by the data analysis showed that the students had the highest percentage of students difficulties was in linguistic factor with percentage 68.57%, the next students difficulties was in linguistic factor with percentage 68.57%, the next students difficulties was in nonlinguistic factor with percentage 62.85%.

## **2. The Reason of Students Difficulties in Translating Report Text from English to Indonesia**

Based on the result of the question sheet students, the researcher analyse the students reasons why they have difficulties in translating English report text to Indonesia. Based on those data above, the researcher combine and conclude the result by using Nababans theory, there are:

- a. The first reason why students have difficulty in translating English report text to Indonesian were most students have difficulty in adjusting sentence patterns that are translated from English into Indonesian sentence patterns. The students translation have ambiguous meaning. In this case, that the source language in the text had not reach the target language in the text meaning. Because, the students lack of students knowledge about translation.
- b. The second reason is why students have difficulties in translating English report text were the students have difficulty translating very long English sentences and the students difficulties of understanding the meaning of the source language, it makes students difficult to translate it into the target language was caused by students lack of vocabularies.
- c. The third reason why students have difficulties in translating English report text were the students difficult to determine the meaning of words that have multiple meanings and the students difficulty arranging words in Indonesia. So the student did not understand about grammar in English. In

this case, when the students translate English sentence into Indonesian pattern, they did not translate it to target language.

### **3. Data Description How the Students Translating English Report Text**

Before analyze those data, the researcher gives some explanation about how students translate English report text. In conducting those data in this research, researcher give 5 (five) questions to students in order to knowing students translation process in translating English report text. The researcher analyzes the students process of translating English report text by interview.

The results of the interviews are presented below:

#### **Students 1**

Q1: How do you translate report text from English to Indonesia?

S1: I translate it word by word, because I can not do it directly. (*The student use transfer, because the student translated the text word by word*).

Q2: Do you read English text before you translate the text?

S1: I only read the title and the first paragraph, after that I immediately translated it. (*This student did not use stage*).

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S1: There are some texts that are easy to understand and some that are difficult. But, I still read and understand as best I can. (*This student use Analysis, because the student lilte understand about the content in the text*).



Q4: Do you search the vocabularies that you dont know before translating the text?

S1: No. If there are foreign words that I dont know, just look in the dictionary. *(This student did not use stage).*

Q5: Do you recheck you translation when you finish the translation?

S1: Yes, I read it while checking to understand the contents of the text. *(This student use Restructuring, because the student recheck the result of her translation).*

## **Students 2**

Q1: How do you translate report text from English to Indonesia?

S2: I translate it sentence or paragraph. *(This student use Analysis, because the student translate the text by sentence).*

Q2: Do you read English text before you translate the text?

S2: Yes, read it first. *(This student use Analysis, because the student read the text firstly as comprehension).*

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S2: I understand a little bit of the content of the text, after understanding it, I immediately translate it into Indonesian. *(This student use Analysis, because the student lilte understand about the content in the text).*

Q4: Do you search the vocabularies that you dont know before trnslating the text?

S2: No. If there are words that are difficult, I look in the dictionary or ask the teacher. *(This student did not use stage).*

Q5: Do you recheck you translation when you finish the translation?

S2: Checked first, I read and read to understand and if anyone doesnot understand, I can ask the English teacher directly. *(This student use Restructuring, because the student recheck the result of her translation).*

### **Students 3**

Q1: How do you translate report text from English to Indonesia?

S3: First I looked up the vocabulary in the dictionary and then translated each word. *(This student use transfer, because the student translate the text word by word).*

Q2: Do you read English text before you translate the text?

S3: Yes I try to read and try to understand. *(This student use Analysis, because the student read the text firstly as comprehension).*

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S3: No. I don't quite understand. *(This student did not use stage).*

Q4: Do you search the vocabularies that you dont know before trnslating the text?

S3: No. When translating it, I just looked for the vocabulary. (*This student did not use stage*).

Q5: Do you recheck you translation when you finish the translation?

S3: Yes, I read and checked. If something goes wrong, I look for the right words. (*This student use Restructuring, because the student recheck the result of her translation*).

#### **Students 4**

Q1: How do you translate report text from English to Indonesia?

S4: One by one I translated it, even though it took a long time to translate it. (*This student use transfer, because the student translate the text word by word*).

Q2: Do you read English text before you translate the text?

S4: If there is an English text that I want to translate into Indonesian, I read it first so I know what to do. (*This student use Analysis, because the student read the text firstly as comprehension*).

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S4: I understand a little bit of the English text. (*This student use Analysis, because the student lilde understand about the content in the text*).

Q4: Do you search the vocabularies that you dont know before translating the text?

S4: No, I read while translating the English text. (*This student did not use stage*)

Q5: Do you recheck you translation when you finish the translation?

S4: I checked again and I understand again after being translated. (*This student use Restructuring, because the student recheck the result of her translation*).

### **Student 5**

Q1: How do you translate report text from English to Indonesia?

S5: I looked up the vocabulary first one by one because if there was a foreign word I was no longer busy looking in the dictionary. (*This student use transfer, because the student translate the text word by word*).

Q2: Do you read English text before you translate the text?

S5: I read the English text so I know what it will take to translate the text into Indonesian. (*This student use Analysis, because the student read the text firstly as comprehension*).

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S5: I did not understand it completely, I immediately translated it because I had difficulty in English. *(This student did not use stage).*

Q4: Do you search the vocabularies that you dont know before translating the text?

S5: No, Im looking for vocabulary while translating English text. *(This student did not use stage).*

Q5: Do you recheck you translation when you finish the translation?

S5: Yes, I checked the translation again. If I dont check, Im afraid I wont understand the text. *(This student use Restructuring, because the student recheck the result of her translation).*

### **Student 6**

Q1: How do you translate report text from English to Indonesia?

S6: I translate it one by one. *(This student use transfer, because the student translate the text word by word).*

Q2: Do you read English text before you translate the text?

S6: Yes, I only skimmed the English text. *(This student did not use stage).*

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S6: Sometimes I read the title and the last sentence, and sometimes I also read the first paragraph. *(This student did not use stage).*

Q4: Do you search the vocabularies that you dont know before translating the text?

S6: I look up vocabulary, if there is a foreign word I am no longer busy looking in the dictionary. *(The student use Transfer, because the student search the vocabulary).*

Q5: Do you recheck you translation when you finish the translation?

S6: Checked again, while reading it so you know where the wrong translation is. *(This student use Restructuring, because the student recheck the result of her translation).*

### **Students 7**

Q1: How do you translate report text from English to Indonesia?

S7: If the English sentence is easy, I translate it sentence by sentence. But if the sentence is long and difficult, I translate it word by word. *(This student use Analysis, because the student translate the text by sentence).*

Q2: Do you read English text before you translate the text?

Q7: I only read the title, first paragraph, and last paragraph. *(This student did not use stage).*

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S7: I understand when I translate while reading. (*This student did not use stage*).

Q4: Do you search the vocabularies that you dont know before translating the text?

S7: Yes, I am looking for unfamiliar vocabulary. Let's make translating the text easier. (*The student use Transfer, because the student search the vocabulary*).

Q5: Do you recheck you translation when you finish the translation?

S7: Yes, before collecting the translation results, I read it first so that I understand the contents of the reading text. (*This student use Restructuring, because the student recheck the result of her translation*).

### **Student 8**

Q1: How do you translate report text from English to Indonesia?

S8: I translate them one by one, because otherwise I can't go one by one. (*This student use transfer, because the student translate the text word by word*).

Q2: Do you read English text before you translate the text?

S8: I did not read the whole text. I tried to look at the unfamiliar vocabulary.  
*(This student did not use stage).*

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S8: I dont know how to read English. *(This student did not use stage).*

Q4: Do you search the vocabularies that you dont know before translating the text?

S8: No, when translating, I just looked in the vocabulary dictionary. *(This student did not use stage).*

Q5: Do you recheck you translation when you finish the translation?

S8: Yes, I checked the translation. If there is a sentence that is not understood I can correct it. *(This student use Restructuring, because the student recheck the result of her translation).*

### **Students 9**

Q1: How do you translate report text from English to Indonesia?

S9: I translate it with every sentence. *(This student use Analysis, because the student translate the text by sentence).*

Q2: Do you read English text before you translate the text?

S9: I just read the title then immediately translated. *(This student did not use stage).*



Q3: Do you understand the whole content in the text before translating it into Indonesia?

S9: Read and try to understand the text as best I can. *(This student use Analysis, because the student litte understand about the content in the text).*

Q4: Do you search the vocabularies that you dont know before translating the text?

S9: Sometimes and not all of the vocabulary in the text is searched. *(This student did not use stage).*

Q5: Do you recheck you translation when you finish the translation?

S9: Yes, I checked the translation again if something was wrong, after that I collected the translated text. *(This student use Restructuring, because the student recheck the result of her translation).*

### **Students 10**

Q1: How do you translate report text from English to Indonesia?

S10: I translated it using a dictionary, one by one because I couldnot do it in sentences. *(This student use transfer, because the student translate the text word by word).*

Q2: Do you read English text before you translate the text?

S10: Yes, I read first. So that it is not foreign and difficult to translate the English text. *(This student use Analysis, because the student read the text firstly as comprehension).*

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S10: I understand a little of the content of the reading text. Once understood, I immediately translated into Indonesian. *(This student use Analysis, because the student litte understand about the content in the text).*

Q4: Do you search the vocabularies that you dont know before translating the text?

S10: No, I translate them one by one so if there are new foreign words I look up in the English dictionary. *(This student did not use stage).*

Q5: Do you recheck you translation when you finish the translation?

S10: Yes, I checked the translation again. If there are words that don't fit, I change the words so that they are easier to understand. *(This student use Restructuring, because the student recheck the result of her translation).*

### **Students 11**

Q1: How do you translate report text from English to Indonesia?

S11: I translated it in word order. *(This student use transfer, because the student translate the text word by word).*

Q2: Do you read English text before you translate the text?

S11: I just read the title. *(This student did not use stage).*

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S11: I dont understand it because I like to forget when I read the text.

*(This student did not use stage).*

Q4: Do you search the vocabularies that you dont know before translating the text?

S11: Yes, I look for difficult vocabulary before translating. *(The student use Transfer, because the student search the vocabulary).*

Q5: Do you recheck you translation when you finish the translation?

S11: Yes, I will check again, if something is wrong, it can be given again. *(This student use Restructuring, because the student recheck the result of her translation).*

## **Student 12**

Q1: How do you translate report text from English to Indonesia?

S12: Because I dont memorize English vocabulary so I translate it word by word. *(This student use transfer, because the student translate the text word by word).*

Q2: Do you read English text before you translate the text?

S12: Yes, I read it first. (This student use Analysis, because the student read the text firstly as comprehension).

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S12: I understand it if I read it over and over again. (*This student use Analysis, because the student litte understand about the content in the text*).

Q4: Do you search the vocabularies that you dont know before translating the text?

S12: No, I look for the vocabulary only when translating. (*This student did not use stage*).

Q5: Do you recheck you translation when you finish the translation?

S12: Sometimes I check if there is a translation that doesnot fit, I can fix it. (*This student use Restructuring, because the student recheck the result of her translation*).

### **Student 13**

Q1: How do you translate report text from English to Indonesia?

S13: If there is a vocabulary that I already know, I translate it sentence by sentence. (*This student use Analysis, because the student translate the text by sentence*).

Q2: Do you read English text before you translate the text?

S13: No, I immediately translated into Indonesian. (*This student did not use stage*).

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S13: I only understand the important points. (*This student did not use stage*).

Q4: Do you search the vocabularies that you dont know before translating the text?

S13: No, if there are unfamiliar words, I will look for them. (*This student did not use stage*).

Q5: Do you recheck you translation when you finish the translation?

S13: I didnt have time to check, I just collected it. (*This student did not use stage*).

#### **Student 14**

Q1: How do you translate report text from English to Indonesia?

S14: I can translate every word. (*This student use transfer, because the student translate the text word by word*).

Q2: Do you read English text before you translate the text?

S14: Yes, I read it and then translated it. *(This student use Analysis, because the student read the text firstly as comprehension).*

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S14: Im trying to understand a little. *(This student use Analysis, because the student litte understand about the content in the text).*

Q4: Do you search the vocabularies that you dont know before translating the text?

S14: Yes, I often look for vocabulary that is difficult to translate first. *(The student use Transfer, because the student search the vocabulary).*

Q5: Do you recheck you translation when you finish the translation?

S14: Yes, its checked first. *(This student use Restructuring, because the student recheck the result of her translation).*

### **Student 15**

Q1: How do you translate report text from English to Indonesia?

S15: Translating it by looking up the vocabulary in the dictionary, then I will translate the words. *(This student use transfer, because the student translate the text word by word).*

Q2: Do you read English text before you translate the text?

S15: I immediately translated it. *(This student did not use stage).*

Q3: Do you understand the whole content in the text before translating it into Indonesia?

S15: I dont understand it because I dont understand English. (*This student did not use stage*).

Q4: Do you search the vocabularies that you dont know before translating the text?

S15: I just translate immediately, not looking for vocabulary that I dont know. (*This student did not use stage*).

Q5: Do you recheck you translation when you finish the translation?

S15: Yes, it is checked so that I am sure of my translation results. (*This student use Restructuring, because the student recheck the result of her translation*).

Based on the data description, the researcher find the result of students translation process as below:

**Table 4. The Result of Students Translation Process**

No.	Initial Name	Analysis	Transfer	Restructuring
1.	ADP	√	√	√
2.	AAP	√	-	√
3.	MDP	√	√	√
4.	VSS	√	√	√
5.	RA	√	√	√
6	DF	-	√	√
7	APW	√	√	√
8	BF	-	√	√
9	KU	√	-	√

10	RAA	√	√	√
11	HD	-	√	√
12	PAA	√	√	√
13	TPO	√	-	-
14	EMS	√	√	√
15	GAM	-	√	√
Total		11	12	14

From data in the table, the students used all of the stage according from Nababan, namely analysis, transfer, and restructuring. In this research, the students did not translate based on translation process from Nababan, 11 (eleven) from 15 (fiveteen) students used analysis, they are; ADP, AAP, MDP, VSS, RA, APW, KU, RAA, PAA, TPO and EMS. 4 (four) students did not use analysis, they are; DF, BF, HD and GAM . 12 (tweleve) from 15 (fiveteen) students used transfer, they are; ADP, MDP, VSS, RA, APW, BF, RAA, HD, PAA, TPO, EMS and GAM. 3 (Three) students did not use transfer, they are; AAP, KU, and TPO. 14 (fourteen) students used restructuring, they are; PI, AAP, MDP, VSS, RA, DF, APW, BF, KU, RAA, HD, PAA, EMS and GAM. 1 students did not use restructuring is TPO. The researcher can conclude that 11 (eleven) students used analysis, 12 (tweleve) students used transfer, and 14 (fourteen) students used restructuring. In this case students dominant use restructuring in their translation process of English report text.

Based on the explanation above, the researcher can conclude that 8 (eight) students use analysis, transfer, and restructuring from theory of Mangatur Nababan. 4 (four) students use transfer and restructuring and 2 (two) students use analysis and restructuring.



### C. Discussion

In this section, the researcher wants to present the results of the discussion data analysis in accordance with the scope of research that has been done previously discussed. This discussion is to describe students difficulties in translated report text. This research was conducted on eleventh graders of SMA N 1 Raman Utara. This means that the results of this study are defined and limited on this participant in that place. In other words, the result might be different when done in different places and participants though that have the same problem.

Based on the data analysis of the students in translating report text in general, from the result in this research, the researcher found that there were problems or difficulties in linguistic and non-linguistic factor in translating argumentative text. Based on the table above, between linguistic factor and non linguistic factor, it shows that linguistic factors was the biggest difficulties that encountered by the students. The researcher found that the students encountered more difficulties in the linguistice factors. Based on the percentage, they were approved by the data analysis showed that the students had the highest percentage of students difficulties was in linguistic factor with percentage (93.3%), the next students difficulties was in non linguistic factor with percentage (86.6%).

Based on those data above, the researcher combine and conclude the resasoning why the students have difficulty in translating report text are : the

students lack of students knowledge about translation, lack of vocabularies and the students lack of mastery of grammar.

Based on those data, the researcher found each students have different process of translating English report text into Indonesia. The researcher analyse how the students translate the English report text into Indonesia, they are ADP, MDP, VSS, RA, APW, RAA, PAA and EMS. Those students use stage of translation process; analysis, transfer, and restructuring during translating the English report text. The students stage is appropriate with Mangatur Nababan theory.

Those students did not use the all stage translation process. Students jump to the transfer process and restructuring process, they are: DF, BF, HD and GAM. The first, students use transfer and the second use restructuring during translation process in translating English report text into Indonesia. Students who did not use the part of stage translation process, they are: AAP and KU. Those students use analysis and restructuring. So, those students did not use the all stage of translation process from Mangatur Nababan.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The research had conducted and analyzing the data, the researcher can conclude in three points:

1. The researcher found that the students of SMA N 1 Raman Utara had difficulties in translating English report text. It was influenced by the linguistic factors and linguistic factor. The students have not understood the meaning of the source language in the report text. In this case, the students difficult translated it to the target language. It was proved by the highest percentage. Furthermore, the highest percentage from linguistic factor is 93.3% of 14 students and the highest percentage from non linguistic factor is 86.6% of 13 students.
2. The researcher found that the students reason why have difficulty in translating English report text were lack of vocabulary, lack mastery of grammar, lack of students knowledge about translation and difficult of arranging words into Indonesian.
3. The researcher found that 8 (eight) students use the stage of translation process from Mangatur Nababan in translating English report text, there are: analysis, transfer, and restructuring. Then, there are some of students did not use the all of the stage in translation process.

**B. Suggestion**

## 1. For the students

The researcher suggest that the students should learn about translation because it can help the students to enrich their knowledge.

## 2. For the other researchers

The researcher suggests that other researchers to evolve a similar research with different translation fields.

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# APPENDICES

## 1. Blueprint of Observation

No.	Aspect	Sub Aspect	References
1.	The students' difficulties in translating report text from English to Indonesia	Analysis Transfer Restructuring	Yan He, "The meaning of "meaning" <i>Reflection on linguistic school's theoretical description of meaning in translation,</i> " US-China: Education Review 5, .No.3 (2008)

## 2. Blueprint of Interview

No.	Aspect	Sub aspect	Item	References
1.	The reasoning of students' difficulties in translating report text from English to Indonesia	Linguistic factor	<ul style="list-style-type: none"> <li>Difficulties in adjusting sentence patterns that have been translated from English to Indonesia sentence patterns.</li> <li>Difficulties in finding the</li> </ul>	Hastuti Yenita et al, "Students' Difficulties in Translating Narrative Text From English Into Indonesia At Iain Bukittinggi," <i>Journal of English Language Teaching</i> 6, No. 2 (2020)



			<p>meaning of words that are not listed in the dictionary.</p> <ul style="list-style-type: none"><li>• Difficulties in determining the exact meaning of words that have multiple meanings.</li><li>• Difficulties in translating phrases.</li><li>• Difficulties arranging words from English to Indonesia.</li><li>• Difficulties in translating very long English sentences.</li></ul>	
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			<ul style="list-style-type: none"> <li>• Difficulties in understand the meaning of the text.</li> </ul>	
		Non linguistic factor	<ul style="list-style-type: none"> <li>• Difficulties in translating words related to cultural values.</li> <li>• Difficulties in translating words related to ideological values.</li> <li>• Difficulties in translating words related to chemical values.</li> <li>• Difficulties in translating words related to historical</li> </ul>	

			<p>values.</p> <ul style="list-style-type: none"><li>• Difficulties in translating words related to biological values.</li><li>• Difficulties in translating words related to medical values.</li><li>• Difficulties in translating words related to economic values.</li></ul>	
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### 3. Blueprint of Documentation

No.	Aspect
1.	Profile of SMA N 1 Raman Utara
2.	The building condition and school facilities in SMA N 1 Raman Utara
3.	The quantity of students at SMA N 1 Raman Utara
4.	Organization structure of SMA N 1 Raman Utara

#### 4. The Condition of the Teacher and Official at SMA Negeri 1 Raman Utara

Condition of the Teacher and Official at SMA Negeri 1 Raman Utara, the numbers of teacher and official employers in SMA Negeri 1 Raman Utara in the academic year of 2020/2021 are that can be identified as follows:

**Table 5. The Condition of the Teacher and Official at SMA Negeri 1 Raman Utara in, the academic year of 2020/2021**

No	Name	Gender	Occupation
1	Agus Sudibyو	Male	Sport
2	Ali Murtopo, S.Pd	Male	PAI
3	Baroroh Anita Suprapti, S.Pd	Female	Indonesia Language
4	Darwanto	Male	Admin
5	Devi Kurniati, S.Pd	Female	Biology
6	Dewi Asti, S.Sos	Female	Sociology
7	Eko Suaryanto, S.Pd	Male	Sport
8	Fatwa Suwigati, S.Pd	Female	English Language
9	Hairul Syahri, S.Pd	Male	English Language
10	Hamidah Mei Suryani, S.Ag	Female	Arabic Language
11	I Nengah Heri Susanta, A.Md, S.Pd	Male	Mathematics
12	I Nengah Rudiana, S.Pd	Male	Physics
13	I Putu Muliadianta, S.Pd	Male	Geography
14	Ika khoiriati, S.Pd	Female	Sociology
15	Jumari, S.Pd	Male	Economy
16	Jumiati, S.Pd	Female	Mathematics
17	Kusaeri, S.Pd	Male	PAI

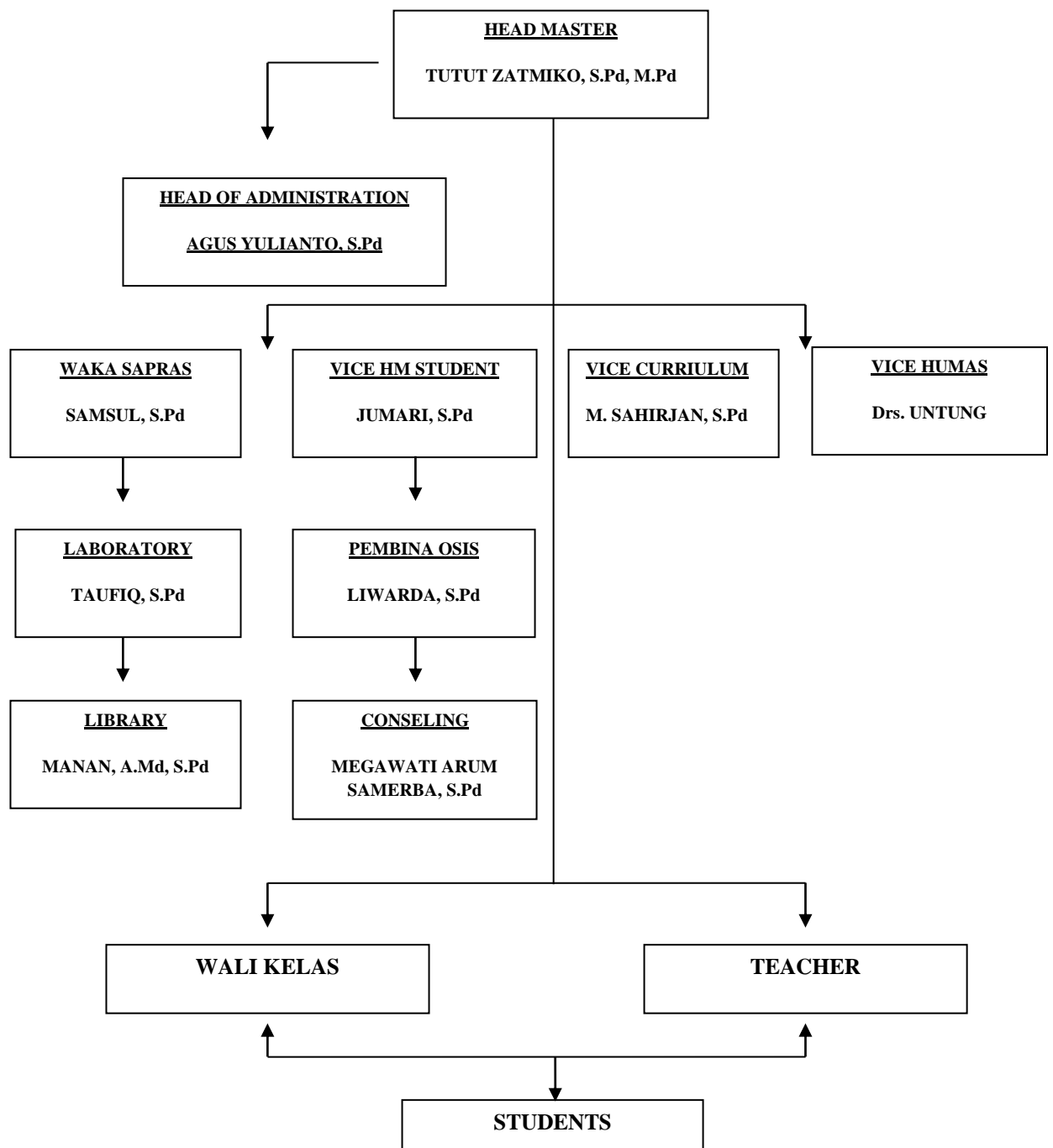
18	Kusairi, S.Pd	Male	Physics
19	Lia Septiani, S.Pd	Female	Admin
20	Dra. Lia Sri Mulyaningrum	Female	History
21	Liwarda, S.Pd	Female	Biology
22	Lydia Sukma, S.Pd	Female	Lampungnese, Counselor
23	M. Sahirjan, A.Ma.Pd, S.Pd	Male	PKn
24	Manan, A.Md, S.Pd	Male	Indonesia Language
25	Megawati Arum Semerba Putri, S.Pd	Female	Counselor
26	Mertania Suhaya, S.Pd	Female	Library
27	Ni Putu Yuli Wiraningsih, S.Ag	Female	Hinduism
28	Ni Wayan Sriyanti, S.Pd	Female	Mathematics
29	Novi Puspitasari	Female	Admin
30	Nuryanti, S.Mn	Female	PKn
31	Patricia Yeni Damayanti, S.Pd	Female	Geography
32	Pramudi Astuti, S.Pd	Female	Seni Budaya, History
33	Pristiyani, S.Pd	Female	Mathematics
34	R.A. Fitri Mariana, S.Pd	Female	Counselor
35	Sartika Fitriyani, S.Pd	Female	Chemistry
36	Sartono, S.Mn	Male	Indonesia Language
37	Sazli Ostian, S.E.	Male	Admin
38	Siti Fajar Nurhasanah, S.Pd	Female	Computer
39	Solikhin, S.Pd	Male	Economy

40	Sri Pinanggih, A.Ma.Pd	Female	Admin
41	Sukartini, S.Pd	Female	English Language
42	Taufiq, S.Pd	Male	Physics
43	Tengku Melviza, S.Pd	Female	Admin
44	Tutut Zاتمiko, M.Pd	Male	Headmaster
45	Drs. Untung Haryanto	Male	TIK
46	Watiman	Male	Admin
47	Wayan Dewi Asih, S.E.	Female	Economy, Seni Budaya
48	Dra. Wiwik Pujiasih	Female	Chemistry
49	Yuliana Tri Indiyani, S.Pd	Female	Economy
50	Yulius Ferdi Untoro, S.Pd	Male	Sport

## 5. Organization Structure of SMA N 1 Raman Utara

Figure 5.

### Organizaion Structure of SMA N 1 Raman Utara in Academoc Year 2020/2021

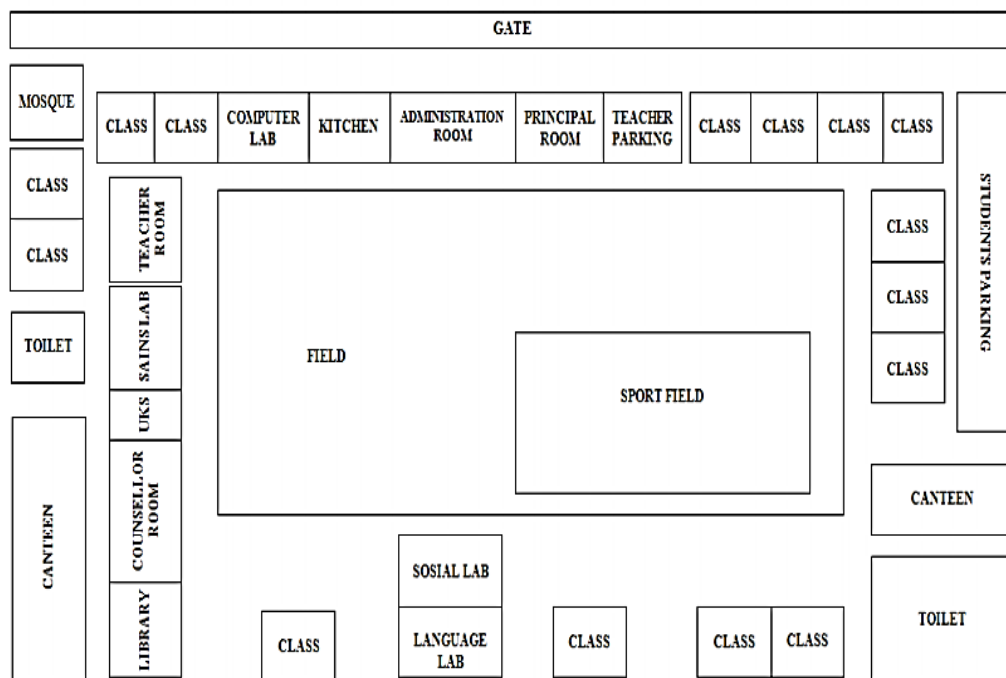




## 6. The Location Sketch of SMA N 1 Raman Utara

The Location Sketch of State Senior High School 1 Raman Utara in the academic year 2020/2021 that can be seen on the figure below:

**Figure 6. Location Sketch of State Junior High School SMA N 1 Raman Utara in Academic Year 2020/2021**



**7. The Documentation of Research at the X Class in State Senior High School 1 Raman Utara**



The Researcher interview the teacher 11 November 2021



The researcher gives instructions to the students 26 Oktober 2021

## **Students in Translating Report Text**

**Name : ADINDA DWI PRASTIKA**

**Class : X MIA 1**

**No absen : 6**

### **Panda**

Panda atau juga dikenal sebagai “Panda Raksasa” atau “Beruang Panda” adalah spesies beruang yang berasal dari Tengah Cina. Hal yang paling menonjol dari mereka adalah corak hitam dan juga putih pada tubuhnya dan juga bulu hitam yang melingkari matanya. Mereka mengkonsumsi bambu sebagai makanan utama mereka tetapi mereka juga makan rumput lain, umbi-umbian liar, burung, tikus, madu, telur, ikan, jeruk dan pisang sesekali.

Panda mempunyai dua kaki dan dua tangan. Mereka mempunyai lima jari dan ibu jari di kakinya. Jempol adalah tulang yang dimodifikasi yang membantu mereka memegang bambu saat makan. Bulu di sekitar perutnya berwarna putih sedangkan bulu di sekitar dada, tangan, kaki, dan telinganya berwarna hitam. Panda dewasa dapat mencapai ukuran 1,2 hingga 1,9 m dari hidung hingga ekor. Ekornya panjangnya sekitar 10 sampai 15 cm. Tinggi badan dari seekor panda dewasa bisa mencapai 60 hingga 90 cm dan berat tubuhnya dapat mencapai 160 kg. Mereka dapat hidup hingga 20 tahun di alam liar dan sekitar 30 tahun di dalam penangkaran. Mereka adalah hewan soliter yang memiliki wilayah yang ditentukan. Mereka berkomunikasi satu sama lain dengan membuat suara dan melalui penandaan aroma.

**Namea : Devi Fanjarini**

**Kelas : X Mia 1**

**No absen :08**

### Panda

Panda atau juga diketahui sebagai " Raskasasa panda" atau "panda beruang" adalah sebuah spesies beruang berasal dari Tengah Cina. Yang paling membedakan dari mereka adalah hitam dan putih pola dari tubuh dan seluruh bulu hitam melingkari mata mereka. Mereka memakan bambu sebagai makanan utama mereka tetapi mereka juga memakan rumput lainnya seperti, umbi-umbian liar, burung, hewan pengerat, madu, telur, ikan, jeruk dan juga pisang.

Panda mempunyai dua kaki dan dua tangan. Mereka mempunyai lima jari dan ibu jari di kaki mereka. Jempol adalah modifikasi tulang yang membantu mereka untuk memegang bambu saat makan. Bulu pada bagian perutnya berwarna putih sedangkan bulu di bagian dada, tangan, kaki serta telinga mereka warnanya hitam. Panda dewasa dapat mencapai ukuran panjang 1,2 sampai 1,9 m dari hidung sampai ekor. Ekor adalah tentang 10 ke 15 cm panjangnya. Tinggi badan dari seekor panda dewasa dapat mencapai 60 sampai 90 cm serta berat badannya dapat mencapai 160 kg. Mereka dapat hidup sampai 20 tahun di alam liar dan sekitar 30 tahun di dalam penangkaran. Mereka adalah hewan yang soliter yang mempunyai daerah kekuasaan yang jelas. Mereka berkomunikasi satu sama lain dengan cara membuat suara serta lewat penandaan bau.

**Nama : ALDI PUTRA WIJAYA**

**Kelas : X MIA 1**

**No absen :02**

### Panda

Panda atau juga diketahui sebagai " Raskasasa panda" atau "panda beruang" adalah sebuah spesies beruang berasal dari Tengah Cina. Yang paling membedakan dari mereka adalah hitam dan putih pola dari tubuh dan seluruh bulu hitam melingkari mata mereka. Mereka memakan bambu sebagai makanan utama mereka tetapi mereka juga memakan rumput lainnya seperti, umbi-umbian liar, burung, hewan pengerat, madu, telur, ikan, jeruk dan juga pisang.

Panda mempunyai dua kaki dan dua tangan. Mereka mempunyai lima jari dan ibu jari di kaki mereka. Jempol adalah modifikasi tulang yang membantu mereka untuk memegang bambu saat makan. Bulu pada bagian perutnya berwarna putih sedangkan bulu di bagian dada, tangan, kaki serta telinga mereka warnanya hitam. Panda dewasa dapat mencapai ukuran panjang 1,2 sampai 1,9 m dari hidung sampai ekor. Ekor adalah tentang 10 ke 15 cm panjangnya. Tinggi badan dari seekor panda dewasa dapat mencapai 60 sampai 90 cm serta berat badannya dapat mencapai 160 kg. Mereka dapat hidup sampai 20 tahun di alam liar dan sekitar 30 tahun di dalam penangkaran. Mereka adalah hewan yang soliter yang mempunyai daerah kekuasaan yang jelas. Mereka berkomunikasi satu sama lain dengan cara membuat suara serta lewat penandaan bau.

**Nama : TASYA PUTRI OKTAVIANI**  
**Kelas : X MIA 1**  
**No absen : 24**

### Panda

Panda atau yang juga dikenal dengan “Panda Raksasa” atau “Beruang Panda” merupakan satu spesies beruang yang asalnya dari negara Cina tengah. Yang paling membedakan dari mereka ialah pola warna hitam dan juga putih pada tubuhnya serta bulu hitam yang melingkari matanya. Mereka memakan bambu sebagai makanan utama mereka tetapi mereka juga memakan rumput lainnya seperti, umbi-umbian liar, burung, hewan pengerat, madu, telur, ikan, jeruk dan juga pisang.

Panda mempunyai dua kaki dan dua tangan. Mereka mempunyai lima jari dan ibu jari di kakinya. Jempol adalah tulang yang dimodifikasi yang membantu mereka memegang bambu saat makan. Bulu di sekitar perutnya berwarna putih sedangkan bulu di sekitar dada, tangan, kaki, dan telinganya berwarna hitam. Panda dewasa dapat mencapai ukuran 1,2 hingga 1,9 m dari hidung hingga ekor. Ekornya panjangnya sekitar 10 sampai 15 cm. Tinggi badan dari seekor panda dewasa bisa mencapai 60 hingga 90 cm dan berat tubuhnya dapat mencapai 160 kg. Mereka dapat hidup hingga 20 tahun di alam liar dan sekitar 30 tahun di dalam penangkaran. Mereka adalah hewan soliter yang memiliki wilayah yang ditentukan. Mereka berkomunikasi satu sama lain dengan membuat suara dan melalui penandaan aroma.

**Nama : Puja Audinia Artika**

**Kelas : X MIA 1**

**No absen : 18**

### Panda

Panda atau juga dikenal sebagai “Panda Raksasa” atau “Beruang Panda” adalah spesies beruang yang berasal dari Tengah Cina. Yang paling membedakan dari mereka adalah hitam dan putih pola dari tubuh dan seluruh bulu hitam melingkari mata mereka. Mereka memakan bambu sebagai makanan utama mereka tetapi mereka juga memakan rumput lainnya seperti, umbi-umbian liar, burung, hewan pengerat, madu, telur, ikan, jeruk dan juga pisang.

Panda mempunyai dua kaki dan dua tangan Mereka mempunyai lima jari dan ibu jari di kakinya. Jempol adalah modifikasi tulang yang membantu mereka untuk memegang bambu saat makan. Bulu di sekitar perutnya berwarna putih sedangkan bulu di sekitar dada, tangan, kaki, dan telinganya berwarna hitam. Panda dewasa dapat mencapai ukuran 1,2 hingga 1,9 m dari hidung hingga ekor. Ekornya memiliki ukuran sekitar 10 sampai 15 cm. Tinggi badan dari seekor panda dewasa dapat mencapai 60 sampai 90 cm serta berat badannya dapat mencapai 160 kg. Mereka dapat hidup sampai 20 tahun di alam liar dan sekitar 30 tahun di dalam penangkaran. Mereka adalah hewan yang suka menyendiri yang mempunyai daerah kekuasaan yang jelas. Mereka adalah hewan yang soliter yang mempunyai daerah kekuasaan yang jelas. Mereka berkomunikasi satu sama lain dengan cara membuat suara serta lewat penandaan aroma.



**Name : Melisa Dwi Putri**

**Class : X MIA 1**

**No absent : 15**

### Panda

Panda atau yang juga dikenal dengan “Panda Raksasa” atau “Beruang Panda” merupakan satu spesies beruang yang asalnya dari negara Cina tengah. Yang paling menonjol dari mereka adalah pola hitam dan putih dari tubuh dan seluruh bulu hitam melingkari mata mereka. Mereka mengkonsumsi bambu sebagai makanan utama mereka tetapi mereka juga memakan rumput lainnya seperti, umbi-umbian liar, burung, hewan pengerat, madu, telur, ikan, jeruk dan juga pisang sesekali.

Panda mempunyai dua kaki dan dua tangan. Mereka mempunyai lima jari dan ibu jari di kakinya. Jempol adalah modifikasi tulang yang membantu mereka untuk memegang bambu saat makan. Bulu sekitar perut mereka berwarna putih sedangkan bulu sekitar dada, tangan dan telinganya adalah hitam. Panda dewasa dapat mencapai ukuran panjang 1,2 sampai 1,9 m dari hidung sampai ekor. Ekor adalah tentang 10 ke 15 cm panjangnya. Tinggi badan dari seekor panda dewasa dapat mencapai 60 sampai 90 cm serta berat badannya dapat mencapai 160 kg. Mereka dapat hidup sampai 20 tahun di alam liar dan sekitar 30 tahun di dalam penangkaran. Mereka adalah hewan soliter yang memiliki wilayah yang ditentukan. Mereka berkomunikasi satu sama lain dengan membuat suara dan melalui penandaan aroma.

## The Result of Question Sheet

Timestamp	Name	I have difficulty adjusting sentence patterns that have been translated from English into Indonesian sentence patterns.	I have difficulty finding the meaning of words that are not listed in the dictionary.	I have a hard time determining the exact meaning of words that have multiple meanings.	I have difficulty translating phrases.
2021/10/27 7:37:44	Adinda Dwi Prastika	Yes	Yes	Yes	Yes
2021/10/27 7:41:47	Gandes Arif Marlinda	Yes	Yes	Yes	Yes
2021/10/27 7:44:17	Melisa Dwi Putri	Yes	Yes	Yes	Yes
2021/10/27 7:47:32	Reka Ayu Adshari	Yes	Yes	Yes	Yes
2021/10/27 7:54:51	Amanda Amelia Putri	Yes	Sometime	Yes	Yes
2021/10/27 7:57:51	Devi Fanjarini	Yes	Sometime	Yes	No
2021/10/27 7:59:52	Elena Mustika Sari	Yes	Yes	Yes	Yes
2021/10/27 8:02:31	Virginia Sylvia Suhendra	Yes	Yes	Yes	Yes
2021/10/27 8:04:37	Puja Audinia Artika	Sometime	Yes	Sometime	Yes
2021/10/27 8:07:31	Restu Andikha	Yes	Yes	Yes	Yes
2021/10/27 8:23:27	Aldi Putra Wijaya	Yes	Sometime	No	Sometime
2021/10/27 9:45:06	Hani Devinta	Yes	Yes	Sometime	No
2021/10/30 9:16:07	Tasya Putri Oktaviani	Yes	Yes	Yes	Yes
2021/10/30 9:27:29	Bella Febriana	Yes	Sometime	Sometime	Yes
2021/10/30 9:34:08	Khoirul Umam	Yes	Sometime	Yes	Sometime

I have difficulty arranging words in Indonesian, resulting in messy sentences and difficult for readers to understand.	I have difficulty in translating very long English sentences.	I have difficulty in understanding the meaning of the source language which makes it difficult for me to translate it into the target language.	I have difficulty in translating words related to cultural values.	I have difficulty in translating words related to ideological values.
Yes	Yes	Yes	Sometime	Yes
Yes	Yes	Yes	Sometime	Yes
Yes	Yes	Yes	Sometime	Yes
Yes	Yes	Yes	Sometime	Yes
Sometime	Yes	Yes	Sometime	Yes
Sometime	Sometime	Sometime	Sometime	Yes
Yes	Yes	Yes	Sometime	Yes
Yes	Yes	Yes	Sometime	Yes
Sometime	Yes	Yes	Yes	Yes
Sometime	Yes	Yes	Sometime	Yes
Yes	Sometime	No	Sometime	Sometime
Sometime	Yes	Yes	Sometime	No
Yes	Yes	Yes	Sometime	Yes
No	Yes	No	Sometime	Yes
Yes	Sometime	Yes	Yes	Sometime

I have difficulty in translating words related to chemical values.	I have difficulty in translating words related to historical values.	I have difficulty in translating words related to biological values.	I have difficulty in translating words related to medical values.	I have difficulty in translating words related to economic values.
Yes	Yes	Sometime	Sometime	Sometime
Yes	Yes	Sometime	Sometime	Sometime
Yes	Yes	Sometime	Sometime	Sometime
Yes	Yes	Sometime	Sometime	Sometime
Yes	Yes	Sometime	Sometime	Sometime
Yes	Yes	Yes	Yes	Sometime
Yes	Yes	Sometime	Sometime	Sometime
Yes	Yes	Sometime	Sometime	Sometime
Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Sometime	Sometime
Yes	Yes	Sometime	No	Yes
No	Yes	Sometime	Yes	No
Yes	Sometime	Sometime	Sometime	Sometime
Sometime	Sometime	Sometime	Sometime	No
Yes	Yes	Yes	Yes	Yes

### The Guidelines of Interview with the English teacher

No.	Questions	Answer
1.	Please tell us the English learning process in class X IPA 1?	Transfer of knowledge using many model to learning as a reading, transfer the question and give one model is blended learning combine with online and offline learning English.
2.	Have the students of class X IPA 1 learned about report text?	Yes in curriculum students of class X IPA 1 learned about report text .
3.	Have the students translated English report text into Bahasa?	Yes, one of the learning models is translated into Bahasa.
4.	What types of text have been ever studied in calss X IPA 1?	Many types of the text have been ever studied in calss X IPA 1 we know that narative text, descriptive text, report text, procedure text and news item.
5.	Have the students of class X IPA 1 understood about the report text?	I think our students understand about the report text because I explain about report text.
6.	Do the students of class X IPA 1 often asked about the meaning of sentence?	Yes not all of the students asked about the meaning of the sentence because there is my students know much about English and then they have many vocabulary, but when they lack vocabulary they automatically ask a lot of questions.

7.	Do the students of class X IPA 1 often give the task to translate English text?	Yes I often given, maybe two time a week I give the task to my students.
8.	Do the students always use dictionary when they translate a text?	Yes our students bring dictionary when they translate the task.
9.	What is the result of students translation of the texts? is it very good?	Not all students medium or high ability is good, but many students not interested in English the result is not good or less.
10.	Do the students find difficulty when translating report text from English to Indonesia?	Many students find difficulty when translating report text from English to Indonesia because they all dont bring dictionary or they are .



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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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](http://www.metrouniv.ac.id) E-mail: [lainmetro@metrouniv.ac.id](mailto:lainmetro@metrouniv.ac.id)

Nomor : B-0417/In.28/J/TL.01/02/2021  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth,  
KEPALA SEKOLAH SMA  
NEGERI 1 RAMAN UTARA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **INDAH KURNIASARI**  
NPM : 1701070106  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENTS` DIFFICULTIES IN  
TRANSLATING REPORT TEXT FROM ENGLISH TO  
INDONESIAN AMONG THE TENTH GRADE AT THE  
SMA N 1 RAMAN UTARA.

untuk melakukan prasurvey di SMA NEGERI 1 RAMAN UTARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb*

Metro, 19 Februari 2021  
Ketua Jurusan,



**Andianto, M.pd**  
NIP. 198711022015031004



PEMERINTAH PROPINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 1 RAMAN UTARA  
TERAKREDITASI A

Alamat : Raman Aji Kecamatan Raman Utara Pos 34154



**SURAT KETERANGAN**

Nomor : 420 /063 / 11.SK/ SMA 01 / 202

Menindaklanjuti surat dari Institut Agama Islam Negeri Metro Tanggal 19 Februari 2021 Nomor B-01417/In.28/J/TL.01/02/2021, Prihal IZIN PRASURVEY maka Kepala SMA Negeri 1 Raman Utara Kabupaten Lampung Timur menerangkan bahwa :

Nama : INDAH KURNIASARI  
NPM : 1701070106  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Telah selesai Melakukan Prasurvey di SMA Negeri 1 Raman Utara dalam rangka Menyelesaikan Tugas Akhir / Skripsi dengan judul " AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING REPORT TEXT FROM ENGLISH TO INDONESIAN AMONG THE TENTH GRADE AT THE SMAN 1 RAMAN UTARA"

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Raman Utara, 8 Maret 2021  
Kepala SMAN 1 Raman Utara



**TUTUT ZATMIKO, S.Pd, M.Pd**  
NIP. 197507131999021003





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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
pon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3702/ln.28.1/J/TL.00/09/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Dedi Irwansyah (Pembimbing 1)  
Dedi Irwansyah (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **INDAH KURNIASARI**  
NPM : 1701070106  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING  
REPORT TEXT FROM ENGLISH TO INDONESIAN AMONG THE  
TENTH GRADE AT THE SMA N 1 RAMAN UTARA

Dengan ketentuan sebagai berikut :

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

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 17 September 2021  
Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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## SURAT TUGAS

Nomor: B-4117/ln.28/D.1/TL.01/10/2021

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

Nama : INDAH KURNIASARI  
NPM : 1701070106  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 RAMAN UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING REPORT TEXT FROM ENGLISH TO INDONESIAN AMONG THE TENTH GRADE AT THE SMA N 1 RAMAN UTARA".
  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 : 18 Oktober 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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-4116/In.28/D.1/TL.00/10/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KETUA SMA N 1 RAMAN UTARA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4117/In.28/D.1/TL.01/10/2021, tanggal 18 Oktober 2021 atas nama saudara:

Nama : **INDAH KURNIASARI**  
NPM : 1701070106  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 RAMAN UTARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING REPORT TEXT FROM ENGLISH TO INDONESIAN AMONG THE TENTH GRADE AT THE SMA N 1 RAMAN UTARA".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 18 Oktober 2021  
Wakil Dekan Akademik dan  
Kelembagaan,



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





PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMAN 1 RAMAN UTARA  
TERAKREDITASI A

NSS : 301120411043

NIS : 300430

NPSN : 10806080

Alamat : Raman Aji Kecamatan Raman Utara Kode Pos 34154

Email : smansa\_ramura@gmail.com



**SURAT KETERANGAN**

Nomor : 420 /233/ 11.SK/ SMA 01 / 2021

Menindak lanjuti surat dari Institut Agama Islam Negeri Metro, Nomor : B-4146/In.28/D.1/TL.00/10/2021, hal Izin Research , maka Kepala SMAN 1 Raman Utara Kabupaten Lampung Timur menerangkan bahwa :

Nama : INDAH KURNIASARI  
NPM : 1701070106  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Adalah benar mahasiswa tersebut diatas telah diterima untuk mengadakan research/survey di SMAN 1 Raman Utara dalam rangka menyelesaikan tugas akhir/skripsi dengan judul : "AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING REPORT TEXT FROM ENGLISH TO INDONESIA AMONG THE TENTH GRADE AT THE SMA N 1 RAMAN UTARA".

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Raman Utara , 19 November 2021  
Kepala SMAN 1 Raman Utara



**TUTUT ZATMIKO, S.Pd.M.Pd**  
NIP. 197507131999031003



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

Jalan Ki Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id, pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1174/In.28/S/U.1/OT.01/11/2021**

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

Nama : Indah Kurniasari  
NPM : 1701070106  
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 1701070106

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, 15 November 2021

Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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---

**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 : Indah Kurniasari  
NPM : 1701070106  
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, Januari 2022  
Ketua Jurusan TBI

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



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

Nama : Indah Kurniasari

Jurusan : TBI

NPM : 1701070106

Semester / T A : VIII

No	Hari/ Tanggal	Pembimbing	Bimbingan Yang Dikonsultasikan	Tanda Tangan Dosen
	2 Juni 2021	✓	- Vocabulary - mechanical aspects - not yet content  _____	
	8 June 2021		Pris research berisi 4 hal: 1. Researcher(s), Last name only 2. Objectives of research 3. Research method 4. Findings	

Mengetahui  
Ketua Jurusan/TBI

  
Andianto, M.Pd  
Nip. 19871022015031004

Dosen Pembimbing

  
Dr. Dedi Irwansyah, M.Hum  
NIP. 197912232006041001





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

Nama : Indah Kurniasari  
NPM : 1701070106

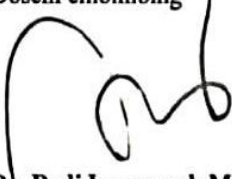
Jurusan : TBI  
Semester : VIII/2021

No	Hari / Tanggal	Pembimbing	Bimbingan Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	18 June 2021		<ul style="list-style-type: none"><li>→ Please revise Chapter I</li><li>→ You can continue crafting chapter II</li><li>→ Selalu bawa halaman yg saya coret? pada bimbingan sebelumnya.</li></ul>	
	30/06/2021		Chapter II is ok please continue to Chapter III	

Mengetahui,  
Ketua Jurusan TBI

  
Andi Anto, M.Pd.  
NIP. 198711022015031004

Dosen Pembimbing

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

Nama : Indah Kurniasari  
NPM : 1701070106

Jurusan : TBI  
Semester : VIII/2021

No	Hari / Tanggal	Pembimbing	Bimbingan Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	8/07 2021		Clapkes III A@ per Proposal Seminar	

Mengetahui,  
Ketua Jurusan TBI

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

Nama : Indah Kurniasari  
NPM : 1701070106

Jurusan : TBI  
Semester : IX/2021

No	Hari / Tanggal	Pembimbing	Bimbingan Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	07/10/2021		Please see the attached comments and revise accordingly	
	13/10/2021		Research Instrument A@@.	

Mengetahui,  
Ketua Jurusan TBI

Andiarto, M.Pd.  
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✓  
  
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Indah Kurniasari


Jurusan : TBI

NPM : 1701070106

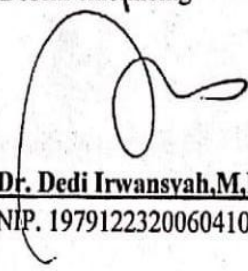
Semester : IX/2021

No	Hari / Tanggal	Pembimbing	Bimbingan Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	25/11/2021		1. title 2. lampirkan Bab 1-3 agar saya bisa mengecek appropriateness of Chapter IV. 3. Appendix berupa gambar ditambah caption: Date and Place.	

Mengetahui,  
Ketua Jurusan TBI

  
Andjanto, M.Pd.  
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Dosen Pembimbing

  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Indah Kurniasari  
NPM : 1701070106

Jurusan : TBI  
Semester : IX/2021

No	Hari / Tanggal	Pembimbing	Bimbingan Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	06/12/2021		Understand every single word - Enrich - Evolve  I need to see the whole chapter  see I	

Mengetahui,  
Ketua Jurusan TBI

  
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
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Nama : Indah Kurniasari  
NPM : 1701070106

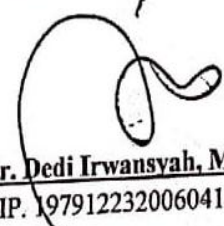
Jurusan : TBI  
Semester : IX/2021

No	Hari / Tanggal	Pembimbing	Bimbingan Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	06/12/2021		@@ for Munayyabah Tolong takeomodir Untuk pendaftaran Munayyabah Semester ini.	

Mengetahui,  
Ketua Jurusan TBI

  
**Andianto, M.Pd.**  
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NIP. 19791223200604100

## **CURRICULUM VITAE**



Indah Kurniasari was born in Mekarsari on February 11, 1999. She was raised by a harmonious husband and wife, Mr. Sukron and Mrs. Sutilah. She is the last child of 2 siblings. She entered elementary school at Raman Aji in 2004 and graduated in 2005. She studied elementary school at SDN 2 Raman Aji 2005-2011. Then, she continued her junior high school at SMP N 1 Raman Utara for three years. After graduating from junior high school, she continued her education to SMA N 1 Raman Utara and finished in 2017. After that, she continued her undergraduate program at IAIN Metro, majoring in English Education.